

Charlie Heim
Music 340
December 8, 2008

TASK ANALYSIS – Symbolic Patterns

OBJ: Upon seeing a familiar duple TB, MB, and division pattern notated with notation alone in the familiar measure signatures of 2/4 and 2/2, the SWBAT recognize that pattern by chanting it correctly, with the appropriate syllables, with consistent tempo and accurate meter.

ACTIVITY: Rondo/Classroom Instruments

TASK: SWBAT read, play, and chant a duple rhythmic pattern on handheld classroom instruments, demonstrating a consistent recitation of the same pattern (pattern B) as a response to the teacher's series of varied patterns (pattern A, C, D, E, etc.). The exercise will follow the rondo form of ABCBDB... where the students always respond with the same pattern.

MATERIALS: Handheld classroom instruments: rhythm sticks, hand drums, tambourines, etc.
Overheads showing notated versions of the rhythm patterns in 2/4 and 2/2 with syllables

PROCEDURES:

T: Instruct students to pat TB

S: Pat TB

T: Play rhythmic pattern B on instrument, while chanting neutral syllables. Have students continue to pat TB

S: Listen to teacher model, pat TB

T: Play and chant (always with neutral syllables) pattern B, instruct students to repeat pattern on instruments while chanting rhythm syllables

S: Play and chant pattern with rhythm syllables

T: Repeat phrase up to three times, ensure correct student recitation of rhythm syllables

S: Respond to teacher instructions; continue reciting/playing pattern

T: Introduce first overhead, showing pattern B written out

One - nay	Two-ta-nay-ta	One	Two - nay
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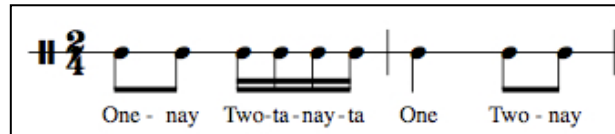
with rhythm syllables only. Instruct students to chant pattern with rhythm syllables after teacher recitation with neutral syllables. For both teacher and student recitations, follow along with pointer on overhead, tapping TBs underneath the syllables as the pattern is chanted

S: Chant/play pattern with rhythm syllables, follow along as teacher shows the corresponding written syllables

T: Repeat this process up to three times, ensure that students are following along with the written syllables as indicated

S: Respond to teacher instructions; continue reading/chanting/playing pattern.

T: Introduce second overhead, which shows rhythmic pattern in music notation (in 2/4) *and* rhythmic syllables. Use same procedure as before; follow along while chanting the pattern on neutral syllables, pointing to the pattern's downbeats on each TB

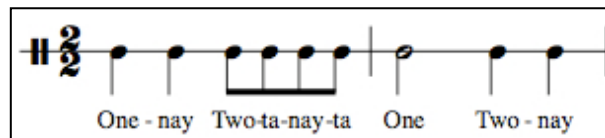


S: Chant/play pattern with rhythm syllables, follow along as teacher shows the corresponding written syllables and music notation

T: Repeat this process up to three times, ensure that students are following along with the written syllables as indicated

S: Respond to teacher instructions; continue reading/chanting/playing pattern

T: Repeat exercise with pattern notated in 2/2 *and* rhythmic syllables



S: Respond accordingly, repeating the exercise while following along to the pattern notated in 2/2

T: Introduce third overhead, which shows rhythmic pattern in music notation (both 2/4 and 2/2) *without* rhythmic syllables. Follow same procedure as before to have students chant written pattern



S: Read, chant, and play pattern, reading the notation only

T: Repeat up to three times, ensuring student comprehension of the notation

S: Respond to teacher instructions; continue reading/reciting/playing pattern

T: Rondo activity: instruct students to play and chant the introduced pattern (pattern B) after each 4-TB duple pattern played/chanted by teacher. Start by playing/chanting pattern B on neutral syllables

S: Respond with pattern B on rhythm syllables, following along with overhead notation

T: Play/chant (with neutral syllables) an improvised, 4-TB duple rhythmic phrase

S: Respond with pattern B, following along on overhead, playing and chanting on rhythm syllables

T: Repeat at least three times, each with a different improvised phrase

S: Respond accordingly each time

If time permits, have an individual student play the teacher role by improvising a 4-TB duple rhythmic pattern. Have the students respond to that individual as if he/she were the teacher in the Rondo activity.