

# FOUR-SOUND SHUFFLE

## LESSON/ACTIVITY PLAN

### OBJECTIVES:

1. Students will compose a short piece of music on a four-note/four-sound motif.
2. Students will present/perform their composition.

### ACTIVITIES:

1. Students, working alone or in small groups, each receive four sets of four blank index cards (for a grand total of 16 cards) and a large piece of paper, at least 11 x 17. Poster-size tag board is ideal.



2. Using the first set of cards, students will create one symbol per card that indicates a sound. A picture (of clapping hands) or a sound-word (clap!) are examples.

Here's a finished set of four:

<b>BOOM</b>	<i>sssshhhh</i>	thump-thump	WHACK!
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3. Once the first four are created, fill in the remaining three sets of four with some combination of those sounds. Place each set of four on the larger paper/poster to get a sequence of sixteen sounds all based on the initial four sounds. It might look like this:

<b>BOOM</b>	<i>sssshhhh</i>	thump-thump	WHACK!
WHACK!	WHACK!	thump-thump	(REST)
thump-thump	thump-thump	thump-thump	WHACK!
thump-thump	thump-thump	<b>BOOM</b>	(REST)

### Optional Extensions:

- Add color to each corresponding sound for added visual cue.
  - Substitute rhythmic note values (quarter note, quarter rest, eighth notes) if students have experience using them.
  - Add pictures of an instrument to correspond with each sound word. If students work in groups of four, each student can be assigned one of the instruments and perform it in sequence.
4. Students should give their composition a title, rehearse it, and refine their performances. Remember to practice starting together and make sure you keep a steady beat throughout the performance.

### OUTCOME:

Students understand the idea of composition through sequencing of sounds by actively creating and performing their own work.

### STANDARDS:

1. K–3. 1. Artistic Foundations. 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 0.1.2.3.1. Read and notate music using a system of notation such as solfege, numbers or symbols.
2. K–3. 2. Artistic Process: Create or make. 1. Create or make in a variety of contexts in the arts area using the artistic foundations. Music. 0.2.1.3.1. Improvise or compose to express musical ideas using the voice or an instrument.
3. K–3. 1. Artistic Process: Perform or Present. 1. Perform or present in a variety of contexts in the arts area using the artistic foundations. Music. 0.3.1.3.1. Sing and play a varied repertoire that includes simple rhythms and melodies.
4. Grades 4–5. Artistic Process: Create or Make. 4.2.1.3.1. Improvise and compose rhythms, melodies, and accompaniments using voice or instruments to express a specific musical idea.



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