

U.S. LESSON PLAN: 10 WEEKS
WEEK IV
STUMBLING ON H2

Summary

Students will learn about the use of early musical instruments for hunting and think about possible origins of rhythmic and melodic music. They will begin to develop skills associated with navigating the harmonic series and will learn how to articulate in both a song-like and march-like manner. They will practice performing selected pieces together to work towards future performances or presentations.

Time: 45 minutes

Lesson Overview

Learning Objectives

Students will:

- **Understand** why Ragnar's bison horn was important to the well-being of his group
- **Learn** how to play loudly
- **Consider** how and why the stick trumpet could play two notes
- **Experiment** with the variables associated with moving between notes of the harmonic series
- **Contemplate** the origins of rhythmic and melodic music
- **Learn** how to play (articulate) in a march-like and song-like manner
- **Practice** performing selected pieces and student improvisations as a group

Lesson Preparation

Teaching Methods

- Auditory Learning
- Classroom Discussion
- Hands-On Learning
- Collaborative Learning

Assessments

- Skills: Unit I Assessment Rubric
- Skills: Unit I Student Self-Evaluation

Key Words

- Melodic
- Rhythmic

Teacher Background

Read **Chapter 3: Stumbling on H2** (TE p. 35-39) and **It's All Greek to Me** (TE p. 26-29)

Cross-Curricular Elements

- English Language Arts
- Social Studies
- Science
- Math
- Social and Emotional Learning

Equipment & Materials

- Computer (wi-fi) & projector
- BfB Natural Trumpet™

STANDARDS

(See UNIT I Curriculum Map on p. 109)

National Core Arts Standards & NAfME (PreK-8)

Music
Connecting: Anchor Standard #1

Common Core Standards (PreK-8)

English Language Arts
Reading: Literature & Informational Text
Language: Speaking & Listening
Writing

National Curriculum Standards for Social Studies

People, Places, and Environments #3
Time, Continuity, and Change #2
Culture #1

1. Collect weekly Practice Cave assignments (give rewards for students who have completed them) and review assigned exercises and pieces in **Chapter 2 Practice Cave** (SE p. 22, TE p. 32), reinforcing **Get Ready, Get Set, Play!** often. Ask students if they have found a good practice cave at home, and if they have found any spaces with acoustical effects. **10 min**

2. Students should read or listen online to **Chapter 3: Stumbling on H2** (SE p. 23-25) and complete **Learning Activities** (TE p. 35-36) as time allows, being sure to discuss key words **rhythmic** and **melodic** as they relate to Ragnar's story. **10 min**

3. Ask students to turn to **Chapter 3 Practice Cave** (SE p. 25) and cover Practice Cave activities as time allows (TE 37-39). Be sure to spend ample time on the technique of moving between harmonic notes (**Teaching Tips**, TE p. 38) as well as teaching how to articulate in a march-like and song-like

manner. Consider using **Listen & Play Online** sound files (**Teaching Tips**, TE p. 39) in the classroom to help students learn how to use them at home. **15 min**

4. Practice performing (**Teaching Tips**, TE p. 34) selected pieces and student improvisations to get students thinking about how they sound as a group. **10 min**

5. Pass out **My Weekly Practice Cave** forms (TE p. 131) indicating assigned exercises and pieces from Chapter 2 & 3.

Cross-Curricular Activities (Selected)

English Language Arts

Describe the character of Ragnar in Chapter 3—his traits, motivations, and feelings—and explain how his actions contributed to the series of events.

Social Studies

Construct a map showing the geography and physical features of the area where Ragnar lived.

Math

Explain how the notes of the harmonic series get closer together as you go higher using fractions. (TE p. 16-17)

Science

Demonstrate (using lip-blown instruments) that matter (air) is made up of particles too small to be seen; that is, the air cannot be seen, but can be perceived when excited by vibration.

Visual Arts

N/A

Social and Emotional Learning

Discuss the character of Ragnar—how he felt, and why he took certain actions or behaved the way he did in Chapter 3.

National Core Arts Standards (PreK-8)

Visual Arts
N/A

Common Core Standards (PreK-8)

Math
Numbers and Operations - Fractions

Next Generation Science Standards (K-5)

Matter and Its Interactions
Energy

Social and Emotional Learning Competencies (SEL)

Social Awareness
Self-Management
Relationship Skills