



Lesson Plan

Name: Liam Callan

Date: 11/1/2015

Grade/Class: 2nd Grade General Music

1. Measurable Objective(s): *(Measurable learning objectives use action verbs to describe what you want the students to be able to do by the end of the class, course, or unit)*

By the end of this lesson students will be able to distinguish and show with their bodies and their voices the characteristics of the feelings of: legato (connected), staccato (detached), and pesante (Heavy).

2. Required Prior Knowledge and Skills: *(What must students know to be successful)*

- Ability to maintain steady beat

3. Review Needed: *(What needs to be reviewed to reinforce prior learning related to this lesson)*

- Loud and quiet dynamics
- Rhythmic imitation

4. Materials, Repertoire, Equipment needed:

- Laptop
- Projector
- Aux Cable
- Saint-Saens 'The Carnival of Animals'
 - i. Audio

5. Agenda: *(list items to be taught and post – use large paper and dark marker if white board is not available)*

1. Opening (Clapping game)
2. Out in the Woods
3. The Swan
4. The Kangaroo
5. The Elephant
6. Kookaburra
7. Random animal
8. Closing activity

6. Lesson Sequence *(be sure to list time in the pacing section)*

Pacing

<p>A. Brief Opening: <i>(Teacher posted brief assignment that may be done independently. Brief reading writing, editing, or problem solving activity to ready them for learning – may be a question about the music that will be rehearsed or at the younger levels it may be a learning activity setting up for today’s lesson)</i> Begin with clapping game, students echo back rhythm. Integrate dynamics and have students represent the dynamics with their bodies as well, having them stand tall and big at forte and be crouched and small for piano.</p>	<p>3 minutes</p>
<p>B. Learning Activities: <i>(What learning experiences and instruction will enable students to achieve the desired results – have more learning activities than you need)</i></p> <p><u>1. The Swan</u> i. Show a picture of a swan and ask a student to demonstrate how a swan moves while pivoting in place. iii. Ask students to move like a swan around the room interpreting the music of Camille Saint-Saens ‘Swan’ from ‘The Carnival of Animals’</p> <p><u>2. The Kangaroo</u> i. Show a picture of a Kangaroo and ask a student to demonstrate how a kangaroo moves safely standing in place. iii. Ask students to move like a kangaroo around the room interpreting the music of ‘Kangaroo’ from ‘The Carnival of Animals’</p> <p><u>3. I Met a Bear</u> Sing With students while keeping steady beat, different activity to break up the structure.</p> <p><u>4. The Elephant</u> i. Show a picture of an elephant and ask a student to demonstrate how a kangaroo moves safely standing in place. iii. Ask students to move like a kangaroo around the room interpreting the music of ‘Elephant from ‘The Carnival of Animals’</p> <p><u>5. Kookaburra</u> i. Teach kookaburra by rote (one line at a time, then two, then all four.) ii. Have students repeat phrase by phrase with chosen articulations (Legato, Staccato, Legato, Staccato)</p>	<p>1. 4-6 minutes</p> <p>2. 3-5 minutes</p> <p>3. 3-5 minutes</p> <p>4. 3-5 minutes</p> <p>5. 4-6 minutes</p>
<p>C. Assessment: <i>(What evidence will show that the students understand? Describe the assessment used – formal and informal assessments based on learning objectives)</i> Play one of the 3 movements of Carnival at the end of class and ask them to react with an appropriate body movement. Observe how quickly</p>	<p>3 minutes</p>

students	
<p>D. Closing/Wrap-up: <i>(This is a recap of the key learning of the day to check for understanding. Could be a ticket to leave as individuals or group answers)</i></p> <p>Ask a student to volunteer to sing Kookabura alone with me, have them choose an animal, whisper it in my ear and perform it for the class. Have the class guess what animal we're singing like.</p>	2-3 minutes
E. Assignment:	

<p>9. Accommodations: <i>(a. Special Needs, b. ELL etc.)</i></p> <p>For ELL Students and children with linguistic development issues, movement based activities are great because they allow them to express understanding and involvement without having to navigate the challenges of language.</p>
<p>8. Teacher Reflection/Self-Evaluation: <i>(a. Reflect on the process and include student responses b. Rethink & Revise - what could you have done differently to improve the outcome of this lesson)</i></p>
<p>9. National Standards: <i>(Creating, Performing, Responding)</i></p> <p>MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose</p> <p>MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.</p>
<p>10. State Standards: <i>(Singing, Reading & Notation, Playing Instruments, Improvisation & Composition, Critical Response, Purposes & meaning in the arts, Role of artists in communities, Concepts of style, stylistic influence & stylistic change, Inventions technologies & the arts, Interdisciplinary connections)</i></p> <p><u>5.1</u> Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form</p> <p><u>5.2</u> Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context</p> <p><u>5.3</u> Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances</p> <p><u>5.5</u> Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music</p> <p><u>5.6</u> Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings</p>

Cross Over/Parallel to Dance Standards:

3.1 Observe, explore, and discuss how movements can show feelings, images, thoughts, colors, sounds, and textures

3.4 Present dances or movement phrases and discuss how movement choices convey meaning