

Movement	Materials
Students move around the room to music. Teacher stops music periodically and shows a group stick figure card. Challenge students to make the shapes without talking.	<b>Recording:</b> <i>Night in Tunisia</i> Group stick figures
<b>Assessment:</b> Do students' movements match what's happening in the music? Do shapes match the drawings? Can students name some of the instruments in the recording? <b>Concepts:</b> Locomotor/non-locomotor movement, listening  <i>Activity from Game Plan 4, Jeff Kriske, Randy DeLelles</i>	

Rhythm Reading	Materials
<ul style="list-style-type: none"> <li>-students choose partners; sit facing each other</li> <li>-distribute paper and markers (or crayons)</li> <li>-students fold paper and each draw one of the following: <math>\square</math>, <math>\text{r}</math>, <math>\text{y}</math>, and quarter rests. The class chooses four samples to place over music stands</li> <li>-one student keeps the pulse by pointing to each card while class speaks/claps (patch for <math>\text{y}</math> notes) the rhythm</li> <li>-once successful, a second student turns music stands to change the ostinato</li> <li>-when students are proficient, add recording and perform</li> </ul>	11 x 17 pieces of paper markers 4 music stands (or four students) <b>Recording:</b> <i>Sock Him in the Jaw</i> , Paul Englishby, <i>Miss Pettigrew Lives for a Day</i> soundtrack
<b>Assessment:</b> Do students draw notes/rests correctly? Does the student conducting stay on the beat? Do students say/clap the rhythms correctly? <b>Concepts:</b> Steady beat, reading/writing music  <i>Activity from Jeff Kriske &amp; Randy DeLelles, 2008 AOSA Conference</i>	

Charlie Parker Played Be-Bop	Materials
Review <i>Night in Tunisia</i> . Discuss how the phrasing in the song is mimicked in the text of the story.  <ul style="list-style-type: none"> <li>-read story</li> <li>-create combinations of the following phrases:  <i>Be bop</i>  <i>Fisk fisk</i>  <i>Boom-ba, boom-ba, boom-ba, boom-ba</i>  <i>Boppity, bippity, bop!</i>  <i>Bang!</i> </li> </ul>	<i>Charlie Parker Played be bop</i> , by Chris Raschka  Temple blocks Sand blocks Suspended cymbal Vibraslap
<b>Assessment:</b> Can students play their part independently in an ensemble? <b>Concepts:</b> Exploration  <i>Activity from workshop with Rene Boyer, 2008 AOSA Conference.</i>	