

# Chatter with the Angels – Beginnings of Basic Rhythm Recognition

Students will learn how to listen for a specific recurring rhythm pattern in this song (ti, ti, ti, ti, tah, tah). They will also work in groups to add movements to represent this rhythm, and perform this rhythm through their movements and on percussion instruments for the class.

## Performance Standard

2: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

## Lesson Objective

Knowledge of eighth notes and quarter notes and how they are notated

### Knowledge

Structure

### Skills

Aural & Notational Skills, Evaluating, Performing

### Dispositions

Collaboration, Responsible risk-taking

### Vocabulary

ti, tah, eighth notes, quarter notes

## Assessment Evidence

Perform identified rhythm on non pitched percussion instruments, and perform identified melody corresponding with rhythm while demonstrating movement in their bodies, as well as on barred instruments

## Learning Plan

1. Teacher teaches "Chatter with the Angels" by using rote method procedure - whole/part/whole. While teacher and students work together to teach and learn the song, students are encouraged to stand and to move to the macrobeats in their heels, and the microbeats using soft "spider like" fingers on their laps.

2. Teacher explains that this song is an example of an African American spiritual, and gives background information about what a spiritual is along with its relation to American history. Specific information dispelled is contingent upon what is allowed by schools and their districts.
3. Teacher isolates the pitches and rhythms of the words "chatter with the angels." The teacher asks students to echo the words "chatter with the angels," but without using pitches, just speaking the rhythm.
4. Teacher asks students if they can hear "tahs," "ti-tis," or whichever rhythm syllable you are working with.
5. Teacher writes the words "chatter with the angels" on the board, and points to each word as he or she says them in the correct rhythm for the song.
6. Students clap and chant "chatter with angels" in the correct rhythm.
7. Students "think-pair-share" what combination of rhythmic values could make up the rhythm. Teacher could also give students three different rhythms on the board to choose from.
8. Students are asked in their groups to perform the rhythm on the board that they believe is the correct rhythm for "chatter with the angels."
9. Teacher praises students who take a risk by performing rhythms for rest of class, and corrects students who are guessing the incorrect rhythm, or those who choose the correct rhythm but do not perform it correctly.
10. Teacher informs students of the correct rhythm once again by clapping and chanting "chatter with the angels" in their rhythmic syllables of choice. The correct rhythm is also written underneath the lyrics on the board to emphasize the placement of tied eighth notes and quarter notes. At this time, teacher reminds students that the rhythm is comprised of tied eighth notes and quarter notes.
11. Students practice chanting the correct rhythm as a class using syllables and then the lyrics of the song.
12. Teacher sings the song again, and asks students to raise their hand when they think they hear this exact rhythm again. He or she asks students what the lyrics are for this rhythm throughout the song (the lyrics are always "chatter with the angels.")
13. Teacher puts students in groups of three or four. Students are given three minutes to practice singing the song, and to create a different movement/dance move that shows the rhythmic pattern "ti-ti-ti tah tah."
14. All groups perform their dance move for the rest of the class while the whole class sings all of "Chatter with the Angels." Groups evaluate each other as to whether they accurately showed "ti-ti-ti-ti tah tah" (one way to say this rhythm pattern) with their bodies.
15. Teacher passes out non-pitched percussion instruments to all students.

16. Teacher and students sing "Chatter with the Angels" as a class again. At the same time, all students play the "chatter with the angels" rhythm in the song every time it occurs on their instruments.

17. Allow students to switch non-pitched percussion instruments and play (and say) this rhythm again while singing the song.

18. Students are asked to then listen to the song as the teacher plays it on the piano, but does not sing the lyrics. Students raise their hand every time they hear this rhythm in the piano.

19. Students play this rhythm each time it occurs in the song while the teacher plays it on the piano. Students can also say the rhythm while they play it.

20. Teacher finishes lesson by asking students to share, in groups, the musical and non-musical aspects they learned in music class that day. Teacher circulates around the room and checks for understanding informally.

## Differentiation and Inclusion

1. Some students do not do well working with others in a group setting, and this causes anxiety for them in the classroom. Allow these students the option to work with a chosen peer, or by themselves to represent the rhythm.

2. Give as many different options for students to demonstrate their learning of this rhythm pattern through movement, adding scarves to movement, drawing and explaining what they hear the rhythm to be, or adding flashlights or bouncy balls to demonstrate the rhythm. They can also construct this rhythm using popsicle sticks, and tap their finger on the sticks that are on the floor in front of them while they sing the song.

## Relation to the 1994 Standards

- Evaluating music and music performances
- Listening to, analyzing, and describing music
- Performing on instruments, alone and with others, a varied repertoire of music
- Reading and notating music
- Singing, alone and with others, a varied repertoire of music