



Arts Education Standards Instructional Resources – Music

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|  | <h3>Fun with Rhythms: The Nutcracker March</h3> <h4>2nd Grade</h4> <p><i>This lesson is a fun way to integrate matching sixteenth note beat patterns with standard notation.</i></p> |
| Lesson Objective(s): | <p>Student Friendly Standard Learning Statement(s): I am learning how to read and perform music patterns using notation.</p> <p>Preparational Objective: The student will be able to perform non-verbal movements to illustrate the form of a musical composition</p> <p>Practice Objective: The student will be able to arrange the melodic mapping of a pentatonic-based folk song in the correct order</p> <p>Presenting New Material: The student will be able to perform and label tied quarter notes in preparation for half-note skill acquisition</p> |
| Arts Standard(s): | <p>Artistic Process - Performing Anchor Standard #4: Select, analyze, and interpret artistic work for performance.</p> <ul style="list-style-type: none"> ○ (MU.PR.4.1c) With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g., traditional notation). |
| Essential Question(s): | <p><i>How does understanding the structure and context of musical works inform performance?</i></p> |
| Vocabulary: | <p>NCCAS:</p> <p>Beat-Underlying steady pulse present in most music</p> <p>Form-Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form</p> <p>Musical idea-Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece</p> <p>Rhythm-Duration or length of sounds and silences that occur in music; organization of sounds and silences in time</p> |
| Lesson Procedure: <i>(Approx. Duration: 1 45-50 minute class period)</i> | <p>OPENING: Introduction, focus, anticipatory set (about 5 minutes)</p> <ol style="list-style-type: none"> 1. The instructor greets students at the door, strumming a steady beat on a ukulele that soon becomes the main three-note theme to the March from the Nutcracker. 2. Students are asked to sit in a circle. Using movement, students are asked to warm up mentally by pairing three specific actions with three themes. A march, a slow spin, and a scurry. <p>PROCESS: Primary Focus, Transition, Secondary Focus</p> |

(Teaching procedures and active student participation)
(about 35 minutes total for this section)

Primary Focus: Presenting the Concept of Ties and Half Notes (Ta-a)
(about 10-15 minutes)

1. Students transition to the smart board seating area where the Tchaikovsky Smartbook File is pulled up.
2. The instructor highlights each icon on the board pairing it with a known rhythm (quarter note/ta, rest, paired eighth notes/ta-di, and grouped sixteenth notes/taka-dimi.)
3. Students are given rhythm sticks and perform the composition made by the instructor.
4. Students are selected to come up and create their own four-beat composition on the bottom line.
5. The instructor draws students' attention to the odd (tied) two-beat icon and asks the class "how many beats does this picture take?"
6. Class is guided towards two beats.
7. The tied icon is paired with the "Ski" part of Tchaikovsky's name.
8. Students are introduced to the idea of sliding for two beats on their rhythm sticks.
9. Students are asked to pass up rhythm sticks and find a "Perfect place" in front of the presentation board.
10. Students move to the back of the room and the instructor describes the formal definition for musical ties (a musical plus sign that adds two notes together).
11. Students are given several written examples on the board to clap and count.

Change of Pace: Preparing for the formal study of Tchaikovsky's, Nutcracker Ballet, (Movement non-verbal form)

(about 8-10 minutes)

1. Students are asked to find their perfect place in the room.
2. The instructor is monitoring for attentive students and as students are sitting they are handed a hula hoop to place around them.
3. The instructor reminds students of the three movements they warmed up on earlier that day.
4. A march, a slow spin, and a scurry. Instructions are paired with each movement.
5. The hula-hoop is used as a spacing agent and a target for when the students scurry to a new spot.
6. To correctly perform the form of the piece, students must march in open space with the hula-hoop at their side, halt and spin slowly for the descending melody, and put down the hula-hoop and scurry to a new one when the fast sixteenth notes occur from the flute.

Secondary Focus: Practicing the melodic mapping of the folk song *Great Big House* (pentatonic scale)

(about 8-10 minutes)

1. Students are asked to sit in groups based on the color of their hula hoops. About 7 groups total.
2. The instructor distributes melodic icon packets to each group.
3. Students are asked to layout the icons side-by-side in a line.
4. The instructor sings the song Great Big House with solfege hand signs and reminds the students of the rhyme they use to find the big three (do-mi-sol) on lines or spaces.

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| | <ol style="list-style-type: none"> 5. The instructor states "today we need to put the notes to the song in the correct order" students are given time to work in a group to arrange the piece correctly. 6. The instructor travels the room and monitors progress. Each group is called upon to sing their piece in solfege <p>CLOSURE: Student-produced understanding. (about 5 minutes)</p> <ol style="list-style-type: none"> 1. While lining up at the door to exit the room all students will turn their attention to the presenting board. 2. The instructor asks students, "what is the musical term for a plus sign (+) guiding them towards the answer of a tie. 3. Students are asked to define the musical vocabulary word tie in their own words and share their personal definitions with a friend next to them. |
| Assessments: | <p>Checking for understanding:</p> <ol style="list-style-type: none"> 1. Students will be able to perform tied quarter notes/half notes using graphic notation. 2. Students will be able to perform non-verbal movements to illustrate the form of a piece of music. 3. Students will be able to recreate an aurally learned melody using graphic notation. <p>Extension: Further development of lesson, possibilities for next lesson, notes.</p> <ol style="list-style-type: none"> 4. Students will compose their own short melodic ideas using rearranged portions of the graphic icons from Great Big House. These ideas will be played as ostinatos on mallets as the song is sung (introduction to harmony/partner song. <p>Unit assessment (if applicable): N/A</p> |
| Related Standards/ Competencies: | <p>Dance K-2 <i>CR.2.b: Organize and develop artistic ideas and work.</i> <i>CN.11: Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.</i></p> |
| Materials: | <ul style="list-style-type: none"> ● Smart-Board or ViewSonic Board (Touch Screen/Projector) ●  The Nutcracker.notebook ● Rhythm Sticks ● Hula-Hoops (30) ● Recording of the March from the Nutcracker ●  Great Big House Melodic manipulatives (1) (1).pdf.txt |
| Resources: | <ul style="list-style-type: none"> ● NCCAS Glossary ● Core-Music-Standards-EUs-EQs-Definitions |

Skill Check Rubric: Rhythmic Accuracy

| 4 - Highly Proficient (Exceeding Mastery) | 3 - Proficient (Demonstrates Mastery) | 2 - Partially Proficient (Approaching Mastery) | 1 - Minimally Proficient (Still Developing Foundational Skills) |
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| Consistently accurate rhythms throughout performance. | Accurate rhythms throughout performance. | Inconsistent rhythms throughout performance. | Fundamentals of rhythms throughout performance were lacking. |

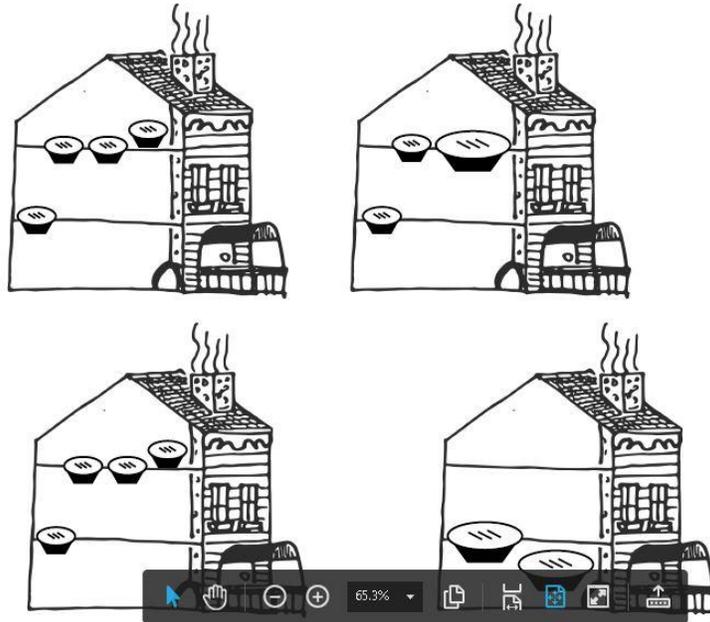
Success Criteria: Performs a variety of rhythms consisting of appropriate grade level of difficulties with class with any play along notation song, performs alone with accompaniment and performs alone without accompaniment. (Grade Level Dependant)



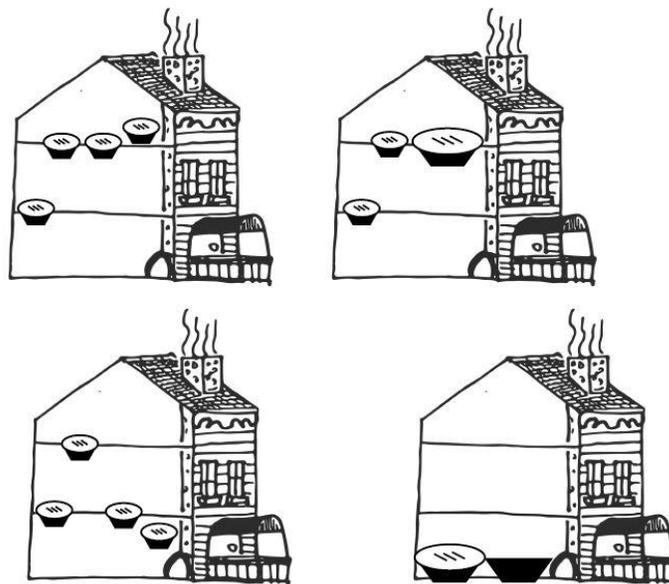
2nd Grade Fun with Rhythms: The Nutcracker March

Great Big House Melodic Manipulatives

1



2



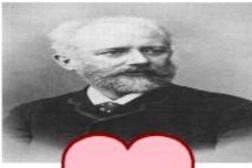
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The Nutcracker Notebook

Tchaikovsky Rhythm Bank

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Tchaikovsky Rhythm Bank Answer Examples

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| 2. |  |  |  |  |
| 3. |  |  |  | |