

Captain Blackbeard

3rd Grade weeks 5, 6, 7

Poem (written by Patrick Anderson):

Captian Balckbeard went to sea. (SSLLSSM)

Wooden peg upon his knee. (SSLLSSM)

Mean and scray as can be. (SSLLSSM)

Blackbeards terror ruled the sea. (MMRRDDD)

Process

Step 1: Learning the poem

- Recite poem, students identify who “Blackbeard” is (a pirate)
- Echo poem line by line.
- T ask questions 1) where did Blackbeard go?, 2) what was on his leg?, 3) what was he like as a person?, 4) how did he rule the sea?
- T speaks half of each line, S fill in.
- Speak poem all together
- March to the beat in place
- Pat rhythm while saying words (alternating hands)
- Perform in AB form (A=marching to words, B=pat rhythm without words)
- Sail around room during A, B play on body percussion. B may be extended to playing on found surfaces in the room.

Informal assessment: Steady beat in feet while speaking poem and accurate performance of rhythms “taking turns with hands”

Step 2: Transfer poem to pitch percussion

- **Floor exercises.** Copy cat game holding mallets in funny and on various part of the mallet. Transition gradually to proper technique. Apply to pitched percussion
- **Option 1**(app 50-75 min): students may generate own melody to poem. Start with one note, play poem, add one note at a time, S improve poem on notes available to them. Once 5 notes are added give S parameters for composition such as note choices, starting notes, ending notes.
- **Option 2** (app 25 min): S dictate melody.
 - 1a) T singings 1st line with Curwin hand singnals. S identify melodic direction.
 - 1b) T sings 1st line again, S identify how many times each note is played.
 - 2) T identifies note to start on, S figure out melody on instrument.
(consider the use of fingers instead of mallets)
 - 3) Reapeat steps 1 and 2 with all the lines.

Names Malakia, Denno, Aiden

Teacher [Signature]

1. What is your adventure?

find clams at the sea.

(find clams under the sea)

2. What instruments will you use to tell your adventure?

castanets windchimes
eggshaker

3. How will you play those instruments to tell your story?

windchimes water.
eggshaker digging in sand
clams in sea.

windchimes water
egg shaker digging in sand
clams in sea

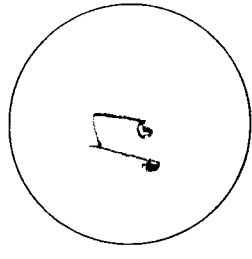
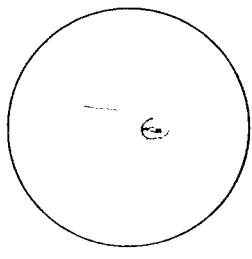
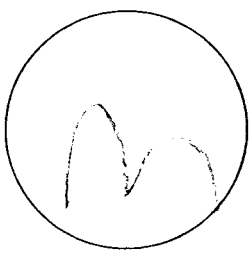
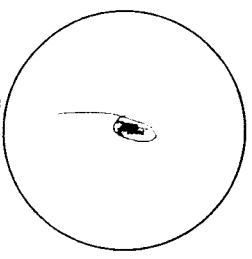
Great Job!

Good use of rests!

Collin

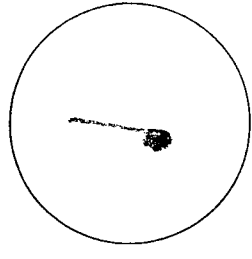
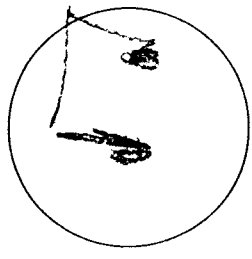
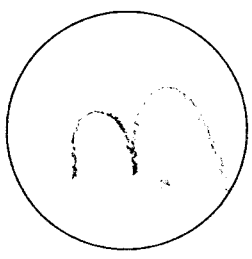
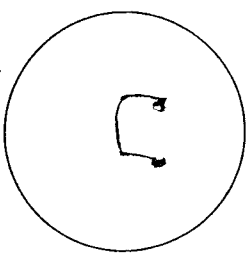
Name: _____ Homeroom: _____

Get rest



get rest

Get rest



Get rest

Step 3a (25 min): Working with Ta Ti-ti in small groups:

- Using gold (Ta) and silver (Ti-ti) create word chains. T creates, students echo. Repeat several times.
- S work in groups of 3 or less and create their own word chains using 2 gold and 2 silver. Groups perform, repeat once.
- On third group composition, groups sail to other islands and perform rhythms (all groups perform together at same time, rotate to all islands).

Step 3b (app 25min): Working with Ta Ti-ti individually:

- Students create 8 beat word chain. (coins go in circle, write color on top of circle. Write rhythms in circle.
- Practice patting on legs. Share by S performing compositions at end of class
Formal Assessment: Write “gold” and “silver” rhythms (quarter and eighth rhythms) with the use of at least one rest. Students complete worksheet.

Step 4 (75 min): Improvising on instruments

- Using 8 beat gold and silver word chain to play on pitched percussion. This can be student derived from their composition or one that teacher posts. Start with one note and one note until using full pentatonic scale.
- Perform AB; A= “Blackbeard”, B=improve.
 - 1) large group improve
 - 2) small group (wood then metals)
 - 3) individual improv.

Step 5 (50-75 min): Composing using texture in small groups.

- S generate other adventures that Blackbeard may have encountered while at sea.
- Pass out hand out, and guide students through composition thoughts. For example, using instruments to represent actions, sights, sounds, order of instruments or play all at same time, instrument combinations (wood, metal, skin). Note: Helpful to instruct that each group member have a different instrument, instruct them that they are telling story with sound not words, and asking groups to ask themselves, “will audience be able to guess our adventure?”
- Once students have composition hand out filled out, students may practice their piece with instruments and experiment with their composition.
Formal Assessment: Worksheet for sound texture composition. Assess required steps (did they create adventure 1st, look for instruments 2nd, experiment and compose 3rd), and appropriate symbolic use of instrument to tell story with sound.