

## Lesson Plan

**Teacher:** Kathy Light  
**Subject:** Music  
**Grade Level(s):** 5 – 8  
**Topic:** Rhythms  
**Description:** Paired Rhythm Composition

Goals (“what do you want them to know...)	Students will understand note values including ...
Objectives (...and be able to do”)	Students will be able to correctly write notes and rests including the following... Students will be able to read and perform the rhythms they composed.
National Standards addressed	<ol style="list-style-type: none"> <li>2. Performing on instruments, alone and with others, a varied repertoire of music.</li> <li>4. Composing and arranging music within specific guidelines.</li> <li>5. Reading and notating music.</li> <li>6. Listening to, analyzing and describing music.</li> <li>7. Evaluating music and music performances.</li> </ol>
Prior Knowledge	This is a mid-unit activity, students have learned to recognize note values and have performed them in a variety of activities.
Materials	Staff line paper, pencils, hand percussion instruments, overhead projector (helpful, but not necessary)
Lesson Procedures	Establish group norms for participation and cooperation.
🎵 Introduction	We will be writing ‘paired rhythms’ using rests and notes that we have learned.
🎵 Activities	Students will begin by forming groups of 2 or 3. They will be writing rhythms that “interlock”, using rests to create gaps so that parts can alternate and create interplay (‘C’). Once they have completed writing their rhythmic pairs or trios and have had them checked for correctness, they will choose hand percussion instruments and practice playing their duet or trio. All students will gather together to present/perform their rhythms (‘P’) (and these can be displayed on an overhead, if desired, or copies made so all can see the notation).
🎵 Closure	Students listening can offer compliments and helpful observations and suggestions, as well as applause (‘R’).
Accommodations	Lesson is open-ended and allows for all students to participate at their own level.
Formative Assessment (checking for understanding)	Frequent check-ins for understanding, on-task groups, correct rhythmic notation.
Summative Assessment (how did they do)	Group presentations of complete correctly notated rhythms, accurate performance of written rhythm, following group norms for cooperation.
Lesson/Teaching Evaluation	How can I check for students’ retention of information later in unit, and later in the year?