

Lesson Plan: Dance a Mambo

Grade level: 4

Song: Dance a Mambo, pg. 190 (Music for Elementary Classroom Teachers by Patricia Shehan Cambell; Kirk Kassner; Carol Scott-Kassner)

Previous knowledge: Basic knowledge of ta, titi, and rest rhythms

Musical Concepts:

- 1) Connecting the feeling of a rhythm to the notation
- 2) Learning the tom-ti beat
- 3) Connecting actions to the rhythm and words of the chant

Objectives:

- 1) Given guided practice, modelling, and group practice, the students will be able to explore different actions to express the words of the song, while also keeping the rhythm as a unified group.

Materials/Resources: Document Camera, Copy of the song for Doc. Cam, flashcards with rhythms, chalk, chalkboard

Hook:

- 1) Review the rhythms that we've learnt (ta, titi) while keeping a steady beat
 - 2) Explain the rhythm relay game to class
 - 3) Divide class into 3 groups and have them line up single-file
 - 4) Last person in line will come up to the teacher and read a rhythm off a flashcard (titi, ta, titi, ta), (ta,ta,titi,ta), (titi, titi, ta, ta)
 - 5) They will go back to their line and tap the rhythm on the person's shoulder in front of them until the rhythm has travelled to the first person in line
 - 6) The first person in line will write the rhythm they felt on the board
 - 7) First group to write the correct rhythm on the board wins!
- + If necessary, clap steady beats for the students.

Development:

- 1) Point students attention to the different note in the chant
- 2) Introduce a tom-ti by directing students to continuously clap and start out by keeping the quarter beat (ta), then clap the eighth-note beat (ti) beat, and finally show the tom-ti beat. This is done by holding tom for two claps. Say ti as you lift your hands to clap the third beat
- 3) Learn the rhythm as a class, using the hand drum to tap while saying the rhythm
- 4) Say the chant with the rhythm
- 5) Break into groups (5 or 6) and come up with moves according to the lyrics/rhythm or come up with ways to produce the sound (body percussion and/or voice) and present as a group

Closure:

- 1) Each group will present to the class their unified piece

Assessment:

Teacher Observation:

- 1) Are the students actively or passively participating?
- 2) Are students working collaboratively in groups? (respecting each others' opinions)
- 3) Are students successfully demonstrating what they've learnt (rhythm, keeping a steady beat, tom-ti, actions with words)
- 4) Are they able to apply them in different ways? (using instrument, body percussion, voice, etc.)