

Lesson Plan

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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 describe the characteristics of the three articulations: legato, and staccato. **Excellent!**

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

- Basic Notation for Rhythm
- Concept of how pitch is represented using note heads.

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

- Loud and quiet dynamics
- Note values
- Rhythmic imitation

4. Materials, Repertoire, Equipment needed:


- White board (preferably with staff on it)
- Markers
- 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. Discussion on interpreting music/how to vary performance
3. The Swan
4. The Kangaroo
5. Kookaburra
6. 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>1. <u>Discussion about how to interpret music</u> i. Relates to EQ how does a musician interpret a piece beyond its notes? ii. Dynamics iii. introduce concept of articulations <i>*What questions will you use? How will you introduce articulations? Be more specific when describing your learning activities.</i></p> <p>2. <u>Introduce types of articulation</u> i. Write three notes: one with staccato, one with legato and one with marcato markings. Demonstrate each, and have students imitate four quarter notes with that articulation.</p>  <p><i>*Make sure you use a consistent time signature.</i></p> <p>3. <u>The Swan</u> i. Show a picture of a swan and ask students to demonstrate how a swan moves while pivoting in place. ii. Ask students what articulation would best be suited to represent the movement of a swan 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>4. <u>The Kangaroo</u> i. Show a picture of a Kangaroo and ask students to demonstrate how a kangaroo moves safely standing in place. ii. Ask students what articulation would beset be suited to represent the movement of a kangaroo</p>	<p>1. 2-4 minutes</p> <p>2. 3-4 minutes</p> <p>3. 4-6 minutes</p> <p>4. 4-6 minutes</p>

<p>iii. Ask students to move like a kangaroo around the room interpreting the music of 'Kangaroo' from 'The Carnival of Animals'</p> <p>5. Kookaburra</p> <p>i. Teach kookaburra by rote (one line at a time, then two, then all four.)</p> <p>ii. Have students repeat phrase by phrase with chosen articulations (Legato, Staccato, Legato, Staccato)</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></p> <p>Closing activity is informal assessment of each student's ability to remember and identify the articulations taught in the lesson.</p>	
<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>Have students line up at the door and sing them each a phrase of music that utilizes one of the two articulations. Ticket to leave is telling me the animal that it sounds like. Bonus points/sticker if they can remember the name of the accent! Love it!</p>	<p>2-3 minutes</p>
<p>E. Assignment:</p>	

<p>7. 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. Also the rote song will be taught verbally, but lyrics will be written on the board as well for students that are more visually inclined.</p> <p>For students confined to a wheelchair or unable to move for any reason, streamers will be distributed so that they can participate in the movement activity.</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>Segment of lesson taught went very well. Well received by students, and my estimated time line was right on. I could improve in my teaching by focusing on tailoring my vocabulary more to the age I am teaching, or at least better explaining my directions (telling them to 'interpret' the music without explaining what interpreting is will have thrown off real 2nd graders). I should also take a more hands on approach in the movement portions, joining the class as they move to the music, sitting and observing is</p>

not great teaching.

Overall though the lesson went very well though. Would definitely consider it a success.

I agree! You did a good job of reflecting using specific examples of what went well and how to improve that which needs improvement.

9. National Standards: *(Creating, Performing, Responding)*

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

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

Good!

10. State Standards: *(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)*

2.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing

5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form

5.2 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

5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances

5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music

5.6 Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings

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

Good!