

Music lessons

Grade 4 - Lesson 9 (November Week 1)

Save paper and ink! Just read the PDF and don't print it.
All the instructions are given in the module on
www.musicplayonline.com.

Concepts: rhythm, solfa, woodwind family

Objectives:

- I can read and play rhythms
- I can read and sing melodies
- I can describe the woodwind family

Songs/Activities:

- #27 "Shine a Light for Peace" - sing, play rhythm band
- play Match the Melody, Level 11 - fa
- #28 "Cut the Cake" - read, sing, adapt game to be a chase game
- #101 "Woodwind Family" - learn about the woodwind family

Teaching Procedure

Activity #1: Learn and practice page 1 of "Shine a Light for Peace" Rhythm Band

Find things at home to use for instruments.

Drum = ice cream bucket, large bowl or cardboard box

Shakers = fill small containers with rice, macaroni, or popcorn

Sticks = 2 wooden spoons or 2 spoons

Finger cymbal = substitute pool noodle scrapers or any metal sound (2 spoons)

Choose the part that you want to play. Practice the part on each page.

Then, put the whole piece together.

Page 1 is used for all the verses in the song.



Activity #2: Learn and practice page 2 of Shine a Light for Peace Rhythm Band

Learn and practice page 2 of "Shine a Light for Peace" Rhythm Band.

Page 2 is used for each chorus in the song.



Activity #3: Play your part along with the song, "Shine a Light for Peace"

Play your part along with the song, "Shine a Light for Peace"



Activity #4: Play Match the Melody Level 11 (Fa)

Play Match the Melody

Choose Level 11.

[Launch Interactive](#)

Activity #5: Read and sing the song "Cut the Cake"

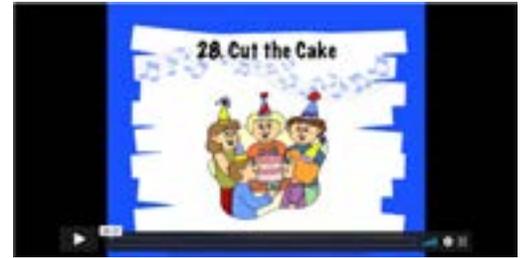
Read and sing the song "Cut the Cake"

Listen to the song. Then pause the video.

Read the rhythms.

Can you read/sing the solfa notes for the song?

Play the video again, and sing the song.



Activity #6: Adapt the game for "Cut the Cake"

Adapt the game for "Cut the Cake"

If you have brothers or sisters at home, go outside, and play this as a race game. Sing the song, then race to the finish.

Zoom: choose one child to be the "runner." The "runner" will speed-walk quickly back and forth in front of their zoom device, so the rest of class sees them going on and off camera. Sing the song and count how many times during the song you see the "runner" on camera.

In-Person - if possible, go outside and play as a "race" game. If not, mark a dice with 3 quarter notes and 3 eighth notes. Draw 2 stick-man "racers" on the board and 5 squares till the finish line. One stick-man will be the quarter note (ta) and one will be the ti-ti. Listen to the song and have the class make up actions. At the end of the song, roll the dice, and move the stick-man representing the note rolled. Continue until one stick-man wins the race.



Activity #7: Name the Solfa Notes for the song "Cut the Cake"

Name the Solfa Notes for the song "Cut the Cake"

If you prefer that your students learn pitch letter names, omit this activity and do the note naming instead in the next activity.

 **Launch Interactive**

Activity #8: Name the pitch letter names for the song "Cut the Cake"

Name the pitch letter names for the song "Cut the Cake."

 **Launch Interactive**

Activity #9: Learn about the woodwind family

Learn about the woodwind family.

Optional: Complete the worksheet on the Woodwind Family in "Supporting Resources."



Activity #10: Optional: Watch a performance by a woodwind quintet

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Start watching at 19:26

Watch the part that starts at 19:22.
It ends at 22:21

Activity #11: Watch the listening log video of “Menuetto-Trio” and answer questions

Watch the listening log video of “Menuetto-Trio” and answer as many of the questions as you can.

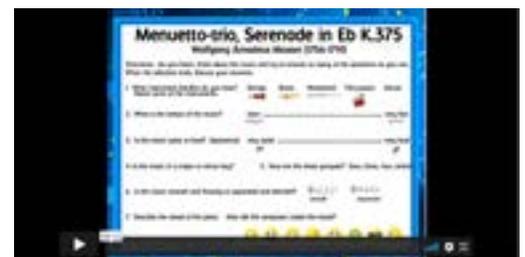
You can print the listening log from Supporting Resources.

-or-

Answer the questions on a piece of paper.

Discuss the answers in class.

1. What instrument families do you hear? Name some of the instruments.]
2. What is the tempo of the music?
3. Is the music quiet or loud?
4. Is the music in a major or minor key?
5. How are the beats grouped? (two, three, four, other)
6. Is the music smooth or separated?
7. Describe the mood of the piece. How did the composer create the mood?
8. How does this music make you feel?



Teacher's Notes: