**Standard:**

TSWBAT…

- Identify elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter and dynamics in a variety of musical styles.
- Recognize patterns of rhythm, beat, and measure in the musical setting.
- Apply the pattern and rhythm of the children’s song to their own creation of a rhythmic piece of music.
- Write an original song using patterns that have been observed.

**Title:** Rhyme Time

**Task:** Students listen to popular children’s songs. Rhythm and patterns are discussed. In pairs, students identify the pattern of the rhythm. Still remaining in pairs, students create their own children’s song using the pattern that they identified in the popular children’s song.

**Directions for students:**

In groups of three, select two popular children’s songs out of the selection of tapes located in the classroom. Listen to your two selections at a listening station in the classroom. List any patterns that you locate including rhyme, beat, and measure. When you list the patterns that you found, please indicate what type of pattern it is. For example, if you found the pattern of words that rhyme at the end of every other line, list that pattern and indicate that the pattern is rhyming. Beat and measure might also apply to this pattern. You might want to take a look at the rubric before listening to your selections in order to find out how many patterns you need to locate. La la la… happy listening!

When finished, identifying patterns in the children’s songs that you listened to, create your own song using a pattern or patterns similar to the ones you found. Make sure you and your group is prepared to present this song to your fellow classmates.
Criteria:

- Identify patterns.
- Correctly identify and label the type of pattern.
- Listen to two popular children's songs to identify patterns before creating their own.
- Pattern or patterns are evident in the group created song.