**STUMBLING ON H2**

**Learning Objectives**

Students will:

- **Understand** why Ragnar’s bison horn was important to the well-being of his group
- **Learn** how to play loudly
- **Consider** how and why the stick trumpet could play two notes
- **Experiment** with the variables associated with moving between notes of the harmonic series
- **Contemplate** the origins of rhythmic and melodic music
- **Learn** how to play (articulate) in a march-like and song-like manner
- **Practice** performing selected pieces and student improvisations as a group

**Lesson Overview**

**Teaching Methods**

- Auditory Learning
- Classroom Discussion
- Hands-On Learning
- Collaborative Learning

**Assessments**

- Skills: Unit I Assessment Rubric
- Skills: Unit I Student Self-Evaluation

**Key Words**

- Melodic
- Rhythmic

**Lesson Preparation**

**Teacher Background**

Read Chapter 3: Stumbling on H2 (TE p. 35-39) and It's All Greek to Me (TE p. 26-29)

**Cross-Curricular Elements**

- English Language Arts
- Social Studies
- Science
- Math
- Social and Emotional Learning

**Equipment & Materials**

- Computer (wi-fi) & projector
- BfB Natural Trumpet™

**Standards**

National Core Arts Standards & NAfME (PreK-8)

Music
Connecting: Anchor Standard #1 I

Common Core Standards (PreK-8)

English Language Arts
Reading: Literature & Informational Text
Language: Speaking & Listening Writing

National Curriculum Standards for Social Studies

People, Places, and Environments #3
Time, Continuity, and Change #2
Culture #1

"Expanding brass education to the general music classroom using an interdisciplinary approach"
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**Summary**

Students will learn about the use of early musical instruments for hunting and think about possible origins of rhythmic and melodic music. They will begin to develop skills associated with navigating the harmonic series and will learn how to articulate in both a song-like and march-like manner. They will practice performing selected pieces together to work towards future performances or presentations.
1. Collect weekly Practice Cave assignments (give rewards for students who have completed them) and review assigned exercises and pieces in Chapter 2 Practice Cave (SE p. 22, TE p. 32), reinforcing Get Ready, Get Set, Play! often. Ask students if they have found a good practice cave at home, and if they have found any spaces with acoustical effects. **10 min**

2. Students should read or listen online to Chapter 3: Stumbling on H2 (SE p. 23-25) and complete Learning Activities (TE p. 35-36) as time allows, being sure to discuss key words rhythmic and melodic as they relate to Ragnar’s story. **10 min**

3. Ask students to turn to Chapter 3 Practice Cave (SE p. 25) and cover Practice Cave activities as time allows (TE 37-39). Be sure to spend ample time on the technique of moving between harmonic notes (Teaching Tips, TE p. 38) as well as teaching how to articulate in a march-like and song-like manner. Consider using Listen & Play Online sound files (Teaching Tips, TE p. 39) in the classroom to help students learn how to use them at home. **15 min**

4. Practice performing (Teaching Tips, TE p. g34) selected pieces and student improvisations to get students thinking about how they sound as a group. **10 min**

5. Pass out My Weekly Practice Cave forms (TE p. 131) indicating assigned exercises and pieces from Chapter 2 & 3.

**Cross-Curricular Activities (Selected)**

**English Language Arts**
Describe the character of Ragnar in Chapter 3—his traits, motivations, and feelings—and explain how his actions contributed to the series of events.

**Social Studies**
Construct a map showing the geography and physical features of the area where Ragnar lived.

**Math**
Explain how the notes of the harmonic series get closer together as you go higher using fractions. (TE p. 16-17)

**Science**
Demonstrate (using lip-blown instruments) that matter (air) is made up of particles too small to be seen; that is, the air cannot be seen, but can be perceived when excited by vibration.

**Visual Arts**
N/A

**Social and Emotional Learning**
Discuss the character of Ragnar—how he felt, and why he took certain actions or behaved the way he did in Chapter 3.

**National Core Arts Standards (PreK-8)**
Visual Arts
N/A

**Common Core Standards (PreK-8)**
Math
Numbers and Operations - Fractions

**Next Generation Science Standards (K-5)**
Matter and Its interactions
Energy

**Social and Emotional Learning Competencies (SEL)**
Social Awareness
Self-Management
Relationship Skills

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