

**495A Spring 2026**

**Jason Adams**

**Elementary Emphasis**

**Unit Plan / Three Lessons**

- Echo and Riff character narrative
- Story: "Stalactite and Stalagmite" by Drew Beckmeyer–  
<https://docs.google.com/presentation/d/10ASTbur2M0cJR6nvfttsRlxFdWjXWQ5Rct1GxecpgoY/edit?usp=sharing>
- Song "Drip, Drip, Drip" by Jason Adams

**1. List the goals for this unit: K-3<sup>rd</sup> Grade**

- K/1<sup>st</sup>: Reinforce Sol-Mi, Prep Do, Perform Body Percussion to rhythm / Percussion ensemble with song in four sections

- 2<sup>nd</sup>: Reinforce Sol-Mi, Identify Do, Perform Ostinato rhythms to story content (vocab words) and Orff arrangement on percussion and bar percussion

-3<sup>rd</sup>: Explore "Ta-TiKi, TaKa-Ti" rhythms/ostinato using story content, perform song Melody and Recorder Harmony, Perform Orff arrangement with bar percussion, ostinato, vocal melody, recorder harmony.

All: Cross curricular- Language arts support, science/geology support

**2. List the SWBAT objectives/behaviors that will result from these goals:**

SWBAT: Sing and identify Sol- Mi- Do through story, song, and supportive activities

SWBAT: Identify and perform, grade appropriate, rhythms as an ensemble.

SWBAT: Perform Orff arrangement of song with percussion and (3<sup>rd</sup>)recorder harmony accompaniment.

**3. What National and PA Standards will this unit reference (use the crosswalk document with the PA curriculum framework to help)**

- 9.1.3 A / 9.1.K–2 A -“Know and use the elements and principles of each art form to create works in the arts and humanities.”
- 9.1.3 B - “Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.”
- 9.1.3 C - “Identify and use comprehensive vocabulary within the arts.”
- MU:Pr4.2.K–3 - Demonstrate understanding of expressive qualities (such as dynamics and tempo) to convey intent.
- MU:Pr6.1.K–3 - Perform music with expression and technical accuracy.

**4. List the techniques/strategies you will develop and use to help the students accomplish the goals:**

- **Narrative driven lesson (Echo and Riff have a story to share):** The recurring phrase “Drip, drip, drip” is a musical cue within the narrative. Students sing the composed response each time it appears, reinforcing pitch identification (Sol–Mi–Do), rhythmic accuracy, and attentive listening. Embedding music within storytelling strengthens retention, supports cross-curricular language development, and makes abstract musical concepts meaningful and memorable.

- **Scaffolded Skills for each grade:** Instruction follows progression: modeling, guided practice through story, independent/group application with exercises and performance. Students first echo and identify pitch and rhythm patterns before composing and performing them. Each grade level builds appropriately:

- K/1: Sol–Mi reinforcement and body percussion
- 2nd: Do identification and ostinato performance
- 3rd: Sixteenth-note rhythms, recorder harmony, and multi-layer ensemble performance

- **Combination Kodály & Orff-Based Music-ing:** Students will practice melody with solfege and hand signs especially (Sol, Mi, Do), rhythmic mapping using story context word, and Orff arrangement ensemble layering.

- Audiation and pitch literacy
- Rhythmic independence
- Ensemble coordination

- Instrumental technique (bar percussion, recorder)

- **Structured Creative Compositions:** Students will compose and perform grade-appropriate rhythmic ostinati using vocabulary text from the story (Stalactite, Stalagmite, Triceratops, Green Lizard, Cave-Man). Clear parameters (number of beats, required rhythmic values) provide structure while allowing creative choice giving students various levels of agency. Activities for grade-level reinforce literacy skills, and promotes guided and collaborative performance within a supportive ensemble environment.

**5. Provide descriptions for the assessment tools/methods you will use to guide you through this unit.**

- **Teacher Observation Checklist** (Formative for Class): Pitch matching, Rhythm accuracy per grade, maintain steady beat, ensemble participation... (Consistently Accurate, Developing, Needs Support)
- **Performance Rubric** (Summative): Pitch accuracy, Rhythmic precision, Independence within layered ensemble, Listening and balance
- **Quick Individual Skill Checks:** One-on-one student assistance adjusting with any necessary differentiations. "Point to the highest fruit?" "Where is DO?" "How do you Play G on your recorder? Show me..."
- **Student Self-Reflection:** Think-Pair-share opportunities, "Where our drips steady and together?", "What was the hardest part of our performance? Why?" ...
- **Composition practice:** Partner Paraphrasing with fruits Sol-Mi-Do/Hi-Med-Low options in one measure phrases

**6. What differentiation strategies will you use?:** Differentiation is built in across grades. On individual/class levels (one 2<sup>nd</sup> grade class may perform stronger than another), adjustments or assessments may pair down or accelerate up based on skill

**K / 1<sup>st</sup>:** Echo short Sol–Mi patterns only, Perform steady beat on body percussion, One-note barred instrument drone

**2<sup>nd</sup>:** Identify Do in melodic patterns, perform simple 4-beat ostinato, Two-note barred accompaniment

**3<sup>rd</sup>:** Perform Ta-TiKi / TaKa-Ti rhythms, multi-layer ostinato, Recorder harmony part (same rhythm (Mi, Re, Do)

**Differentiation by Role within ensemble:** Steady beat keeper, Simple ostinato player, Melodic singer, Recorder harmony, Conductor/helper, Visual cue leader on screen.

**Visual and Kinesthetic supports:** hand signs or physical movement for contour, fruits as manipulable iconic notation

**Special needs student support:** Simplified percussion patterns, seated instrument options, large handle mallet/ single bar, peer buddy support, visual cue cards, volume control with headphones, movement breaks or sensory regulation, demonstrate understanding through multi-modalities

**Statement of Equity:** All accommodations and modifications are thoughtfully incorporated into every lesson to maintain access to grade-level music standards while supporting individual student needs. Students participate in meaningful ways aligned to their individualized music goals while contributing to ensemble within the class.

## **7. What role will your cooperating teacher serve in this unit? (paragraph rather**

**than a list):** Primarily nothing, accept for to assess me and offer feedback. Assist in moments individualized student help as necessary. Possible behavioral management needs. Organization of classroom/instruments when ensemble play becomes pertinent, accept classroom structure already provides ample opportunity for students to accomplish these tasks without much direction.

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## **Lesson 1**

- (K/1/2) Welcome songs: Hello Everybody, In Any Kind of Weather, Solfege Elevator

- (3<sup>rd</sup> Grade) Pick n Pass skill practice or “pass the beat around the room” (or play at end with recorders increased challenge)

- Ollie Machine activation:

- (K) tracking steady beat with Ollie Rhyme- shift to body percussion with rhythm applying (“rest” and “Ta-ti),

- (1<sup>st</sup>-3<sup>rd</sup> grade) Rhythm Randomizer with various difficulties depending on grade/class, most classes seek to read and speak rhythms as individuals

- (K) potentially, “Feed” Ollie/Echo/Riff with Solo singing

- Learn “Drip, Drip, Drip”

- Read part or whole “Stalactite and Stalagmite” book, singing song when prompted
  - (K-2) Decode Ollie/Echo/Riff Sol-Mi fruit messages. Sing Stalactite and Stalactites (solfege) “Drips”. Add “Do” to Ollies fruit messages
  - (K-3) View and discuss vocab words from the book and apply appropriate rhythms as claps and pats
  - (3<sup>rd</sup>) Recorder review, learn phrases of “Drip, Drip, Drip) harmony using B, A, and G on recorder notated with Ollies fruits and regular notation. First Rhythm only on “B” then introducing “A” then small phrases with written harmony.
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## Lesson 2

- (K/1/2) Welcome songs: Hello Everybody, In Any Kind of Weather, Solfege Elevator
- (3<sup>rd</sup> Grade) Pick n Pass skill practice or “pass the beat around the room” (or play at end with recorders increased challenge)
- Ollie Machine activation:
  - (K) tracking steady beat with Ollie Rhyme- shift to body percussion with rhythm applying (“rest” and “Ta-ti),
  - (1<sup>st</sup>-3<sup>rd</sup> grade) Rhythm Randomizer with various difficulties depending on grade/class, most classes seek to read and speak rhythms as individuals
- (K) potentially, “Feed” Ollie/Echo/Riff with Solo singing
- Learn “Drip, Drip, Drip”
- Read part or whole “Stalactite and Stalagmite” book, singing song when prompted
- (K-2) Review Ollie/Echo/Riff Sol-Mi-Do fruit messages.
- (K-3) Echo and Riff rhythm matching game using vocab rhythms
- (3<sup>rd</sup>) Recorder review, review phrases of “Drip, Drip, Drip” harmony using B, A, and G on recorder. Show full notation of harmony with aligned lyrics.

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## Lesson 3

- (K/1/2) Welcome songs: Hello Everybody, In Any Kind of Weather, Solfege Elevator
  - (3<sup>rd</sup> Grade) Pick n Pass skill practice or “pass the beat around the room” (or play at end with recorders increased challenge)
  - Ollie Machine activation: Potentially “Shrink” Ollie with activation dynamics required. Loud vs Soft...
    - (K) tracking steady beat with Ollie Rhyme- shift to body percussion with rhythm applying (“rest” and “Ta-ti),
    - (1<sup>st</sup>-3<sup>rd</sup> grade) Rhythm Randomizer with various difficulties depending on grade/class, most classes seek to read and speak rhythms as individuals
  - (K) potentially, “Feed” Ollie/Echo/Riff with Solo singing
  - Learn “Drip, Drip, Drip”
  - Skip? - Read part or whole “Stalactite and Stalagmite” book, singing song when prompted
  - (K-2) Review Ollie/Echo/Riff Sol-Mi fruit messages. Sing Stalactite and Stalactites (solfege) “Drips”. Add “Do” to Ollies fruit messages
  - (K-3) Echo and Riff rhythm matching game using vocab rhythms. Sets up groups for ensemble performance.
  - (3<sup>rd</sup>) Recorder review, review phrases of “Drip, Drip, Drip” harmony using B, A, and G on recorder. Show full notation of harmony with aligned lyrics.
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# Drip Drip Drip

## We'll Be Friends Forever

Jason Adams

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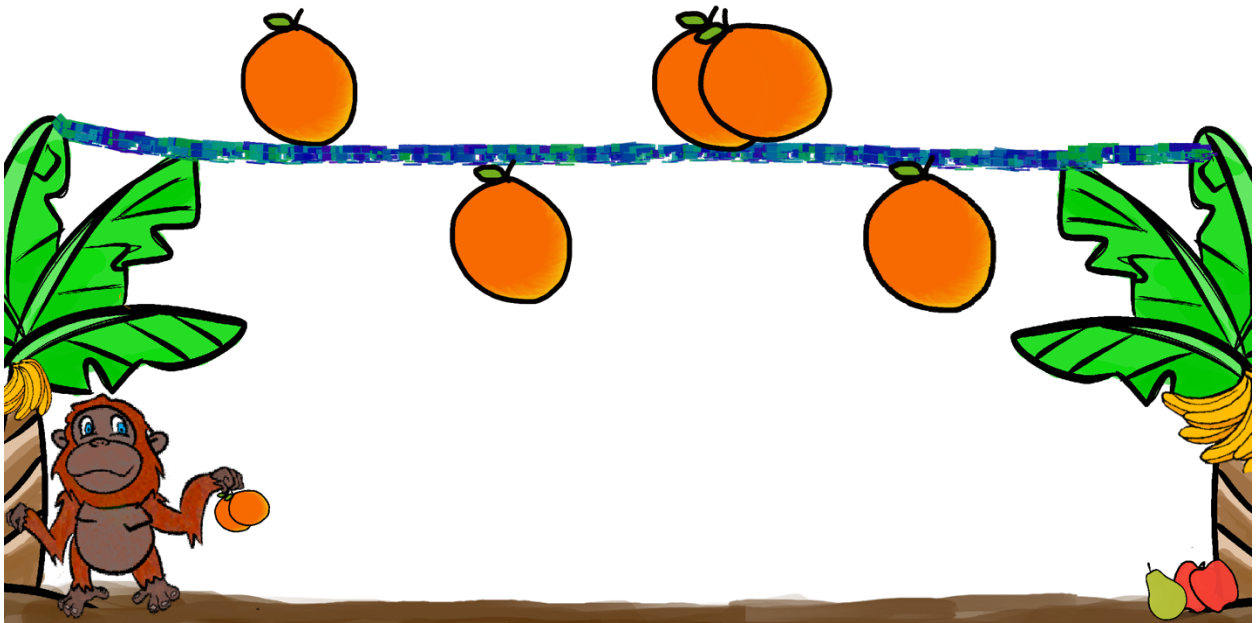
Part

Drip drip drip we're grow-ing drip by drip Grow-ing to-geth-er we'll be friends for-ev-er Drip Drip

Part

Xylophone

# Sol-Mi Messages



# Sol-Mi-Do Messages

