**Step – In: Rhythmic Composition**

A. Trettin, B. Russo, M. Mangino

Grade: 6th

Materials: Step In Rhythm, rhythm sticks

**Big Idea:** Composing simple rhythmic sequences and creating a class step – in composition in Rondo Form.

**Enduring Understandings**

* Composing simple rhythmic sequences
* Creating a simple step-in sequence using body percussion
* Creating a whole class composition and performance using the rhythmic compositions
* Small introduction to Rondo Form (ABACADA)

**Process:**

Perform step in sequence for the students. (Optional)

Teach students the “A” section of the step in sequence (“pizza like it hot”) using a modeling/call and response technique. Incorporate words to the rhythms to help students learn the sequence.

After students are comfortable with the sequence, write the rhythmic sequence up on the board for students to see. Perform the sequence again using the rhythm as a visual guide.

Divide students into three groups (Groups B, C, D). Students will compose their own 4 measure rhythmic sequence (worksheet). Students should be able to, as a group clap the whole sequence. (they can use the syllabic stability of composing words to go along with their rhythm if they would like). Students may then incorporate different levels (stomping, clapping, snapping, patsching). As a group students will perform their step in sequence.

Have the entire class stand in a circle; members of each group should be standing together. As a class create a Rondo Form step in sequence. The original step in sequence “A” will be the refrain.

Refrain (original step in sequence) – A

Group 1 – B

Refrain – A

Group 2 – C

Refrain – A

Group 3 – D

Refrain – A

Standing in a circle perform the above sequence. The whole class will perform the refrain together, and then within the circle each group will perform, each time going back to the refrain until each group has gone, and then ending with the refrain.

Introduce the idea of Rondo Form within composition. Discuss the student’s compositional rhythmic sequences and how each group fit into the bigger class composition.

**Assessment:**

* Understanding of Rondo Form
* Compositional Rhythmic Sequences
* Group performances of rhythmic compositions

**Enriching and Expanding:**

* Teach the rest of the step-in sequence, Section II, III & IV to the class.
* Have each group teach their rhythmic sequences and step-in compositions to the entire class, Group B – I, Group C – II, Group D – III. Now the whole class knows and has their own original step-in routine.