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| **Grade: 4th** | **Objective:**  Read, write, and **create** using a pentatonic scale (do, re, mi, so, la).  **Assessment:** Student improvises a jazz melody on recorder, voice or mallet instrument. |
| **Materials Needed**: non-tuned percussion, barred instruments, soprano recorder, white board and markers. | **State Standards:**    MATH CCSS4.OA.5. Generate a number or shape pattern that follows a given rule. |
| **Enduring Understanding:**  Melodies are organized into tonalities. (2.1.2)  Melodies can be improvised. (3.1.1) | **Guiding Questions:**  How do melodies built on different scale patterns effect feelings? |

**Procedures:**

* Warm up! Use jazz rhythms through body percussion and scat singing as well
* **Explore**- during movement activities, improvise on recorder, voice and barred instrument to demonstrate and help students internalize jazz rhythms and the blues scale. (Do this lots! This might be the introduction to jazz for them and it might be the only jazz you do for the first few days of this unit while you are working on another unit.)
* **Imitate**-students imitate your voice during warm up on day one of this unit. Day 3 I have my students creating their own scat for the class to copy. Imitate you on barred instruments, non-tuned percussion and voice.
* Day 2 of jazz unit, use a pitch stack for students to see what you are doing. Point to what you do as you do it.
* **Improvise!** Ask questions and answers. Question-start at home and stop at another’s house. Answer- start where the last person (or you) left off and end at home.

G

E

D

C

B

A

G



E

D

**Way down yonder**

**(Soup, Soup)**

**Beyond that moon**

**(Soup, Soup)**

**I got a letter**

**(Soup, Soup)**

**From Alma Stone**

**(Soup, Soup)**

**There’s only one thing**

**(Soup, Soup)**

**That I dislike**

**(Soup, Soup)**

**That’s puttin’ on airs**

**(Soup, Soup)**

**And ballin’ that jack**

**(Soup, Soup)**

**That Turtle Soup**

**(Soup, Soup)**

**That chicken soup**

**(Soup, Soup)**