

Unit/Lesson Instructional Plan

Unit/Lesson Title: Sing A Quilt
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School: Marshall Magnet School

Grade Level: 2nd
District: Flagstaff Unified

Essential Understanding

What is the “Big Idea” of the unit or lesson?

Students will understand that: Quilts often contain symbols and/or can be used as symbols, which can tell a story. Quilts can be literal representations like a map, and can even represent musical rhythmic notation. (So we could sing a quilt).

Skills and Knowledge Students Need and/or Will Develop

- A quilt is a sandwich of fabric with thick pillow-like batting between.
- A quilt top is often made up of squares, which can be repeated in a pattern.
- In 4/4 time, a measure can contain 4 quarter notes, or 2 half notes, or 8 eighth notes or 1 whole notes, or a combination to equal four beats.
- A quilt square can be made up of four equal pieces (representing 4 quarter notes), 2 equal pieces (representing 2 half notes), 8 equal pieces (representing 8 eighth notes), or one piece (representing a whole note). Various sized pieces can be put together to represent a 4/4 measure.

Standards Addressed

Music Content Standards	Content Standards in Other Subject(s)
1AM-F1, PO 4, 1AM-F2, PO 3 1AM-F3, PO 1, 2, 3, 1AM-F5, PO 1, 2 1AM-F8, PO 1, 1AM-F9 2AM-F2, PO 1, 3AM-F1 3AM-F3, 3AM-F5, PO 1, 2, 3	Reading: Str 1 C 1, PO1, PO3, C 3, PO1, PO9,, C 5, PO2. Str 2, C 2, PO1, Str 3, Ct 1, PO5, Ct 2, PO1, PO2, PO3 Writing: Str 1, C 1, PO1, C 2, PO2, Str 2, C 3, PO2, C 4 PO1 Math: Str 1, C 1, PO12, PO14, PO15, 2, PO11, PO15, PO16, Str 2, C 1, PO2, PO4, C2, PO1, Str 3, C 1, PO1, PO3, C 4, PO1, PO2 Social Studies: Str 1, C 1, PO3, PO4, C 5, PO2, PO3, Str. 3, C 1, P

Objectives: (final performance or product)

In what way(s) will students demonstrate what they have learned?

Students will: work individually to create a quilt block, which will represent a measure in 4/4 time. They will then work in groups to create a song which they will sing to the whole group.

Student Pre-Assessment

How do you know what the students already know? What pre-assessment activities will help you determine what students already know?

We will do a KWL chart about quilts and another about musical notation (I'll show them a simple piece of music, and ask what they know about this thing I'm holding).

We will spend time clapping rhythms, and clapping the syllables in new words and spelling words, as we encounter them. This will give me some idea of their inherent understanding of rhythm and rhythmic patterning.

Teacher's Needs Assessment

What content knowledge and resources will you need to implement this lesson?

Teacher will need to find lots of children's songs in 4/4 time and ensure a thorough knowledge of their rhythmic system.

Also:

- lots of quilts for the children to see and touch/ and/or pictures of quilts and blocks
- lots of (cut to standard size) pieces of paper or fabric for children to manipulate.
- several simple pieces of written music.
- several simple, familiar children's songs in 4/4 time.
- several children's books on the topic of quilts and musical notation.

Including: *Do Re Mi*, by Susan L Roth

The Patchwork Quilt, by Valerie Flourney

Aunt Harriet's Underground Railroad in the Sky, by Faith Ringgold

Sweet Clara and the Freedom Quilt, by Deborah Hopkinson

Eight Hands Round, by Ann W. Paul

The Quilting Bee, by Gail Gibbons

Ruben and the Quilt, by Buckley P. Moss

Final Student Assessment

How will you know that students have achieved the standard?

The student will be able to create and sing a quilt square, using appropriate rhythms. S(he) will put the square together with squares made by other children to create a song, and will sing the rhythm of this song with the other children in the group.

Learning Sequence

The Lesson Plan: What are the various steps in the unit/lesson implementation?

1. Review 4/4 time by having groups of four children use the fist/hand system to represent the notes in a 4/4 measure
2. Remind children of the symbolism of the map quilt in Clara and the Freedom quilt
3. Using fabric pieces and felt board, show various ways to create a square using four equal pieces (discuss/review fractions at this time)
4. Relate this square to music by singing the 4/4 beat and discuss the 4 quarter notes represented
5. Show children squares representing:
 - a. -1 whole note
 - b. -2 half notes
 - c. -8 eighth notes
6. Provide precut pieces and invite children to create their own square(s)
7. Invite each child to sing his/her square
8. Have children get together in groups of 4-6, to create a song using their squares.

Vocabulary

What vocabulary will students need to know and learn, in order to achieve the standards addressed in the unit/lesson?

Quilt, pattern, square, quarter note, half note, whole note, eighth note, measure, symbol

Equipment, Materials and Resources

What equipment, materials, and resources will you need to implement the unit/lesson and the student assessment?

See Teacher Needs Assessment (above)

Additional Notes

What adaptations might you make to the learning sequence, to meet the needs of different students?

Any other notes or comments you would offer with regard to implementing this unit/lesson?

If necessary, I will spend additional time reviewing the concept of 4/4 time, and use additional manipulatives to do so.

I will also work with students individually and in small groups, and make use of volunteer classroom aides and peer tutors.



CAROL KOHNE AND "SINGING" QUILT