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| **Grade** | **Content Areas Being Integrated**  |
| **6th- 8th General Music Class** | Music, Dance, Math |

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|  | **Arts Discipline** | **Other Content Area** |
| **Standards****Addressed in the Integrated Lesson/Activity** | Music 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.Dance 1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances. | Math 5: Apply properties of operations as strategies to multiply and divideMath: Write, read, and evaluate expressions in which letters stand for numbers. |
| **Student Objectives in Each Discipline** | Students will be able to demonstrate a great dynamic range in movement utilizing space, time and force. | Students will be able to add, subtract, multiply and divide using musical notes.  |

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| **Integrated Student Objective** | ***What is the objective of the integrated activity? Look at connections being made between the two content areas.***Students will be able to solve mathematical problems using musical notes. Students will be able to move in different time. |
| **Essential Question** | ***What is the question you want the students to be able to answer at the end of this lesson?*** What is the time value of musical notes? Whole, half, quarter, eighth, sixteenth notes. |

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| **Materials/Resources** |
| Dice with musical notes. |

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| **Lesson/Activity Description** |
| * Start the class with BrainDance- Breath, Tactile, Core-Distal, Head-Tail, Upper Lower, Body Side, Cross-Lateral, Vestibular
* Play different music and have students make different moves.
1. Locomotor (move around)- walk, slide, jump, hop, stomp, march, skip, gallop, tip toe, leap, crawl, roll
2. Non locomotor (stays)- sway, wiggle, descend, ascend, swing, shake, melt, rise, spin, stretch, spiral, lift, twist, bend, drop, pop-up
3. Teacher- call out the name of the musical notes/ rests, and students move accordingly.
* Chance Dance with Dice
1. Create several dice with different musical notes. (whole, half, dotted half, quarter, 8th, 16th notes)
2. Roll 2-3 dices at the same time and create mathematical equations.
3. Students will solve the math problems on the white board.
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