

## Learning Segment: Lesson 1

Name: Matthew Baldwin  
Grade: 7th

Lesson date and time: March 3<sup>rd</sup> 2026

**Central Focus: The central focus of this learning segment is for 7th-grade students to identify, read, and perform sixteenth-note rhythms in simple quadruple meter with good posture and appropriate tone quality, and connect them to m. 20-33 of “Immortal Gladiator.”**

**Learning Objective(s)/ Target(s): By the end of the lesson, students will be able to identify and read sixteenth note rhythms in a variety of patterns in simple quadruple meter.**

**Prior Learning: Students are aware of quarter notes and eighth notes, which will be combined with the newly introduced sixteenth notes. Some students have had experience playing sixteenth notes in extracurricular ensembles, but not in detail.**

Materials Needed:

- **T Resources: SMART Board/Computer access, Daily PowerPoint Slide, instrument**
- **Ss Resources: Instrument and pencil**

Standards:

3.1PE: Read and perform using known rhythms, dotted half notes, and sixteenth notes in simple duple, triple, and quadruple meters.

7.3PE: Perform accurately, independently, or collaboratively, with good posture and an appropriate tone quality.

Assessment and Feedback

1. Formative Assessments:

**Students will be constantly assessed throughout the lesson through their performances. Students will also think-pair-share and participate in oral questioning for other checks of understanding.**

2. Academic Language:

- **Sixteenth note: Half the value of an eighth note**
- **Double beam: Bar that is added to turn eighth notes into sixteenth notes**
- **Number counting: A way to count simple rhythms (1 e + a)**
- **Simple meter: A beat pattern that features two subdivisions in each beat**
- **Quadruple meter: A beat pattern felt in four, often described as “strong-weak-medium-weak”**

3. Differentiation:

- **VARK: Ss with different learning styles will get multiple representations to view and process the information throughout the lesson**
- **High Level: Ss in this range will be able to assist other Ss during the Think-Pair-Share section to encourage peer tutoring/assistance within the classroom.**
- **Low Level: Ss in this range will receive extra support from the T, incorporating many ways to understand the concept.**

Procedures:

Time	Who?	Procedures	Techniques/Strategies
4:00	T&S	<p><b>Ss will be able to perform sixteenth note rhythms by rote on open strings and the Dm tetrachord</b></p> <ul style="list-style-type: none"> <li>- T will demonstrate rhythms on open strings and the Dm tetrachord for Ss to echo</li> <li>- Ss will echo the rhythm that the T will play               <ul style="list-style-type: none"> <li>o T will observe Ss performance and repeat the rhythm if Ss need reinforcement</li> </ul> </li> </ul>	<p>VARK: Auditory</p> <p>Suzuki: Call-and-Response Repetition</p>
4:00		<p><b>Ss will be able to identify and count one beat of sixteenth note rhythms accurately</b></p> <ul style="list-style-type: none"> <li>- T will show a beat of sixteenth notes and demonstrate how to count it.               <ul style="list-style-type: none"> <li>o I say, you say in number-counting (call and response)</li> <li>o <b>Each sixteenth note gets a syllable</b></li> </ul> </li> <li>- Ss will perform clapping and counting one beat of sixteenth notes with a metronome</li> <li>- Half Ss will perform the beat, the other half does sixteenth notes, then flip</li> </ul>	<p>VARK: All aspects</p>
10:00		<p><b>Ss will be able to identify and read sixteenth notes accurately</b></p> <ul style="list-style-type: none"> <li>- T shows other patterns of sixteenth note combinations in simple quadruple meter that will appear in “Immortal Gladiator.”               <ul style="list-style-type: none"> <li>o <b>Formative Assessment: How would you count this rhythm?</b> <ul style="list-style-type: none"> <li>▪ <b>Formative Assessment:</b> Think-Pair-Share</li> </ul> </li> <li>o Ss will clap and count the rhythms as they appear</li> </ul> </li> </ul>	<p>VARK: Visual, Kinesthetic</p> <p>Kohn-Collaboration/Cooperative Learning</p>

**Review/Closure: After the last example, Ss will complete a blind 1-5 ranking on how confident they feel on the skill, and the T will use this information to cater the next lesson.**

## Learning Segment: Lesson 2

Name: Matthew Baldwin

Lesson date and time: March 4<sup>th</sup> 2026

**Central Focus: The central focus of this learning segment is for 7th-grade students to identify, read, and perform sixteenth-note rhythms in simple quadruple meter with good posture and appropriate tone quality, and connect them to m. 20-33 of “Immortal Gladiator.”**

**Learning Objective(s)/ Target(s): By the end of the lesson, students will be able to identify, read, and perform sixteenth note rhythms in a variety of patterns in simple quadruple meter with open strings.**

**Prior Learning: Students should be comfortable using the counting system used in the previous lesson. Students should also be comfortable identifying what a sixteenth note is and the appropriate counting.**

Materials Needed:

- **Teacher Supplies: SMART Board/Computer Access, Daily PowerPoint Slide, instrument**
- **Student Supplies: Pencil, Instrument, Tuner**

Standards:

**3.1PE: Read and perform using known rhythms, dotted half notes, and sixteenth notes in simple duple, triple, and quadruple meters.**

**7.3PE: Perform accurately, independently, or collaboratively, with good posture and an appropriate tone quality.**

Assessment and Feedback

1. Formative Assessments:

**Students will be constantly assessed through their performance of the material. Individual sections will perform in order to get more direct feedback. Teacher will observe specific students who struggled the day before and utilize individual check-ins with those students. ‘I Have the Question, Who Has the Answer?’ will also be utilized during the musical performance portion.**

2. Academic Language:

- **Sixteenth note: Half the value of an eighth note**
- **Double beam: Bar that is added to turn eighth notes into sixteenth notes**
- **Number counting: A way to count simple rhythms (1 e + a)**
- **Accent: Emphasis on a note to bring it out**
- **Simple meter: A beat pattern that features two subdivisions in each beat**
- **Quadruple meter: A beat pattern felt in four, often described as “strong-weak-medium-weak”**
- **Galop rhythm: Eighth plus two sixteenths, imitate a horse galop**
- **L1 or Low 1: An extension backwards with the first finger to produce a pitch  $\frac{1}{2}$  step lower than the original**

3. Differentiation:

- **VARK strategies will be used to reinforce the different types of learners in the classroom. Auditory and visual pictures will be used throughout the lesson.**
- **For students unable to make the Independent Stage of Learning in the final goal, they can simplify it by using just open D (sections will rotate this)**
- **High-Level Students: Provide peer assistance with their stand partner if they are having difficulty with the concept. This allows high-level students to have a deeper understanding of the content while bringing other students up to the standard.**

Procedures:

Time	Who?	Procedures	Techniques/Strategies
3:00	T&S	<p><b>Ss will be able to perform sixteenth note rhythms by rote within the Dm scale</b></p> <ul style="list-style-type: none"> <li>- 8 sixteenths per pitch</li> <li>- T will replay pattern if the performance is not in tune or rhythmically correct</li> </ul>	<p>VARK: Visual, Aural, Kinesthetic</p> <p>CT: Scaffolding</p>
5:00	T&S	<p><b>Ss will be able to identify and read sixteenth note patterns in simple quadruple meter when presented with an example</b></p> <ul style="list-style-type: none"> <li>- <b>Review:</b> T will provide examples from the previous lesson on a Wheel Randomizer for Ss to clap/count</li> <li>- <b>Formative Assessment:</b> Sections will perform and pass around the rhythm to other sections</li> </ul>	<p>Marzano: Finding Patterns</p> <p>CT: Building on Prior Knowledge</p>
5:00	T&S	<p><b>Ss will be able to read and perform sixteenth note patterns in simple quadruple meter on open strings</b></p> <ul style="list-style-type: none"> <li>- T will restart the Wheel Randomizer while Ss get set-up again with their instruments                             <ul style="list-style-type: none"> <li>o <b>Formative Assessment:</b> If I play sixteenth notes, do I need lots of bow or less bow?</li> <li>o Ss will perform the rhythms on open strings                                     <ul style="list-style-type: none"> <li>▪ <b>Formative Assessment:</b> Individual Ss performances, section performances</li> </ul> </li> </ul> </li> </ul>	<p>Bloom # 2 and #3: Understanding and Applying</p> <p>CT: Making Connections</p>
8:00	T&S	<p><b>Ss will be able to read and perform sixteenth note patterns in simple quadruple meter on pitches in the D minor scale</b></p> <ul style="list-style-type: none"> <li>- T will use the Rhythm Randomizer for Ss to perform unfamiliar sixteenth note patterns on an ascending Dm scale</li> <li>- Ss will get 30 seconds per rhythm to practice at first, then after four rhythms, they will play at sight for four more</li> </ul>	<p>CT: Building on Prior Knowledge</p> <p>Vygotsky: Independent Learning Stage</p>

**Review/Closure: After Ss perform the last at-sight rhythm, T will transition into repertoire.**

## Learning Segment: Lesson 3

Name: Matthew Baldwin

Lesson date and time: March 5<sup>th</sup> 2026

**Central Focus: The central focus of this learning segment is for 7th-grade students to identify, read, and perform sixteenth-note rhythms in simple quadruple meter with good posture and appropriate tone quality, and connect them to m. 20-33 of “Immortal Gladiator.”**

**Learning Objective(s)/ Target(s): By the end of the lesson, students will be able to accurately identify, read, and perform sixteenth note rhythms in measures 20-33 in “Immortal Gladiator” with good posture and appropriate tone quality.**

**Prior Learning: Students should feel very comfortable with the D minor scale and identify, read, and perform sixteenth note patterns within the D minor scale.**

Materials Needed:

- **Teacher Supplies: SMART Board/Computer Access, Daily PowerPoint Slide, instrument**
- **Student Supplies: Pencil, Instrument, Tuner**

Standards:

**3.1PE: Read and perform using known rhythms, dotted half notes, and sixteenth notes in simple duple, triple, and quadruple meters.**

**7.3PE: Perform accurately, independently, or collaboratively, with good posture and an appropriate tone quality.**

Assessment and Feedback

1. Formative Assessments:

**Students will constantly be assessed through their whole-class performance. Whole-class performance will be split into sections/odd+even performances as needed. Oral Questioning and Blind Hand Signals will also be used to vary feedback from the Teacher.**

2. Academic Language:

- **Sixteenth note: Half the value of an eighth note**
- **Double beam: Bar that is added to turn eighth notes into sixteenth notes**
- **Number counting: A way to count simple rhythms (1 e + a)**
- **Accent: Emphasis on a note to bring it out**
- **Simple meter: A beat pattern that features two subdivisions in each beat**
- **Quadruple meter: A beat pattern felt in four, often described as “strong-weak-medium-weak”**
- **Galop rhythm: Eighth plus two sixteenths, imitate a horse galop**
- **L1 or Low 1: An extension backwards with the first finger to produce a pitch  $\frac{1}{2}$  step lower than the original**

3. Differentiation:

- **VARK strategies will be used to reinforce the different types of learners in the classroom. Auditory and visual pictures will be used throughout the lesson.**
- **For students unable to make the Independent Stage of Learning in the final goal, they can simplify it by using just open D (sections will rotate this)**
- **High-Level Students: Provide peer assistance with their stand partner if they are having difficulty with the concept. This allows high-level students to have a deeper understanding of the content while bringing other students up to the standard.**

Procedures:

Time	Who?	Procedures	Techniques/Strategies
3:00	T&S	<p><b>Ss will be able to perform sixteenth note rhythms by rote within the Dm scale</b></p> <ul style="list-style-type: none"> <li>- 4 sixteenths + 2 eighths per pitch</li> <li>- Ascending and descending</li> <li>- <b>Ensure Ss have great posture, intonation and tone</b></li> </ul>	<p>Bloom #1: Remembering</p> <p>VARK: Auditory, Visual, Kinesthetic</p>
6:00	T&S	<p><b>REVIEW: Ss will be able to read and perform sixteenth note patterns in simple quadruple meter on pitches in the D minor scale</b></p> <ul style="list-style-type: none"> <li>- T will use the Rhythm Randomizer for Ss to perform unfamiliar sixteenth note patterns on an ascending Dm scale</li> <li>- Ss will get 30 seconds per rhythm to practice at first, then after four rhythms, they will play at sight for four more</li> </ul>	<p>Bloom #1: Remembering</p> <p>VARK: Auditory, Visual, Kinesthetic</p>
3:00	T&S	<p><b>Ss will be able to read and perform the rhythm at m. 20 in “Immortal Gladiator” on an open string</b></p> <ul style="list-style-type: none"> <li>- Ss will clap/count the rhythm                             <ul style="list-style-type: none"> <li>o T will repeat as needed (<b>Formative Assessment:</b> section-specific, odd/even chairs)</li> </ul> </li> <li>- Ss will bow the rhythm on an open (D) string</li> </ul>	<p>CT: Making Connections</p> <p>Bloom #2 and #3: Understanding and Applying</p>
3:00	T&S	<p><b>Ss will be able to perform the rhythm at m. 20 in “Immortal Gladiator” with the written pitches</b></p> <ul style="list-style-type: none"> <li>- Ss will perform the rhythm on the D minor tetrachord</li> <li>- With the provided slide for all instruments, Ss will have 30 seconds to practice the rhythm with the notated pitches                             <ul style="list-style-type: none"> <li>o <b>Formative Assessment:</b> T will walk around and check on individual Ss to ensure the concept is making sense</li> </ul> </li> <li>- Ss will perform the measure with good posture and appropriate tone quality                             <ul style="list-style-type: none"> <li>o Reteach if needed</li> </ul> </li> </ul>	<p>CT: Scaffolding and Building on Prior Knowledge</p> <p>Bloom #3: Applying</p>
11:00	T&S	<p><b>Ss will be able to read and perform m. 20-30 in “Immortal Gladiator” with good posture and appropriate tone quality.</b></p> <ul style="list-style-type: none"> <li>- <b>Vla, Cello, Bass: Bow their part; Vln: Air bow their part</b> <ul style="list-style-type: none"> <li>o <b>Formative Assessment: M. 26 violins: Slashes??</b></li> <li>o T will assess and reteach as necessary</li> </ul> </li> <li>- <b>SLOWER: Vla, Cello Bass: Air bow their part Vln: Pluck their part</b> <ul style="list-style-type: none"> <li>o T will assess and reteach as necessary</li> </ul> </li> </ul>	<p>Bloom #3: Applying</p> <p>Vygotsky: ZPD</p>

		<ul style="list-style-type: none"><li>- Everyone: Bow their part SLOW (70 bpm)<ul style="list-style-type: none"><li>o T will assess and reteach as necessary</li></ul></li><li>- Build up speed until 95 bpm (faster if the students can do it)<ul style="list-style-type: none"><li>o T will assess and reteach as necessary</li></ul></li></ul>	
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**Review/Closure: Students will perform m. 20-33 with great posture, intonation and tone. Once that is done, the Teacher will move onto another repertoire piece.**