

## Sample Orchestra I Learning Plan

### Big Idea/Topic

#### **KSU MASTERCLASS: Conversations in Violin and Cello**

##### Connecting Theme/Enduring Understanding:

Posture and position directly affect your tone production as an instrumentalist.

##### Essential Questions:

Why should you sit a certain way when you play?

How does my own posture and position impact my tone quality?

What can I do to improve my tone quality?

What is the proper way to hold my violin/cello bow?

### Standard Alignment

#### **PERFORMING**

##### **HSBO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- c. Discuss and demonstrate characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution, and contact point.
- e. Demonstrate correct left-hand position and finger placement, right-hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty.
- i. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.

### Instructional Design

**This lesson has a flexible timeline and may span across several days, if necessary. This lesson is intended to reach students in an in-person or virtual (synchronous or asynchronous) learning environment.**

#### **FOUNDATIONAL INFORMATION:**

This lesson is intended to be a small group lesson for a violin/viola/cello/bass sectional rehearsal, potentially at the beginning of the school year/semester or as needed throughout the school year. Students need to know the basic string techniques and skills.

#### **CONCEPTS:**

- What parts of the body do we use and how do they work together to create a tone on the instrument?
- Review and establish expectations for proper playing posture and positions for each string instrument in the string family.
- Review and establish expectations for proper left- and right-hand placement for good tone quality.

#### **VOCABULARY:**

Bow Hold, Tone Production, Bow Direction, Shifting, Intonation, Posture, Position

#### **LINKS:**

[KSU Masterclass: Conversations in Violin and Cello](#)

[Music: Orchestra I: Posture and Position: PowerPoint](#)

## STUDENT SUPPLIES:

- A device with audio/video capabilities
- Instrument
- Shoulder rest/rock stop
- Chair
- Music Stand

## TEACHER SUPPLIES:

- TV/Projector for viewing KSU Masterclass video
- Practice Excerpt for your students to practice
- Free Flipgrid account (see below for helpful Flipgrid resources)

## WORK SESSION (approx. 30 mins):

### STUDENT AND TEACHER PROCEDURES

- **Activity #1: Tuning and Warmups (approx. 5 mins)**

Take time to appropriately tune and warm-up students on their instruments as seen fit for your program. The teacher should model warmups (with or without an instrument), then have students echo back on their instruments until they become comfortable. Discuss with students why warmups are important. Stress to students that warming up on their instrument appropriately is ESSENTIAL to develop healthy practice habits and to continue developing their technique.

- **Activity #2: KSU Masterclass Video (approx. 30 mins)**

Have students watch the KSU Masterclass: Conversations with Violin and Cello with KSU Professors Helen Kim and Charae Krueger. While students are watching the masterclass, have them participate and play along with the activities and techniques provided throughout the video, if they are able. If needed, take additional time to pause the video and discuss topics further with students. Ask the students prompting questions to engage them in watching the masterclass. Here are some sample prompts you could ask students:

- What is one thing that you learned from this video that you can incorporate into your own practice?
- As you watched, did you notice any aspects of your own playing techniques that you think you could improve on?

- **Activity #3: Posture Discussion (approx. 10 mins)**

Transition students to a time of discussion and review. Discuss: *Why do we aim to sit or stand a certain way when we play our instruments? How does it impact the left- and right-hand needs?* Ensure that each student participates in the discussion. A good strategy to use for group discussion participation is to ask students to “pass the microphone” to another person after they have answers. The teacher asks a question, then “passes the mic” to a student, who answers the question and then “passes” to another student. Continue this until each student has a chance to respond to the questions. Using the Lesson Plan 1 PowerPoint, go over the information with them regarding posture and position. Be sure to take frequent breaks to informally assess students’ progress. Violin, Viola and Cello Students should be seated with feet flat on the floor, on the edge of their chair with their back straight so that weight is balanced. Students should be able to stand easily without adjustment from this position.

- **Violin/Viola:** Instrument is held on the shoulder and should be parallel with the floor. Shoulder rests (preferably a style that has supportive plastic or wood with adjustable feet, non-sponge) are strongly recommended to facilitate proper instrument placement. The student’s head should still be facing forward and at a neutral angle. The end button of the instrument should align with the center of the neck with the end button under your left ear and your instrument sitting on your collarbone. It may be helpful to tell students that though it is called a “chin rest,” it really should be called a “jaw rest” because the violin/viola rests under the jaw. Students should be able to pass the “Hallway Test”—If the instrument



was removed, the head placement and angle would still look relatively normal walking down the hallway. Demonstrate some variations which would not pass the hallway test.

- **Cello:** The endpin should be adjusted so that the tops of the ribs rest against the inside of the student's knees. The top of the cello should rest in the center of the chest and the C-Peg should be behind the student's ear.
- **Bass:** Bass can be played standing or sitting. Standing—Top of the fingerboard should be roughly even with the student's eyebrow. Students should stand with feet shoulder-width apart and the bass should be leaned in at a slight angle and balanced against the student's body. Seated on a stool—Right foot should be flat on the floor, left foot on the lowest rung of the stool. Bass leans in at a steeper angle and the upper bout rests against the area where the left leg connects to the body. The top of the fingerboard should still align with the student's eyebrow.
- **Activity #4: Position Discussion (approx. 10 mins)**
  - **Left Hand Skills Review:** As you finish checking posture, have students bring up the left hand into playing position.
    - **Violin/Viola:** Thumb relaxed and placed on side of fingerboard pointing at the ceiling across from the first finger. Fingers relaxed and curved. Have students start with all four fingers down. The wrist should be straight, and the elbow should be relaxed below the instrument. Ensure there is space between the palm of the hand and the back of the neck.
    - **Cello/Bass:** Have them curve thumb and fingers into a relaxed "C" shape like they are holding a soda can. Bring hand up and place it on the fingerboard. Elbow should be raised, with a straight line from the top of the middle finger knuckle to the elbow. The thumb should be curved and rest behind the second finger. Have students Pair and Share with elbow partners to check for various checkpoints.
  - **Right Hand Skills Review:** Set instruments down. Have students hold the bow in the middle with their left hand. Review steps to build appropriate bow hold with the right hand for the whole class. Circulate through the class looking for "Picture Perfect" bow holds, checking carefully for relaxed, curved thumbs and proper finger placement.
- **Activity #5: Peer Assessment on Posture and Playing Position (approx. 10 mins)**

The teacher will pair up students for this assignment based on whatever classroom procedure is in place within your orchestra program—a suggestion would be to pair up students that play the same instrument so that students could assess and give feedback on their classmates with similar instruments. Ask student pairs to assess each other on proper bow hold, posture (both sitting and standing), and bow direction as they play a major scale of the teacher's choosing. Students will provide their peers with constructive feedback as they play for one another based on the techniques that were discussed in the video and as well as the posture and position discussion. This is a great assessment activity in disguise because it shows how much students know about the topic at hand and that they are able to re-teach the information to someone else.
- **Activity #6: Learning the Excerpt (approx. 15 mins)**

The teacher will pre-select an excerpt appropriate to the developmental playing level of the students. This could be from their program's chosen method book, an excerpt from current repertoire, or other source. The teacher will teach/go over this excerpt with students through modeling and observation. Once students have a basic understanding and can play the excerpt, inform the students about their assignment (below).



## **STUDENT ACTIVITY (allows for flexible timeline):**

### **STUDENT AND TEACHER PROCEDURES**

- **Activity #7: Digital Assignment: Padlet (approx. 10 mins)**

For this assignment, students will use [Padlet.com](https://padlet.com) to submit photos and descriptions of appropriate posture and position on their instruments. They will upload a picture of themselves exhibiting perfect posture and position (something they can reference later as well) and submit their photo to Padlet. They are also asked to answer four questions in their response. For an added extension or an extra credit opportunity, have students submit a picture of another person (such as a family member who does not play a string instrument) with perfect posture and position—this is a great opportunity to see if students' can teach and evaluate others about proper playing posture and position.

- **Activity #8: Practice Activity: Flipgrid Recording and Student Self-Evaluation (approx. 15+ mins)**

For this activity, students will use [Flipgrid.com](https://flipgrid.com) to submit a recording of themselves playing the teacher-selected excerpt on their own time at home (before practicing). See the Flipgrid Student Assignment document to share with students. After recording their video, students will complete the self-evaluation rubric and return it to the teacher. This can be seen as a diagnostic assessment for the student.

- **Activity #9: At-Home Activity: Practice (approx. 15+ mins per day)**

Students will take time to practice the teacher-selected excerpt to perform while incorporating the posture and position techniques discussed in the KSU Masterclass video and in-class discussion. Students can practice as their schedule/their teacher's schedule allows (such as before/after school, during lunch, or at home) using the checklist provided below. Students will practice over a teacher-selected period of time (such as two-four weeks of practice before their performance). The teacher can give students the link to view the KSU Masterclass as needed during their individual practice time.

- **Activity #10: Flipgrid Performance Test (approx. 15+ mins)**

For this performance assignment, students will record their final performances while performing for their teacher using the teacher-selected excerpt. Students will be graded based on a standards-based rubric that is attached to this document for you to use. This can be used as a summative assessment to show student growth from the diagnostic Flipgrid video to the summative Flipgrid video.



## Evidence of Student Success

### DIAGNOSTIC ASSESSMENT

- Informal discussion about developing proper string techniques and habits
- Teacher observation of students' initial performance of the selected excerpt via Flipgrid.com

### FORMATIVE ASSESSMENT

- Informal teacher observation of students' understanding of correct posture and position on their instrument via Padlet.com activity
- Informal teacher observation of students' understanding of KSU Masterclass information and observation of students' practice

### SUMMATIVE ASSESSMENT

- Teacher observation of students' growth of posture and position techniques through the performance task

## Distance Learning Supports

### DIFFERENTIATED LEARNING:

#### INCREASED RIGOR:

Students can teach another person such as a family member who has never played a string instrument on how to have proper posture and position. Students can serve as peer mentors for another student. Students can begin to explore vibrato technique and shifting (as long as they can consistently keep proper posture) through left-hand exercises that reinforce correct left-hand posture. Students can inquire about extended or more challenging string techniques to incorporate into their practice. Students can act as a peer mentor to help and assist another student.

#### ADAPTED ASSIGNMENT:

Students requiring a simplification can be paired with a peer mentor who can guide them through the process one on one, or with the teacher. Students can also view the KSU Masterclass Video as much as they need to understand and grasp the posture and position techniques effectively.

## Engaging Families







### SUPPORT MATERIALS: (See Below)

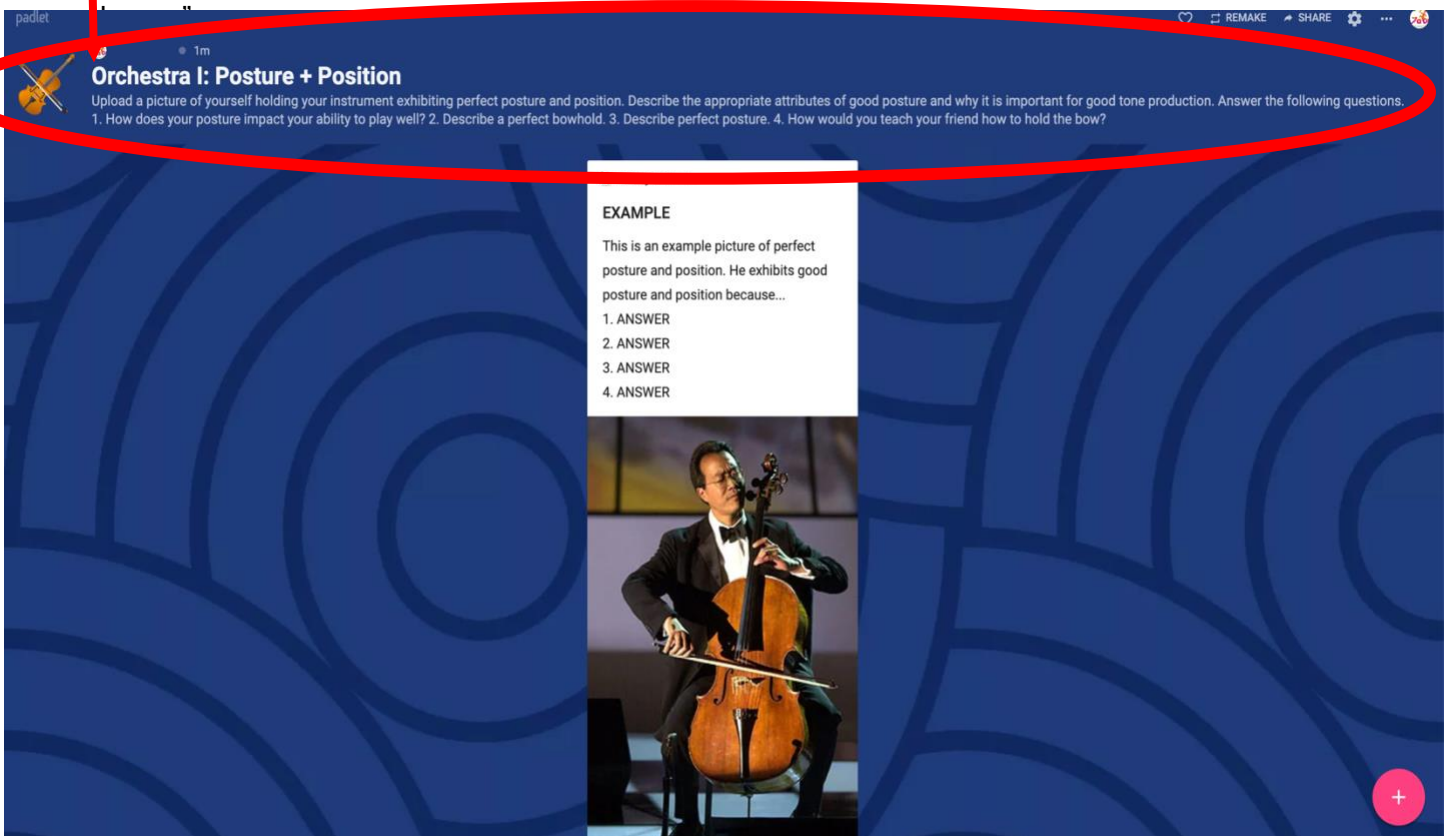
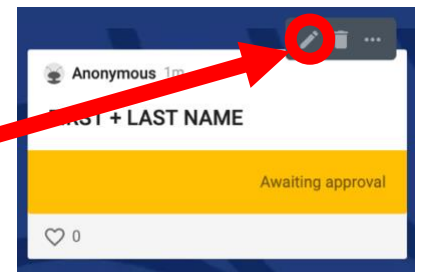
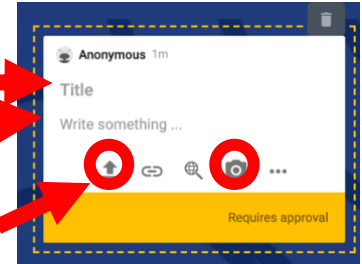
- Padlet Assignment Student Instructions
- Violin/Viola/Cello/Bass Posture and Position Student Checklists
- 



# PADLET ASSIGNMENT STUDENT INSTRUCTIONS

INSERT  
QR  
CODE  
HERE

1. Go to [www.padlet.com](http://www.padlet.com) or download the Padlet app.
2. Enter this URL into your browser: **INSERT PADLET URL HERE** or scan this QR code using the app:
3. Once in the padlet, click on: 
4. In the TITLE section, type **YOUR FIRST + LAST NAME** in the space provided! 
5. In the space entitled "Write something..." answer the questions in the prompt at the top of the screen. 
6. Upload your posture and position picture by pressing the upload button  or take a picture directly by using the app. 
7. Proofread your response before finishing and make sure that the picture submitted can be clearly seen for proper feedback.
8. Click off of your response and it will automatically save. Need to edit? Hover over your response and click the pencil button to edit. 
9. The Posture + Position Assignment is due on **INSERT DATE HERE.**
10. Have other questions? Message the teacher during "digital office"



**Orchestra I: Posture + Position**


Upload a picture of yourself holding your instrument exhibiting perfect posture and position. Describe the appropriate attributes of good posture and why it is important for good tone production. Answer the following questions.

1. How does your posture impact your ability to play well? 2. Describe a perfect bowhold. 3. Describe perfect posture. 4. How would you teach your friend how to hold the bow?

**EXAMPLE**

This is an example picture of perfect posture and position. He exhibits good posture and position because...

1. ANSWER
2. ANSWER
3. ANSWER
4. ANSWER

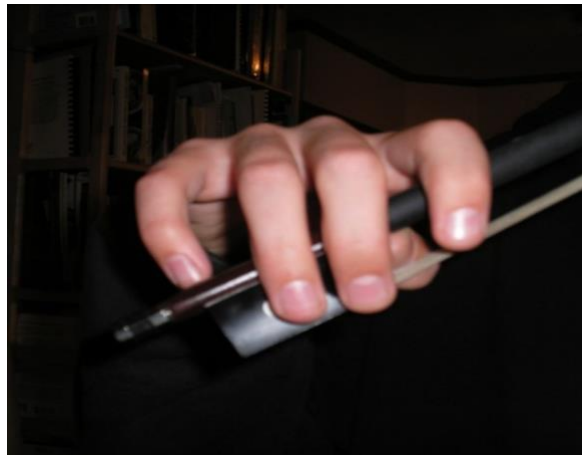
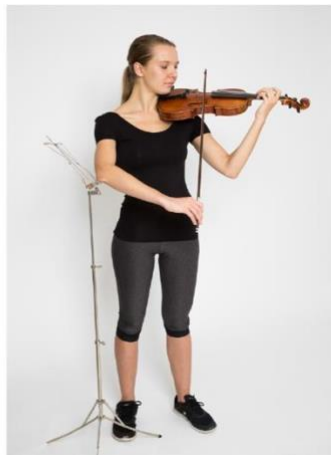
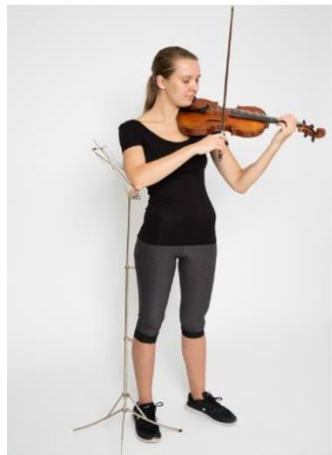


## Violin/Viola Posture and Position Student Checklist

- I have looked over the lesson information and have no more questions for my teacher about the assignment. If you still have questions, set up a time to call the teacher during “digital office hours.”
- Each time I practice, I first begin with my posture.
- I stand tall, feet shoulder-width apart, a slight bend in the knee (my knees are not locked).
- I hold my instrument by the neck in the left hand, bow in the right hand.
- I have a shoulder rest to ensure there is no tension in the neck.
- When my instrument is on my left shoulder it is parallel to the floor and my shoulders are relaxed.
- My chin is turned slightly to the left and relaxed on the chinrest.
- My left arm (from elbow to wrist) should remain straight (no flat wrists), with fingers curved and hovering over the strings. My left thumb rests gently on the back of the neck pointing toward the sky, not parallel with the neck.
- If I am sitting, I follow the above steps, then sit tall on the edge of the seat. My feet are flat on the floor in a way that makes me feel balanced and supported from the waist up.

### Violin/Viola Bow Hold:

- I hold my bow by the stick with my left hand while I relax my right hand.
- I set my right thumb to rest in the niche between the frog and the winding.
- I place my middle and ring fingers flush against the frog.
- My index finger rests gently on the stick.
- My pinky curves to rest on top of the stick.
- I can teach proper posture and position to someone who does not play a string instrument and they can, in turn, produce proper posture and position.

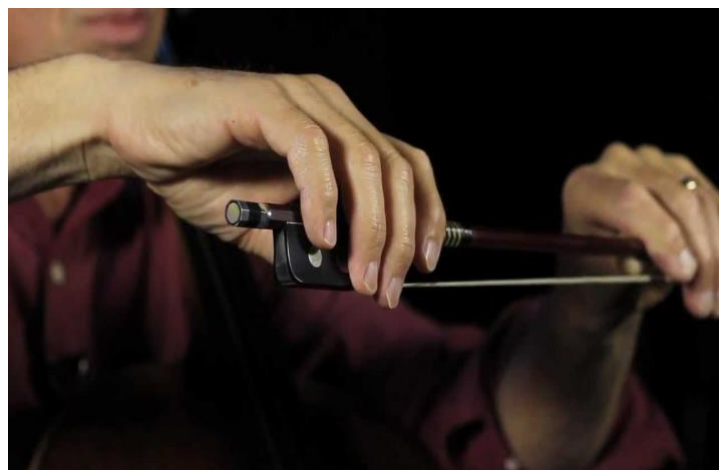


## Cello Posture and Position Student Checklist

- I have looked over the lesson information and have no more questions for my teacher about the assignment. If you still have questions, set up a time to call the teacher during “digital office hours.”
- Each time I practice, I first begin with my posture.
- I sit on the edge of my seat, with feet flat on the floor. My left foot can be slightly out in front.
- I make sure that the endpin is extended enough so that the bow arm does not have to overextend to reach the contact point on the string (or, conversely, raise my shoulder to reach the contact point).
- I stand the cello erect and center it to my body and the endpin should be on the floor where it creates an equilateral triangle with my feet.
- I slowly bring the cello down toward the chest and allow the C peg to come to the left side of my head near my left ear.
- My left hand can reach down to touch the bridge and then follow the strings up the neck to the first position while making sure to not drop my elbow.
- My left elbow is relaxed, but not sagging. My wrist and arm are one unit (no goose-neck wrists) and my thumb is perpendicular with the neck, not parallel. My left fingers are rounded and resting above the strings (C-shape/coke can).

### Cello/Bass Bow Hold (French):

- I hold my bow by the stick in my left hand and relax the right hand.
- I set my thumb to rest in the niche between the frog and the winding.
- I place my pinky and ring fingers flush against the frog.
- My middle finger can rest on the ferrule (the metal part of the frog).
- My index finger rests gently on the stick.
- I can teach proper posture and position to someone who does not play a string instrument and they can, in turn, produce proper posture and position.



Georgia Department of Education

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## Bass Posture and Position Student Checklist

- I have looked over the lesson information and have no more questions for my teacher about the assignment. If you still have questions, set up a time to call the teacher during “digital office hours.”
- Each time I practice, I first begin with my posture.
- I stand with my feet shoulder-width apart with my right foot slightly in front.
- I make sure that the endpin is extended enough so that the bow arm does not have to overextend to reach the contact point on the string (or, conversely, raise a shoulder to reach the contact point).
- I stand the bass erect and position the bass slightly left to my body.
- I slowly allow the bass to lean into my left side, using my left hip socket and left kneecap to secure the bass.
- If I use a stool, I adjust the length of the endpin so the nut of the fingerboard is at the level of my eyebrows when I am standing. I sit on the stool, keeping both feet on the floor while playing or keeping my right foot on the floor and my left foot on one of the rungs of the stool. I turn the bass slightly to the right and lean the bass towards the left side of my stomach.
- My left hand can reach down to touch the bridge and then follow the strings up the neck to the first position while making sure to not drop my elbow.
- My left elbow is relaxed, but not sagging. My wrist and arm are one unit (no goose-neck wrists) and my thumb is perpendicular with the neck, not parallel. My left fingers are rounded and resting above the strings (C-shape/coke can).
- For French Bow Hold:** I hold my bow by the stick and relax the right hand. I set my thumb to rest in the niche between the frog and the winding. I place my pinky and ring fingers flush against the frog. My middle finger can rest on the ferrule (the metal part of the frog). My index finger rests gently on the stick.
- For German Bow Hold:** I hold my bow by the stick and relax the right hand. While holding the bow by the stick in my left hand, I bring my bow towards my right hand. My thumb comes around and rests on top of the frog. My index and middle fingers are set on the niche between the frog and the winding. My pinky finger rests on the ferrule (the metal part of the frog). My ring finger remains relaxed between the frog opening.
- I can teach proper posture and position to someone who does not play a string instrument and they can, in turn, produce proper posture and position.



Georgia Department of Education



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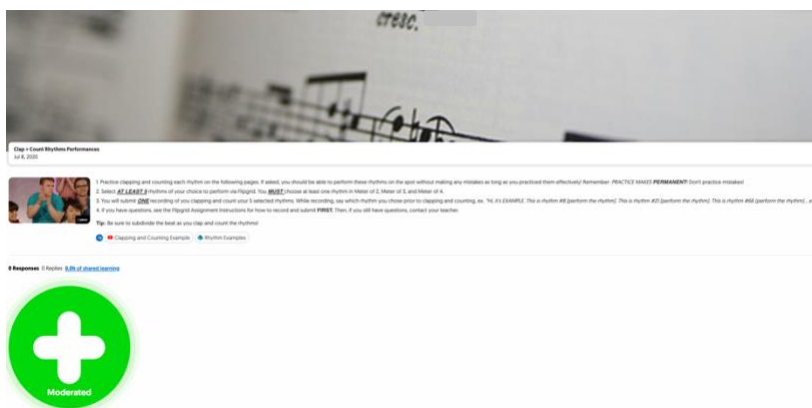
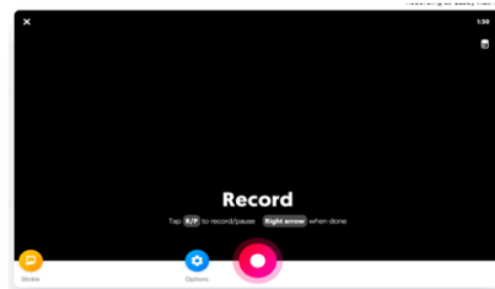
8.15.2020 • Page 9 of 17



# FLIPGRID ASSIGNMENT INSTRUCTIONS

INSERT  
QR CODE  
HERE

1. Go to [www.flipgrid.com](http://www.flipgrid.com) or download the Flipgrid app.
2. Enter this code: **INSERT CODE HERE** that says:  Or scan this QR code in the app:
3. Once in the grid, click on: 
4. Then type **YOUR FIRST + LAST NAME** in the space provided! You DO NOT need to put in an email.
5. It's time to record your first attempt! Record yourself performing the excerpt and submit via Flipgrid. You have 1 minute and 30 seconds to record your first attempt.
6. Press next and then review your recording.
7. **TITLE YOUR VIDEO: Orchestra Excerpt Attempt #1**
8. Snap a selfie!
9. Press Submit! Congrats! You sent in your first attempt!
10. On your own time, practice the posture and position techniques based on the KSU Masterclass video using the Student Checklist, if needed, and apply those techniques to the excerpt as your practice it.
11. On your performance test date, record yourself performing the excerpt and submit via Flipgrid. You have 1 minute and 30 seconds to record your second attempt. You can record as many times as you may need, but the final video you submit will be the video that is graded. You will submit **ONE** recording.
12. Press next and then review your recording.
13. If you are happy with your recording, **TITLE YOUR VIDEO: Orchestra Excerpt Attempt #2**
14. Snap a selfie!
15. Press Submit! Congrats! You sent in your second attempt!
16. The KSU Masterclass Assignment is due on **INSERT DATE HERE.**



# Teacher's Guide to Digital Teaching and Learning

## GaDOE Fine Arts Resources:

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx>
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Fine-Arts/Digital%20Teaching%20%26%20The%20Arts.pdf>

## NAfME Resources:

- Virtual Learning Resources from NAfME: <https://nafme.org/my-classroom/virtual-learning-resources-for-music-educators/>
- Music Teacher Resource NAfME: <https://nafme.org/music-teacher-resources-school-closures/>

## KSU Masterclass:

- [https://arts.kennesaw.edu/community-programs/masterclass\\_series.php](https://arts.kennesaw.edu/community-programs/masterclass_series.php)

## Orchestra Resources:

- <https://www.thestrads.com/playing-and-teaching/elements-of-alexander-technique-discovering-a-natural-approach-to-string-playing/2044.article>

## Padlet Resources:

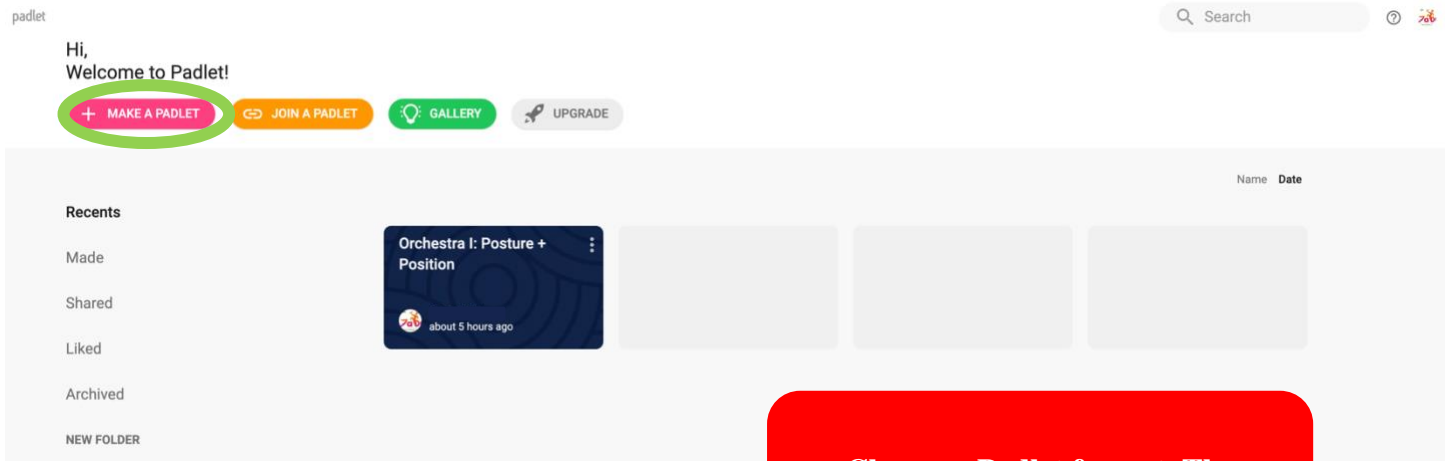
- Padlet Video Tutorials: <https://www.youtube.com/padlet>
- Getting Started with Padlet: <https://jn.padlet.com/category/38-getting-started>

## Flipgrid Resources:

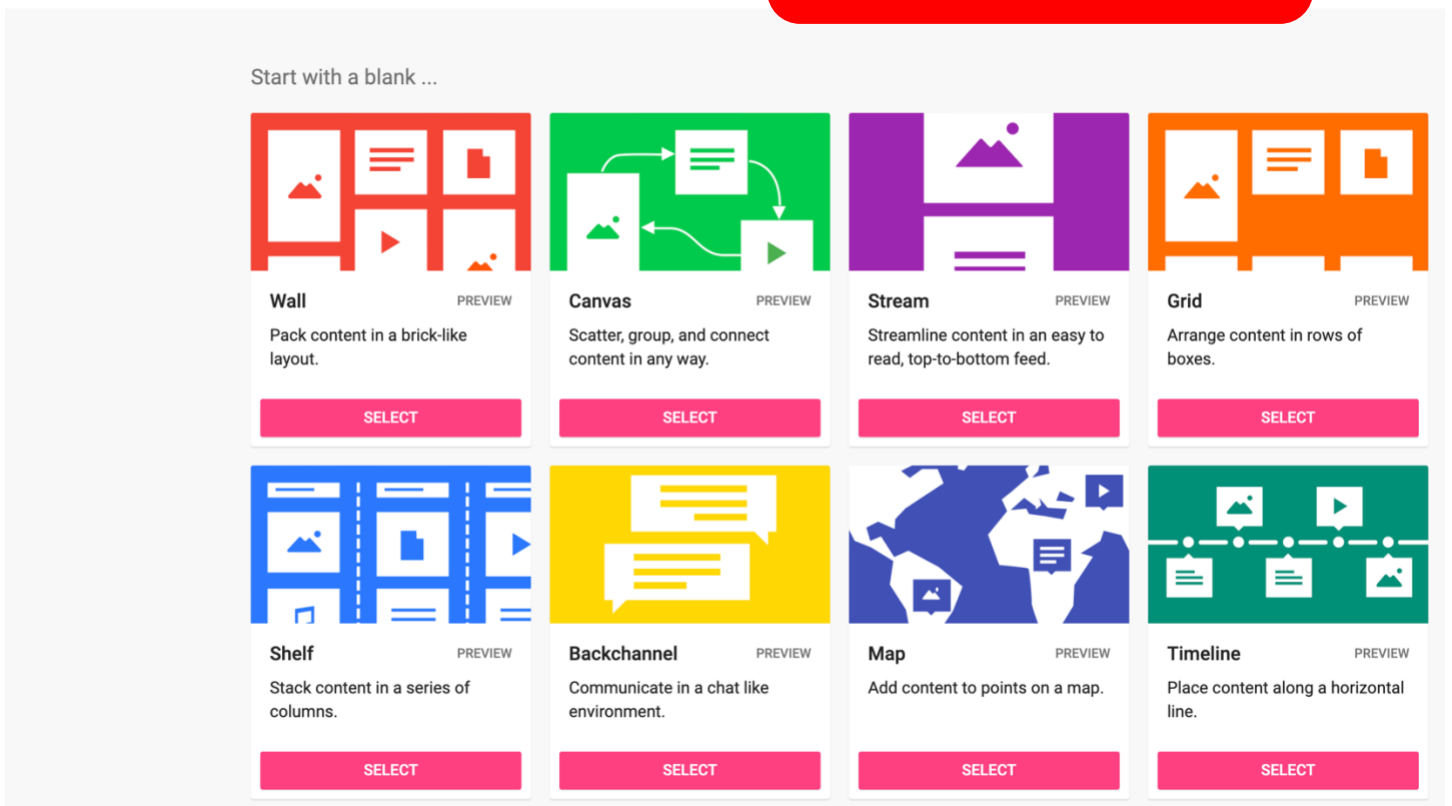
- Flipgrid Getting Started Guide: <http://blog.flipgrid.com/gettingstarted>
- Flipgrid Tips and Tricks for Remote Learning: <https://blog.flipgrid.com/news/remotelarning>
- Flipgrid Educator Guide: <https://drive.google.com/file/d/0BzZGEfOtEWqPcGUzcFd2RzRjYTQ/view>



# Here is an example of how you could use Padlet for the Posture + Position Padlet Assignment: After setting up your account, your Padlet should look similar to this:



## Make a padlet



**Orchestra I: Posture + Position**  
 Upload a picture of yourself holding your instrument exhibiting perfect posture and position. Describe the appropriate attributes of good posture and why it is important for the body. Answer the following questions.

1. How does your posture impact your ability to play well?
2. Describe a perfect bowhold.
3. Describe perfect posture.
4. How would you teach your friend how to hold the bow?

**EXAMPLE**  
 This is an example picture of perfect posture and position. He exhibits good posture and position because...

1. ANSWER
2. ANSWER
3. ANSWER
4. ANSWER

**Modify**  
 Title: Orchestra I: Posture + Position  
 Description: Upload a picture of yourself holding your instrument exhibiting perfect posture and...  
 Icon:   
 Address: Unique link to your padlet. COPY TO CLIPBOARD  
 Appearance: Wallpaper, Color Scheme, Font  
 Posting: Attribution (Display author name above each post? YES), New post position (FIRST, LAST)

**Orchestra I: Posture + Position**

**Once saved, you can share the direct link to your students in multiple ways!**

SHARE

**Orchestra I: Posture + Position**

**EXAMPLE**  
 This is an example picture of perfect posture and position. He exhibits good posture and position because...

1. ANSWER
2. ANSWER
3. ANSWER
4. ANSWER

**Share**  
 Invite members  
 ADD MEMBERS  
 Privacy: Secret (Keep the padlet hidden from the public. If I choose to share it with someone, they should be able to access it.)  
 Visitors can write.  
 CHANGE PRIVACY  
 Share:  
 Copy link to clipboard  
 Get QR code  
 Embed in your blog or your website  
 Email  
 Share on Facebook  
 Share on Twitter  
 Share on Google Classroom  
 Export



## Here is an example of how you could use Flipgrid for Student Practice Logs:



My Activity **My Grids** Mixtapes #GridPals Disco Library Shorts



My Grids < Band I

### Grid Details



#### Band I

Jul 8, 2020 Flip Code: [bandlexample](#) Add a CoPilot

Share

Actions

Topics **Students**

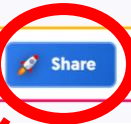
Add New Topic

**1 Topic** 0 videos 0 views 0 hours of engagement

Export Data

Search Topics

Actions	Title	Last Response
<input type="checkbox"/>	<b>Clap + Count Rhythms...</b> 0 Videos + Pinned Topic	Jul 13, 2020



#### Clap + Count Rhythms Performances

Share the Topic link with your students.

[flipgrid.com/f8ea3674](https://flipgrid.com/f8ea3674) Copy

Topic Guest Mode  
Make it easy for guests, such as family members and content experts, to access this specific Topic.

[flipgrid.com/605c2eb0](https://flipgrid.com/605c2eb0) Copy

Allow guests to record

Make sure that when you share the assignment with students that you select the "Topic Guest Mode" and "Allow guests to record" options so that students do not have to login with an email to record their performances. Be sure to send them THIS link/code, not the one above.



# Topic Details



## Clap + Count Rhythms Performances

Share

Actions

Jul 8, 2020 Flip Code: f8ea3674 Guest Code: 605c2eb0

1. Practice clapping and counting each rhythm on the following pages. If asked, you should be able to perform these rhythms on the spot without making any mistakes as long as you practiced them effectively! Remember: **PRACTICE MAKES PERMANENT!** Don't practice mistakes!
2. Select **AT LEAST 5** rhythms of your choice to perform via Flipgrid. You **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4.
3. You will submit **ONE** recording of you clapping and count your 5 selected rhythms. While recording, say which rhythm you chose prior to clapping and counting, ex. "Hi, it's **EXAMPLE**. This is rhythm #8 (perform the rhythm). This is rhythm #21 (perform the rhythm). This is rhythm #66 (perform the rhythm)... etc."
4. If you have questions, see the Flipgrid Assignment Instructions for how to record and submit **FIRST**. Then, if you still have questions, contact your teacher.

Tip: Be sure to subdivide the beat as you clap and count the rhythms!

Clapping and Counting Example Rhythm Examples

### 0 Responses

0 replies 0 views 0 hours of engagement

Export Data

Search Responses

#### Start the discussion!

Add a video or share this Topic with your students to have them record.

Record a Response

Share Topic

## Topic Essentials

### Title

Clap + Count Rhythms Performances

33/35

### Prompt

1. Practice clapping and counting each rhythm on the following pages. If asked, you should be able to perform these rhythms on the spot without making any mistakes as long as you practiced them effectively! Remember: **PRACTICE MAKES PERMANENT!** Don't practice mistakes!
2. Select **AT LEAST 5** rhythms of your choice to perform via Flipgrid. You **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4.

884/1000

### Recording Time

1 minute 30 seconds

### Video Moderation

New videos will be hidden from students until you activate them. Previously submitted videos will remain active.

[Learn more about Moderation.](#)

### Focus Optional

Add a media resource to engage your students.



Delete to select a new Focus.

Delete Focus

Editing a Topic/Assignment View (Teacher)



### Topic Tip

Add a tip to help your students best answer the Topic.

Be sure to subdivide the beat as you clap and count the rhythms!

Editing a Topic/Assignment View  
(Teacher)... continued

### Topic Attachments

Attach up to 9 external links (OneNote, Google Docs, Dropbox, YouTube, etc.) to this Topic.

#### Feature Link

 <https://www.youtube.com/watch?v=FNmxLvtXewU8>

#### Attachment Title

Clapping and Counting Example 29/30 

#### Feature Link

 <https://shealy-my.sharepoint.com/:b:/g/personal/cas>

#### Attachment Title

Rhythm Examples 15/30 

Add another Attachment

### Topic Status

#### Status

Make your Topic Active, Frozen (view-only) or Hidden.

Active

#### Launch & Freeze Dates

Schedule an Active [12:01am] and Frozen [11:59pm] date. Your timezone is set to America/New\_York. [Update your timezone.](#)

07/23/2020 → Never 


### Video Features

#### Video and Selfie Styles

Students can add filters, stickers, drawing, and text to their videos and selfies.

Selfies Only


#### Video Editing

Students can trim and rearrange video clips. 

#### Video Title

Students can add a title (80 characters max). Add hashtags for searchability. 

#### Attachment Link

Allow students to include an external link with their video (e.g., OneNote, Google Doc, etc.). 

#### View Count

Display the number of views a video has received. 


#### Likes

Allow students to like other student videos. 

#### Sticky Notes

Allow students to add sticky notes while they are recording. 

#### Student-to-Student Replies

Allow students to Reply via video to another student. 

### Feedback

#### Basic Feedback

Provide basic feedback on a Response based on student verbalization and clarity of expressed ideas.

Provide basic feedback on a video based on student verbalization and clarity of expressed ideas.

Ideas

Performance

#### Custom Feedback

Build and assign custom feedback rubrics based on the needs and qualifications of your classroom.

Save changes to my default settings

Cancel

Update Topic





# Band I

## Topic/Assignment Student View

Clap + Count Rhythms Performances  
Jul 8, 2020



1. Practice clapping and counting each rhythm on the following pages. If asked, you should be able to perform these rhythms on the spot without making any mistakes as long as you practiced them effectively! Remember: **PRACTICE MAKES PERMANENT!** Don't practice mistakes!
2. Select **AT LEAST 5** rhythms of your choice to perform via Flipgrid. You **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4.
3. You will submit **ONE** recording of you clapping and count your 5 selected rhythms. While recording, say which rhythm you chose prior to clapping and counting, ex. "Hi, it's **EXAMPLE**. This is rhythm #8 [perform the rhythm]. This is rhythm #21 [perform the rhythm]. This is rhythm #66 [perform the rhythm]... etc."
4. If you have questions, see the Flipgrid Assignment Instructions for how to record and submit **FIRST**. Then, if you still have questions, contact your teacher.

Tip: Be sure to subdivide the beat as you clap and count the rhythms!

[Clapping and Counting Example](#) [Rhythm Examples](#)

0 Responses 0 Replies [0.0h of shared learning](#)

