

Teacher: Taryn O’Keefe

Date: 10/31/16

School: Laurelhurst Elementary

Class: General music, fourth grade

Objective: SWBAT sing all of the song “Botendere” and incorporate the rhythmic movements of the song while singing, demonstrating it by performing it without the aid of the teacher.

Assessment: T informally observes S throughout segment and during their final performance of the song without T assistance, taking note of which students are singing and which students are not.

Song: Botendere

Washington K-12 Arts Standards Addressed: 1.1.1, 1.2.1, 1.3.1, 1.4.1, 2.1.1, 2.3.1, 3.2.1, 4.3.1, and 4.4.1

SEQUENCE:

1. T: “Listen to the song and try to guess what language it is in.”
 - a. T sings song (only the first line of the song.)
 - b. S: Identify it as Shona, or teacher leads them to discovery
2. T: Explains that it is a song from Zimbabwe, and points this out on a highlighted map. T then explains that the text could possibly be translated to “Come see the miracle of us performing.” T also explains that this song was used for children to “show off” to their parents what they could do.
3. T: “Please stand up, and raise your hands up like this (demonstrate). This time, clap your neighbor’s hands to the beat while I sing it again.” (Demonstrate what that would look like first with the two students standing next to you, or get the beat going first and then come in after they have it.)
 - a. S follow T and clap the beat
4. T: “While you’re still clapping the beat, join me in singing the ‘botendere’ part.”
 - a. S clap and sing only “botendere”
5. T: “Now let’s sing the whole thing together.”
 - a. T and S sing whole first line while clapping.
6. T: “Now, there’s more to the song than just that... We need to be able to show something off! Watch me first. Feel free to sing that first part we just worked on, and stop when I get to my new part of the song.”
 - a. T sings whole sing and does the movements.
7. T: “Now sing the whole song and watch me once more.”
 - a. S sing while T does movements
8. T: “Let’s do the movement part before putting the whole thing together. This is the pattern:”
 - a. T does pattern and says it (i.e. Right clap, left clap, front back front)

9. T: "Let's try to do that together and say it while we perform it"
 - a. S attempt the pattern
 - b. Repeat this step until they get it
10. T: "Now let's put the whole thing together, singing and moving!"
 - a. S perform with teacher
 - b. End with S performing without T.

SAFETY ACTIVITY:

If students are able to sing the song and perform the rhythms faster than expected, then add this activity:

- T: "Okay, so now let's figure out our own body percussion pattern to match that rhythm to show off with. Turn to the person next to you, and quickly come up with a body percussion pattern to perform during that part to the original rhythm." (Demonstrate your own to give them an idea).
 - Give them about a minute.
 - Have all students perform their composed body percussions together.
 - Choose about two groups to perform their body percussions for the class, and then have the whole class copy them.