Standards:
- Students will sing a variety of music expressively with attention to breath control and tone quality.
- Students will improvise rhythmic and melodic accompaniments to known melodies.

Task:
During 3\textsuperscript{rd} quarter of fifth grade, there is an African American Slavery unit where we focus on the songs of slavery (freedom songs). Students learn a variety of songs/dances pertaining to slavery and the meanings behind them. We discuss the music in relation to history and culture. Throughout this unit, students learn about form, particularly verse and refrain. For this task, students will have already learned the song “Get on Board”. Each student will be asked to sing one of the verses while the rest of the class sings the refrain. During the refrain, the leader (student who sings the verse) will improvise using voice and/or an unpitched instrument. The improvisation should last the through the duration of the chorus. This is only a classroom performance and not for an audience.

Process
- Students will previously have learned “Get on Board”.
- Each student will need to sing a verse while improvising using voice and/or an unpitched instrument during the refrain.
- The leader will sing the verse and the rest of the class will sing the refrain.

Holistic Rubric:

5-4 Student sings in tune; breathes in correct places; improvises during entire refrain.

3-2 Student sings with 1-2 pitch errors; breathes in 1 incorrect place; improvises during half the refrain.

1-0 Student sings with many pitch errors; does not breathe in the correct places; does not improvise.

Total ____ /5