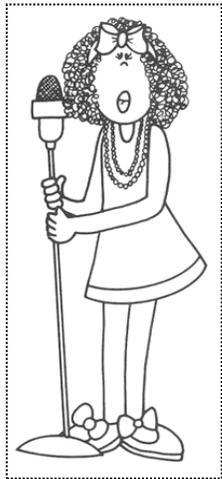


# Music Lesson Plans: Judkins



Grade: **Kindergarten**

Title: **Meet Me in Music**

Week: October 21- November 22

Source: Various,  
[www.makingmusicfun.net/htm/f\\_mmf\\_music\\_library/jump-the-hoop-lesson.htm](http://www.makingmusicfun.net/htm/f_mmf_music_library/jump-the-hoop-lesson.htm)

Materials: hula hoops, stick figure charts, lyric sheets, iPod, written music

MPG/Big Idea:

MPG1: Develop skills in music reading

MPG4: Make value judgments about music

State Standard:

9.1

9.4

ljudkins:2013-2014

Enduring Understandings:

1. Music reading skills provide the basis for creating, understanding and performing music
5. Knowledge of vocal and instrumental techniques are necessary to properly produce quality music

Essential Questions:

1. What is music?
4. What makes good music good?

Knowledge:

1. Beat and rhythm are different
1. Music ideas can be organized
1. Everyone can sing
2. Singing a wide variety of music either alone or in groups will create challenging singing scenarios
1. Music is a personal choice
2. Audience etiquette is a necessary part of being a responsible music consumer

Skills:

## **Rhythm: Beat, Meter, Duration, Rhythmic Patterns**

2. Demonstrate steady beat, maintain beat and identify beat vs. rhythm

## **Form**

1. Demonstrate the following forms repeated and contrasting sections (same/different) including but not limited to verse/refrain, call/response and AB

## **Vocal Skills**

1. Match pitches while expanding vocal range

Procedure:

## **Jump the Hoop**

1. Ask students to pat their knees on beat one of each measure of a musical selection to gain a feel for the macrobeat.
2. Place hula hoops on the floor around the music classroom, and then assign a few students to each hula hoop.
3. Tell students, To play the game you will jump in and out of the hula hoop to the beat of the music. If you are in the right place when the music stops you will remain in the game. If you are in the wrong place when the music stops you will be out of the game until the next game starts.

2. Sing simple songs in their entirety
4. Perform one or more of the following: traditional songs, singing games, chants and/or rhymes

**Aesthetic Response**

1. Demonstrate quiet and appreciative attention to the performance of others and express criticism of a performance with clapping, compliments or constructive criticism
2. Demonstrate audience behavior appropriate for the context and style of music performance

At the end of the song if you are remaining you will be declared a "champion" for that round.

4. Practice by having the students jump on beat one of each measure (macrobeat).

Example:

Did you ever (jump) see a Lassie (jump),  
 A Lassie (jump),  
 A Lassie (jump),  
 Did you ever (jump) see a Lassie (jump),  
 Go this way (jump) and that (jump)?

5. For a challenge, try a variety of music.

**Flow and Freeze**

1. Introduce the term Verse/Refrain
2. Demonstrate a few examples the students would recognize; Jingle Bells, Yankee Doodle.
3. Introduce alternate ways to identify Verse/Refrain; Verse/Chorus, AB
3. Explain the activity Flow and Freeze to the class.
4. Choose 2 students. One student will represent the verse and one student will represent the refrain.
5. Give each of those students a stick figure movement card.
6. During the verse, Student A will hold up their card and students will respond with the movement that is displayed on the card.
7. During the refrain, Student B will hold up their card and students will respond with the movement that is displayed on the card.
8. If there are multiple verses, the process continues throughout the song.
9. Choose two new students, a new song, and two new stick figure movement cards and begin again.

**It's Such A Good Feeling**

1. Discuss the Pittsburgh connection to this selection
2. Students will learn the selection by rote.
3. All students will be guided through proper vocal production and technique.
4. The class will discuss audience etiquette and how to implement proper stage/performance etiquette
5. Students will work in small groups to master memorization of the lyrics

Assessment:  
 -formative assessment

# Music Lesson Plans: Judkins



Grade: **First Grade**

Title: **Meet Me in Music**

Week: October 21- November 22

Source: Various

Materials: rhythm sticks, lyric sheets, iPod, written music

MPG/Big Idea:

MPG1: Develop skills in music reading

MPG3: Listen to music with understanding

MPG4: Make value judgments about music

State Standard:

9.1

9.2

9.4

ljudkins:2013-2014

Enduring Understandings:

1. Music reading skills provide the basis for creating, understanding and performing music
3. Music from various styles, cultures and historical eras globally affects all individuals
5. Knowledge of vocal and instrumental techniques are necessary to properly produce quality music

Essential Questions:

1. What is music?
3. How does music impact all of us?
4. What makes good music good?

Knowledge:

1. Everyone can sing
4. Singing a wide variety of music either alone or in groups will create challenging singing scenarios
1. Beat and rhythm are different
1. Music is a personal choice
2. Audience etiquette is a necessary part of being a responsible music consumer

Skills:

**Melody: Pitch, Melodic Contour, Melodic Patterns, Melodic Phrases, Scales and Tonality**

4. Demonstrate recognition of phrases, repeated phrases and phrase endings

**Vocal Skills**

1. Match pitches while expanding vocal range
2. Sing simple songs in their entirety
6. Perform one or more of the following: traditional songs, singing games, chants, rhymes and/or dances from various cultures

Procedure:

**Betty Larkin**

1. Learn the song by rote
2. Identify repeating and different phrases
3. History of play-games/circle games
4. Learn the following play-game -double circle of partners -one child has not partner -on the verse, the child without the partner goes into the circle and "steals" a partner from inside the ring and brings them back to their spot -the player left without a partner then "steals" a new partner - players continue to "steal" partners until the verse ends -the game begins again

**Six Little Ducks**

**Rhythm: Beat, Meter, Duration, Rhythmic Patterns**

1. Demonstrate steady beat, strong beats and simple rhythmic patterns
2. Demonstrate steady beat, maintain beat and identify beat vs. rhythm

**Vocal Skills**

1. Perform one or more of the following: traditional songs, folk dances, line dances, action songs and singing games from various cultures

**Cultural Context**

1. Perform examples of traditional American folk music

**Aesthetic Response**

1. Demonstrate quiet and appreciative attention to the performance of others and express criticism of a performance with clapping, compliments or constructive criticism
2. Demonstrate audience behavior appropriate for the context and style of music performance

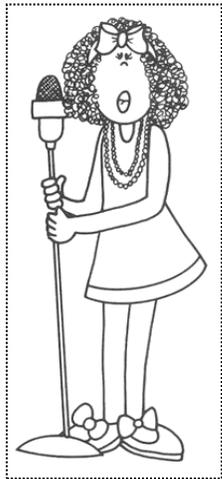
1. Learn the song by rote
2. Have the class sit cross-legged in a circle
3. Distribute one stick to each student. Only one of the sticks should be red.
4. Discuss the difference between rhythm and beat
5. Have students place their left hand palm up on their left knee. Instruct students that their left hand will not move throughout the entire activity
6. Have students place the stick in their right hand
7. Learn the rhythmic pattern Tap knee (ta) knee (ta) on beats 1 and 2, hand (ta) hand (ta) on beats 2 and 3, floor (ta) floor (ta) on beats 5 and 6 pass (ta) on beat 7, grab the stick (ta) beat 8 ...again
8. If the students are off-beat or perform the rhythmic pattern incorrectly they are "out".
9. At the end of the song the student with the red stick is also "out"
10. The game continues until one child is left.
11. That child will then "lead" the group and the game resumes

**Won't You Be My Neighbor**

1. Discuss the Pittsburgh connection to this selection
2. Students will learn the selection by rote.
3. All students will be guided through proper vocal production and technique.
4. The class will discuss audience etiquette and how to implement proper stage/performance etiquette
5. Students will work in small groups to master memorization of the lyrics

Assessment:  
-formative assessment

# Music Lesson Plans: Judkins



ljudkins:2013-2014

Grade: **Second Grade**

Title: **Meet Me in Music**

Week: October 21- November 22

Source: Various

Materials: Orff instruments, Drums, lyric sheets, iPod, written music

MPG/Big Idea:

MPG1: Develop skills in music reading

MPG4: Make value judgments about music

State Standard:

9.1

9.4

Enduring Understandings:

1. Music reading skills provide the basis for creating, understanding and performing music
4. Music is a lifelong avocation that requires personal choices and critical response
5. Knowledge of vocal and instrumental techniques are necessary to properly produce quality music

Essential Questions:

1. What is music?
4. What makes good music good?

Knowledge:

1. Music ideas can be organized
1. Proper instrumental skills will create a more confident instrumentalist
2. Instrumental performance requires a combination of elemental skills
1. Beat and rhythm are different

Skills:

## Form

3. Distinguish between the use of the following forms: AB, ABA, call/response and echo

## Instrumental Skills

1. Play instruments independently and confidently while other students sing or play contrasting parts
2. Play instruments in combination while developing basic mallet techniques
3. Play a melodic ostinato
4. Perform accompaniments using body percussion and/or classroom instruments

## Aesthetic Response

1. Demonstrate quiet and appreciative attention to the performance of others and express criticism of

Procedure:

## Gilly, Gilly, Gilly, Good Morning

1. Learn the song by rote
2. Once students can perform the selection with accuracy discuss proper mallet techniques
3. Discuss the term bodoun
4. Discuss the form of the piece: AB
5. Have one group of students perform the bodoun on the A section while the other students stand behind and sing
6. On the B section all students will sing while students rotate positions
7. As students become more adept at playing the bodoun, increase the tempo of the selection

## Shake the Papaya Down

1. Discuss the origins of the selection. Shake the Papaya Down is a traditional Jamaican children's calypso song. A kind of music in syncopated

- a performance with clapping, compliments or constructive criticism
- 2. Demonstrate audience behavior appropriate for the context and style of music performance

**Rhythm: Beat, Meter, Duration, Rhythmic Patterns**

- 1. Demonstrate steady beat, strong beats and simple rhythmic patterns
- 5. Echo rhythmic patterns

**Vocal Skills**

- 1. Match pitches while expanding vocal range
- 2. Sing simple songs in their entirety
- 6. Perform one or more of the following: traditional songs, singing games, chants, rhymes and/or dances from various cultures

rhythm, with words on a topical theme.  
 2. Discuss the history of the song. It is the job of some of the people and children in South American to climb papaya trees and shake the yellow fruit off of the branches. The song was often sung by children to pass the time as they worked shaking the trees.

- 2. Learn Shake the Papaya Down by rote
- 3. Define syncopation. Playing rhythms on more upbeats than downbeats.
- 4. Have the students sit in a drum circle.
- 5. Begin with a four-beat steady beat pattern.
- 6. Once students can maintain the four-beat pattern, switch to the upbeat.
- 7. Slowly introduce the syncopated rhythm having students pass it around the drum circle.

ti ta ti ti ti ta  
 L R L R L R

8. Once the rhythm makes it completely around the circle, have the entire circle try the pattern together working toward performing the pattern for 8 measures, then resting 8 measures, playing for 9 measures and ending with quarter quarter quarter rest.

- 9. Once students can complete the entire drumming pattern, add the music.
- 10. Increase the tempo as students become comfortable with the syncopated rhythm.
- 11. And finally, have students play with [youtube.com/watch?v=FGIGOKJx7f4](https://www.youtube.com/watch?v=FGIGOKJx7f4) (Shake the Papaya Down~Visual Musical Minds)

**It's You I Like**

- 1. Discuss the Pittsburgh connection to this selection
- 2. Students will learn the selection by rote.
- 3. All students will be guided through proper vocal production and technique.
- 4. The class will discuss audience etiquette and how to implement proper stage/performance etiquette
- 5. Students will work in small groups to master memorization of the lyrics

Assessment:  
 -formative assessment

# Music Lesson Plans: Judkins



Grade: **Third Grade**

Title: **Meet Me in Music**

Week: October 21- November 22

Source: Various

Materials: Rocks, lyric sheets, iPod, written music

MPG/Big Idea:

MPG1: Develop skills in music reading

MPG2: Perform with musical expression

MPG3: Listen to music with understanding

MPG4: Make value judgments about music

State Standard:

9.1

9.2

9.4

ljudkins:2013-2014

Enduring Understandings:

1. Music reading skills provide the basis for creating, understanding and performing music
2. Making expressive choices personalizes music
3. Music from various styles, cultures and historical eras globally affects all individuals
5. Knowledge of vocal and instrumental techniques are necessary to properly produce quality music
2. Making expressive choices personalizes music

Essential Questions:

1. What is music?
4. What makes good music good?
2. How can music be expressive?
3. How does music impact all of us?

Knowledge:

1. Beat and rhythm are different
2. Rhythm has its own notation
2. Melodic phrases have specific characteristics
1. Music is a part of every culture
3. Knowledge of multi-cultural music is a necessity in developing the ability to understand music as an art that transcends physical boundaries
1. Music can be individualized using changes in dynamics and tempo
2. Performing with musical expression is a key component in making music unique
1. Everyone can sing
2. Proper vocal skills will create a more confident aesthetically pleasing singer
3. Singing songs from memory allows for more flexibility to personalize music
4. Singing a wide variety of music either alone or in groups will create challenging singing scenarios
1. Music is a personal choice
3. Audience etiquette is a necessary part of being a responsible music consumer

Skills:

**Rhythm: Beat, Meter, Duration, Rhythmic Patterns**

1. Demonstrate steady beat, strong beats, the off-beat and simple rhythmic patterns
5. Perform rhythmic patterns which include whole note, dotted half note, half note, quarter note, paired eighth notes, eighth notes, half rest and quarter rest

**Melody: Pitch, Melodic Contour, Melodic Patterns, Melodic Phrases, Scales and Tonality**

5. Identify melodic phrases that are same/different or longer/shorter

**Cultural Context**

2. Identify and perform musical examples from various cultures of the world

**Expression: Style, Dynamics, Tempo**

3. Demonstrate gradual and sudden changes in tempo (accelerando/ritardando)

**Vocal skills**

1. Demonstrate various uses of the voice (head voice, chest voice and falsetto)
2. Match pitches across and expanded range
3. Demonstrate appropriate tone quality, posture, clarity of diction and breathing
4. Demonstrate confidence in solo singing by singing songs confidently and with correct notes and rhythms
5. Sing songs from memory
6. Perform one or more of the following: traditional songs, folk dances, line dances, action songs and singing games from various culture
7. Sing expressively using variations in tempo, dynamics, style and phrasing

**Aesthetic Response**

1. Demonstrate quiet and appreciative attention to the performance of others and express criticism of a performance with clapping, compliments or constructive criticism
3. Demonstrate attentiveness and be actively engaged when listening to a piece of music of appropriate length and complexity

Procedure:

**I Let Her Go Go**

1. Pre-test students with Plickers to determine their recognition of note names and durations
2. Show the class a map of Trinidad and Tobago and discuss the origin of the selection and when it might be used
3. Learn the selection by rote
4. Discuss the term melodic phrase
5. Have students identify each melodic phrase
6. Identify the rhythmic pattern at the ending of each melodic phrase
7. Walk through each melodic phrase very slowly at first, increasing the temp with accuracy
8. Perform the song without stopping until all students have partnered with one another  
Movements: 1) Have students select a partner. Partners face each other so that their backs are facing another partner 2) On each of the paired eighth notes "go, go" partners pat hands twice 3) On the dotted half note "go" partners keep their hands connected and switch spots 4) On the three, quarter notes "go, go, go" on the final phrase partners pat hands three times then jump opposite of their partner facing a new partner on the rest 5) The song immediately begins again
9. As students become more accurate in their movements, gradually increase the tempo
10. Have students use exit clips to analyze and make judgements about personal progress and growth as it relates to skills, elements, principles, and techniques necessary to create an ensemble
10. Complete a post-test with Plickers to demonstrate mastery of recognition of note names and durations.

**)bo Si Mensa**

1. Discuss the origins of the song. The words of the song mean "The rock has crushed my hand, grandma." The following description has been provided by an individual from Ghana...."A child singing this song is repeatedly receiving a message of security and comfort, even in the context of a phrase and game which tells of injury. The injured child can take comfort in the fact that he or she can turn to "Nana" for sympathy and assistance- the ever present circle of relatives supports Ghanaian children and adults during times of misfortune and celebration both."
2. Have students listen to )bo Asi Mensa and imitate teacher patting knees with the beat, using

both hands

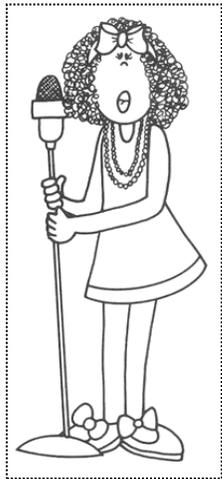
3. Have the class tell whether they patted with the beat or with the rhythm of the words (beat)
4. Listen to the song again, clapping the rhythm of the words
5. Divide the class into two groups. Have one group pat the beat and the other clap the rhythm of the words
6. Sit in a circle and learn the stone passing game  
Game: With right hand, pat floor in front of left knee and then pat floor in front of right knee. Hold thumbs up twice (verbal clue- grab, pass, thumbs, thumbs) Play the game using a bean bag as the stone. Grasp it on the first beat and place it in front of the neighbor to the right on the second beat (the child who has the "stone" on the last beat of the song is "out." Option 2: Just pass the stone on the beat around the circle on the beat. The game succeeds only if each participant works for the good of the group. Gradually vary the tempo as coordination and beat recognition improves. Option 3: Once the majority of the class has mastered the concept and can complete the pattern while maintaining the steady beat, play the game with a bean bag or object for each child. Include one bean bag that is a different color. The child who has the marked bean bag at the end of the game is "out."

**Don't Give Up On Me**

1. Students will learn the selection by rote.
2. All students will be guided through proper vocal production and technique.
3. The class will discuss audience etiquette and how to implement proper stage/performance etiquette
4. Students will work in small groups to master memorization of the lyrics

Assessment:  
-pre-test, post-test self-  
assessment, and formative  
assessment

# Music Lesson Plans: Judkins



Grade: **Fourth Grade**

Title: **Meet Me in Music**

Week: October 21- November 22

Source: Various

Materials: Broomsticks, video clip, lyric sheets, iPod, written music

MPG/Big Idea:

MPG1: Develop skills in music reading

MPG2: Perform with musical expression

MPG 3: Listen to music with understanding

State Standard:

9.1

9.2

ljudkins:2013-2014

Enduring Understandings:

1. Music reading skills provide the basis for creating, understanding and performing music
3. Music from various styles, cultures and historical eras globally affects all individuals
2. Making expressive choices personalizes music
5. Knowledge of vocal and instrumental techniques are necessary to properly produce quality music
2. Making expressive choices personalizes music

Essential Questions:

1. What is music?
3. How does music impact all of us?
2. How can music be expressive?
4. What makes good music good?

Knowledge:

1. Beat and rhythm are different
3. Meter determines how beats are grouped
1. Music is a part of every culture
2. Local music has impacted us individually and globally
1. Everyone can sing
2. Proper vocal skills will create a more confident aesthetically pleasing singer
3. Singing songs from memory allows for more flexibility to personalize music
4. Singing a wide variety of music either alone or in groups will create challenging singing scenarios
1. Music is a personal choice
3. Audience etiquette is a necessary part of being a responsible music consumer

Skills:

**Rhythm: Beat, Meter, Duration, Rhythmic Patterns**

1. Demonstrate steady beat, strong beats, the upbeat, the off-beat and simple rhythmic patterns
3. Perform music with meter of 2, 3 or 4

Procedure:

**Stomp Sticks**

1. Stomp is a percussion group, originating in the United Kingdom that uses the body and ordinary objects to create music using rhythms from found objects.
2. Show a brief video clip.

**Cultural Context**

1. Identify and perform examples of traditional American folk music

**Vocal skills**

1. Demonstrate various uses of the voice (head voice, chest voice and falsetto)
2. Match pitches across and expanded range
3. Demonstrate appropriate tone quality, posture, clarity of diction and breathing
4. Demonstrate confidence in solo singing by singing songs confidently and with correct notes and rhythms
5. Sing songs from memory
6. Perform one or more of the following: traditional songs, folk dances, line dances, action songs and singing games from various culture
7. Sing expressively using variations in tempo, dynamics, style and phrasing

**Aesthetic Response**

1. Demonstrate quiet and appreciative attention to the performance of others and express criticism of a performance with clapping, compliments or constructive criticism
3. Demonstrate attentiveness and be actively engaged when listening to a piece of music of appropriate length and complexity

3. Have students form a circle
4. Distribute a "broom stick" to every student
5. Have the students determine that the time signature is 4/4
6. Have the class tap their sticks to the beat
7. Determine that the music has four rhythmic phrases with two measures of four beats in each phrase (phrases 1 & 3 repeat)
8. Begin learning each phrase independently and by rote
9. Continue practicing and combining phrases until students can perform the rhythmic phrases
10. Discuss the importance of folk music as an important historic genre in American music
11. Explain that although Stomp doesn't generally add music to their compositions, we are going to add a medley of American folk music to our piece

**Beat Concentration**

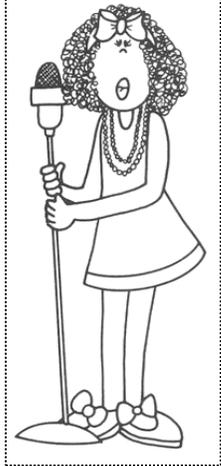
1. Assign each student a number which will NOT change for the entire game
2. Establish a patschen-clap-snap-snap pattern. Emphasis should be placed on a steady and even beat
3. Instruct students that they will say their number on the first snap (beat 3) and another student's number on the second snap (beat 4) If the student misses the beat, they must move to the last seat, and all others move one seat forward
4. At the end of the activity, students who are in seats 1-3 are considered "champions."

**Don't Give Up On Me**

1. Students will learn the selection by rote.
2. All students will be guided through proper vocal production and technique.
3. The class will discuss audience etiquette and how to implement proper stage/performance etiquette
4. Students will work in small groups to master memorization of the lyrics

Assessment:  
-formative assessment

# Music Lesson Plans: Judkins



Grade: **Fifth Grade**

Title: **Meet Me in Music**

Week: October 21- November 22

Source: Various, youtube.com/Radford College

Materials: buckets, drum sticks, Promethean Board, flip chart, lyric sheets, iPod, written music

MPG/Big Idea:

- MPG1: Develop skills in music reading
- MPG2: Perform with musical expression
- MPG4: Make value judgments about music

State Standard:

- 9.1
- 9.4

ljudkins:2013-2014

Enduring Understandings:

1. Music reading skills provide the basis for creating, understanding and performing music
2. Making expressive choices personalizes music
5. Knowledge of vocal and instrumental techniques are necessary to properly produce quality music
2. Making expressive choices personalizes music
4. Music is a lifelong avocation that requires personal choices and critical response

Essential Questions:

1. What is music?
2. How can music be expressive?
4. What makes good music good?

Knowledge:

1. Everyone can sing
2. Proper vocal skills will create a more confident aesthetically pleasing singer
3. Singing songs from memory allows for more flexibility to personalize music
4. Singing a wide variety of music either alone or in groups will create challenging singing scenarios
1. Music is a personal choice
3. Audience etiquette is a necessary part of being a responsible music consumer
1. Music is a personal choice
2. Articulating personal choices should correspond with knowledge of music terminology
1. Melody has its own notation
1. Beat and rhythm are different
2. Rhythm has its own notation
3. Meter determines how beats are grouped
1. Proper instrumental skills will create a more confident instrumentalist
2. Instrumental performance requires a combination of elemental skills

Skills:

**Vocal skills**

1. Demonstrate various uses of the voice (head

Procedure:

**Clapping Game**

1. Introduce the following rhythms:

- voice, chest voice and falsetto)
2. Match pitches across and expanded range
  3. Demonstrate appropriate tone quality, posture, clarity of diction and breathing
  4. Demonstrate confidence in solo singing by singing songs confidently and with correct notes and rhythms
  5. Sing songs from memory
  6. Perform one or more of the following: traditional songs, folk dances, line dances, action songs and singing games from various culture
  7. Sing expressively using variations in tempo, dynamics, style and phrasing

### **Aesthetic Response**

1. Demonstrate quiet and appreciative attention to the performance of others and express criticism of a performance with clapping, compliments or constructive criticism
3. Demonstrate attentiveness and be actively engaged when listening to a piece of music of appropriate length and complexity

### **Rhythm: Beat, Meter, Duration, Rhythmic Patterns**

1. Demonstrate steady beat, strong beats, the upbeat, the off-beat and simple rhythmic patterns
3. Perform music with meter of 2, 3 or 4
4. Perform rhythmic patterns which include whole note, dotted half note, half note, quarter note, paired eighth notes, eighth note, whole rest, half rest, quarter rest and eighth rest
5. Identify measure, bar line, double bar line, repeat sign and meter signature

### **Instrumental Skills**

1. Play instruments independently and confidently while other students sing or play contrasting parts
2. Play instruments in combination while demonstrating proper mallet skills
3. Demonstrate combination skills of reading and playing
4. Perform accompaniments using body percussion and/or classroom instruments

- Quarter note- Paired eighth notes- Paired eighth notes quarter note
2. Have students practice 4 of each rhythm with a steady beat
  3. Identify that each rhythmic pattern has a specific direction assigned to it.
  4. Quarter note= moves in the same direction
  5. Partner Eighth Notes= switch directions
  6. Ti ti ta= move in the same direction skipping one person
  7. One student begins with a ta, from there the following students can choose any pattern but must remain on the beat
  8. Any student who does not remain on the beat must sit
  9. The last remaining student becomes the "judge"

### **Bucket Drumming**

1. Listen to the Bruno Mars recording and have the students sing-a-long if they choose.
2. Discuss the origins of the song. Uptown Funk is a song recorded by British record producer Mark Ronson and American singer and songwriter Bruno Mars. The song was released on November 10, 2014. The song immediately became a worldwide phenomenon with a major impact on pop culture. Uptown Funk spent 14 consecutive weeks at number one on the Billboard Hot 100 in the US. The song won two Grammy Awards, including "Record of the Year" and is the fifth most watched YouTube video of all time! Can you believe it's been almost three years since the song was released?
3. Ask students to discuss their perspective on why the song was so popular.
4. Review rhythms (Half note, Half rest, Quarter note, Quarter rest, Sixteenth note, Eighth note, Eighth rest) and the terms measure, bar line, and double bar line
5. Discuss the meter of the selection
6. Demonstrate proper mallet grip
7. Demonstrate the three bucket techniques used in the selection
8. Introduce and practice each recurrent rhythmic theme
9. Begin adding each rhythmic pattern by rote increasing the tempo as students are increasingly comfortable with the music
10. Students will need to be quite adept at performing their parts with a fast tempo and a steady beat. Once they are prepared, add the

	<p>music</p> <p><b>Don't Give Up On Me</b></p> <ol style="list-style-type: none"><li>1. Students will learn the selection by rote.</li><li>2. All students will be guided through proper vocal production and technique.</li><li>3. The class will discuss audience etiquette and how to implement proper stage/performance etiquette</li><li>4. Students will work in small groups to master memorization of the lyrics</li></ol>
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Assessment:  
-formative assessment