

National Standards:

National Standard #4: Composing and arranging music within specified guidelines

National Standard #6: Listening to, analyzing, and describing music

Ohio State Standards: Grade 6

1CE: Recognize, identify, and demonstrate form in world music and popular music

5PR: Read, write, perform, and compose rhythm patterns and simple melodies in different time signatures

Objective: Students will have a clear understanding of what an ostinato pattern consists of.

Materials: Poem and ostinato

Procedure:

1. Explain goal for day: learn what an ostinato is while keeping a steady beat
  - a. Have students walk around the room with hands to themselves and no talking to the steady beat at which I say the poem (keeping beat in feet)

**\*\*The street cars are  
Like frosted cakes –  
All covered up  
With cold snowflakes  
-  
And everywhere  
The people go --  
Their faces are tickled  
By the snow.**
  - a. Say one line then have them repeat it back to me until poem is somewhat memorized
2. Review term ostinato
  - a. Phrase that repeats
3. Have students in two groups, teach the ostinato part with a body motion
  - a. Let it snow *rest*
  - b. Everywhere it's snowing
  - c. Brrrr *rest*, it's cold outside
4. Have one ostinato group start then bring in the poem group
5. Ask which was the ostinato and why
6. Divide students into group of 3 and have each group make up its own ostinato pattern
  - a. Guidelines: 1. Four strong beats 2. Need one motion 3. Content must relate to poem
7. Perform the patterns for each other, have all groups perform together without poem
8. Put all ostinato patterns together while I say poem (layer)

9. Figure out rhythm of ostinato patterns
10. Transfer rhythms gradually to instruments [metals, woods, (different timbres)] by saying, whispering, and thinking words while playing instruments
11. Put whole ensemble together
12. Review what ostinato means

Questions:

What is an ostinato? What value does an ostinato have in a song? What made the whole ensemble work together? What if we had been going at different steady beats? How would that have changed our ensemble?

Evaluation:

Can students recognize when they have the ostinato? Can students keep a steady beat? Can students successfully fit their sound into the ensemble? Can students come in when a pick-up note is present? Can students problem solve to figure out tas and ti-tis of their ostinato pattern?

Extension:

Explore classical music where there is an ostinato. Make more complicated patterns. Listen to ostinato in different genres and time periods of music and have students problem solve the rhythm.

**\*\*Full Poem**

*"Winter" by Dorothy Aldis*

The street cars are  
Like frosted cakes –  
All covered up  
With cold snowflakes

The horses' hoofs  
Scrunch on the street  
Their eyelashes  
Are white with sleet

-

And everywhere  
The people go --  
Their faces are tickled  
By the snow.