

CES Music Lesson Plan

Grade: K	Lesson: musical prep, fruit rhythms	Date: Jan 17-23, 2019
<p style="text-align: center;"><u>National Core Arts Standards:</u></p> <p>MU:Cr1.1.Ka - With guidance, explore and experience music concepts (such as beat and melodic contour)</p> <p>MU:Cr2.1.Kb - With guidance, organize personal musical ideas using iconic notation and/or recording technology.</p> <p>MU:Cr1.1.PK - with substantial guidance, explore and experience a variety of music.</p>		
<p><u>Materials Needed:</u></p> <ul style="list-style-type: none"> ❖ “Week 20, Jan 17-23, K” flipchart ❖ Boomwhackers (C, E, G) 	<p style="text-align: center;"><u>Student Objectives/Essential Question:</u></p> <p>I can:</p> <ul style="list-style-type: none"> • Describe Zydeco music • Show long and short sounds • Sing together <p>Essential Question: <i>“What is Zydeco music? How can I sing a melody with my fruit rhythms”</i></p>	
Lesson Component	Procedure	
<p>Entry/Anticipatory Set (5 min)</p>	<p>Play calm.com while students are coming in. Review I can statements and essential question.</p>	
<p>Activity 1 (25 min)</p>	<p style="text-align: center;"><u>Musical Songs</u></p> <ol style="list-style-type: none"> Hamsters Can’t Play the Piano (review). Practice lyrics and breathy vocal parts. Review Zebra Zydeco. See if students remember what Zydeco music is about. What instruments are used? Review Kangaroo Hop. Practice lyrics first echo phrases before letting students do motions. 	
<p>Activity 2 (10 min)</p>	<p style="text-align: center;"><u>Fruit Rhythms</u></p> <ul style="list-style-type: none"> • Display fruit slides and guide students to count rhythm using fruit names. (apple = 2 8th notes; pear = quarter note; strawberry = dotted 8th/2 16th notes; watermelon = 4 16th notes; blueberry - triplet, leaf = quarter rest. • Select students to pick rhythm patterns and have class count. • Show the slide with “Twinkle Twinkle Little Star” rhythm pattern. Have class count and then sing the song while pointing to the fruit rhythms. 	

	<ul style="list-style-type: none"> • Tell the class that we just made a melody pattern with the fruit. Have the class sing the song several times. • Pass out boomwhackers for students to play along with the song.
Activity 3 <i>Time permitting</i>	<p style="text-align: center;"><u>Trip to the zoo</u></p> <p>https://www.youtube.com/watch?v=Be4uEmjQ5kw https://www.youtube.com/watch?v=VFy-1ckG61E</p>
Closure (5 min)	<ul style="list-style-type: none"> • Review essential questions: • Hand out good class note/rock star w/ certificate
<u>Assessments:</u>	<p>Teacher will observe students as they demonstrate objectives during activities for playing instruments with correct rhythm and learning performance songs.</p>

<u>Grade:</u> 1st	<u>Lesson:</u> Discovering Freddie's ABCs	<u>Date:</u> Nov 17-23, 2019
<u>National Core Arts Standards:</u> MU:Cr2.1.1b - With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.		
<u>Materials Needed:</u> ❖ Week 20, Jan 17-23, 1st Flipchart ❖ Freddie the Frog ❖ Note Name Flashcards	<u>Student Objectives/Essential Question:</u> I can: <ul style="list-style-type: none"> • Name places on Treble Clef Island • Sing musical alphabet <i>What can I do with the musical alphabet notes?</i>	
Lesson Component	Procedure	
Entry/Anticipatory Set (5 min)	Review I can statements and essential question. Select students who can summarize story from last week.	
Activity 1 (10 min)	<u>Freddie's ABCs</u> Tell students Freddie has something exciting to tell us today. But first we have to sing to Freddie so he will come out.....("Hello Freddie"). <ol style="list-style-type: none"> 1. Pretend that Freddie hums to the teacher and listen. Hum tune "Twinkle, Twinkle Little Star" 2. Select student to identify song. Lead class in singing through the song. 3. See if students know another song with that tune that has to do with sheep. Lead class in singing "Baa Baa Black Sheep". 4. Guide students to sing ABC song. When they reach "H", Freddie and teacher act confused and stop singing. Tell students he said they are singing it wrong. Disapprove and sing again. Freddie interrupts. Ask why it's wrong. 5. Explain that Freddie's alphabet is only 7 letters long in Treble Clef Island up to "G" 6. Sing ABC song (reggae style) with track. 	
Activity 2 (10 min)	<u>Flashcard Note Name Review</u> <ol style="list-style-type: none"> 1. Show students picture of staff with Treble Clef notes with ? marks. 2. Select students to identify places on the staff <ol style="list-style-type: none"> a. Review: High F, Low E, Treble Clef (island) 	

	<p>b. FOCUS: Vacation homes: High E, Low F, A (Azaleas)</p> <p>3. Show students places on virtual xylophone (Quaver program). Let some students come up and play notes</p>
Activity 3 (5 min)	<p><u>Elephants Have Wrinkles</u></p> <p>Have students stand around the edge of mat and sing along with song showing motions lead by teacher.</p>
Activity 4 (15 min)	<p><u>Freddie Online Matching Game</u></p> <ol style="list-style-type: none"> 1. Select students to come up to the promethean board and play the matching game for selecting notes from Treble Clef Island. 2. Have students say the name of the notes as they select the cards.
Closure (5 min)	<ul style="list-style-type: none"> • Review essential question & I can statements: <ul style="list-style-type: none"> ○ Hand out good class note/rock star w/ certificate
<u>Assessments:</u>	<p>Teacher will observe students as they demonstrate objectives during activities for identifying places on treble clef island and showing musical alphabet.</p>

<u>Grade:</u> 2nd grade	<u>Lesson:</u> treble and bass clef	<u>Date:</u> Jan 17-23, 2019
<u>National Core Arts Standards:</u> MU:Cr2.1.2b -Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.		
<u>Materials Needed:</u> <input type="checkbox"/> ActivInspire flipchart: Week 20, Jan 17-23, 2nd	<u>Student Objectives:</u> <ul style="list-style-type: none"> Identify treble and bass clef lines/spaces Essential Question: "How can I remember the lines and spaces on bass clef?"	
Lesson Component	Procedure	
Entry/Anticipatory Set (5 min)	Play calm music or nature sounds when students enter. Review I can statements and essential questions.	
Activity 1 (5 min)	<u>Review Treble Clef Lines/Spaces</u> <ul style="list-style-type: none"> Review. Show where it wraps around the G line. Draw some on the board. Explain that most melodies are written on the treble clef. Quiz students about letter notes on lines/spaces. 	
Activity 2 (10 min)	<u>Introduce bass clef</u> <ul style="list-style-type: none"> <u>Play video:</u> https://www.youtube.com/watch?v=EY-hJ9WZ6Ik Introduce bass clef. Show where it starts on the f line. Play some of the notes on the piano so they can tell how low the notes sound. Compare to treble clef notes. Draw some on the board. Quiz students after watching videos about letter notes on lines/spaces. 	
Activity 3 (25 min)	<u>Quaver bass clef lines and spaces game.</u> <ol style="list-style-type: none"> Select students to pick correct line or space one at a time. Divide students into 2 teams and pick three students at a time per team to play the timed game. Keep score. 	
Closure & exit (5 min)	Review student objectives	
Assessments:	Teachers will observe students as they demonstrate objectives during activities for identifying treble and bass clefs.	

<u>Grade:</u> 3rd grade	<u>Lesson:</u> treble/bass clef; rhythms	<u>Date:</u> Jan 17-23, 2019
<u>National Core Arts Standards:</u> MU:Cr2.1.3b -Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic ideas. MU:Pr4.2.3b - When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.		
<u>Materials Needed:</u> <input type="checkbox"/> ActivInspire flipchart: Week 20, Jan 17-23, 3rd <input type="checkbox"/> Laminated rhythm cards	<u>Student Objectives:</u> <ul style="list-style-type: none"> • Identify treble and bass clef lines and spaces • Count and show rhythm patterns Essential Questions: <i>"How can I notate different rhythm patterns?"</i>	
Lesson Component	Procedure	
Entry/Anticipatory Set (5 min)	Play calm music or nature sounds when students enter. Review I can statements and essential questions.	
Activity 1 (5 min)	<u>Review treble & bass clefs</u> <ul style="list-style-type: none"> • Show symbols. Ask students what their nicknames are (g clef and f clef). Review rhymes for lines and spaces. • Play notes on the piano that correspond to the appropriate clef sign. Emphasize that the bass notes are low and the treble notes are higher. • Select some students to write the symbols on the board. 	
Activity 2 (15 min)	<u>Rhythms</u> <ul style="list-style-type: none"> • Review rhythms (quarter, half note, quarter rest, eighth notes) • Divide class into 2 teams. Select one student per team to stand at back of mat. Place rhythm cards on the floor. Clap a rhythm pattern. First student to find the correct pattern gets a point for their team. 	
Activity 3 (20 min)	<u>Tic-Qac-Toe</u> Select one student per team to sit near board and play game like tic-tac-toe for rhythms. They will pick a box. Clap and say the rhythm pattern. If correct, student gets one point for his/her team.	
Closure & exit (5 min)	Review student objectives	

Assessments:

Teachers will observe students as they demonstrate objectives during activities for identifying treble and bass clef notes and identifying and showing correct rhythm patterns.

<u>Grade:</u> 4th Grade	<u>Lesson:</u> musical patterns, musical preparation	<u>Date:</u> Jan 17-23, 2019
<u>National Core Arts Standards:</u> MU:Pr4.2.4b - When analyzing selected music, read and perform using iconic and/or standard notation. MU:CN11.0.4a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU:Pr5.1.4b - Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.		
<u>Materials Needed:</u> <input type="checkbox"/> ActivInspire flipchart:Week 20, Jan 17-23, 4th <input type="checkbox"/> Music Express Jan/Feb 2016 <input type="checkbox"/> Music Express March/Apr 2016 <input type="checkbox"/> Music Express Oct/Nov 2015		<u>Student Objectives:</u> <ul style="list-style-type: none"> • Identify patterns in my music • Learn performance songs <p>Essential Question: "How can form and phrase make a song predictable?"</p>
Lesson Component	Procedure	
Entry/Anticipatory Set (5 min)	Play calm music or nature sounds when students enter. Review I can statements and essential question	
Activity 1 (40 min)	<p style="text-align: center;"><u>Rehearse songs</u></p> <p>Vocal warm ups. Reminders about breathing, posture. Pass out sheet music. <i>On every song - ask about patterns that students can find in the music. Relate to essential question.</i></p> <ol style="list-style-type: none"> 1) Warm up with " Splish Splash" - focus on harmony parts with select students 2) "Yakety Yak" 3) "La Bamba". Review pronunciation having students echo phrases. Echo melody in phrases. See if they remember the translation for some words (necesita, arriba, capitan, marinero, bamba) 4) "Jailhouse Rock". Show 3 words on board with picture of Elvis (Hound Dog, Colonel Tom Parker, King of Rock n' Roll") Show musical terms on board and define (rock shuffle, accidental, natural sign, musical hook, introduction, chorus, non-pitched notation, modulate, 	

	<p>diminuendo, accent.) Tell students to look for these as they listen to the song</p> <p>5) "Rock Around the Clock"</p>
Closure & exit (5 min)	Review student objectives
Assessments:	Teachers will observe students as they demonstrate objectives during discussion about patterns in music and rehearsing songs.

<u>Grade:</u> 5 th Grade	<u>Lesson:</u> mass choir introduction; Bill of Rights; musical terms	<u>Date:</u> Jan 17-23, 2019
<u>National Core Arts Standards:</u> MU:CN11.0.5a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU:Pr4.2.5b - When analyzing selected music, read and perform using standard notation. MU:Pr5.1.5b - Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.		
<u>Materials Needed:</u> <ul style="list-style-type: none"> <input type="checkbox"/> ActivInspire flipchart: Week 20, Jan 17-23, 5th <input type="checkbox"/> Sheet music for mass choir songs <input type="checkbox"/> Bill of Rights overview with quiz <input type="checkbox"/> Pencils <input type="checkbox"/> lapboards 	<u>Student Objectives:</u> <ul style="list-style-type: none"> • I can describe my rights • Identify musical terms <p>Essential Questions: "What are my rights as a U.S. citizen?" "How can musical terms help me with my performance?"</p>	
Lesson Component	Procedure	
Entry/Anticipatory Set (5 min)	Play calm music or nature sounds when students enter. Review I can statements	
Activity 1 (5 min)	Read essential questions (we'll discuss throughout lesson). Review definition of patriotism. Show overview of U.S. up to 1:38 https://www.youtube.com/watch?v=UJVxNfjwP-U	
Activity 2 (15 min)	<p style="text-align: center;"><u>Musical terms</u></p> Pass out sheet music. <ol style="list-style-type: none"> 1. USA chant. Work on rhythm. Show how the x noteheads mean to speak the rhythm. 2. "All American Me and You" - review terms and definitions on the boards. Have students find these in the music. Have them echo phrases 	
Activity 3 (20 min)	<p style="text-align: center;"><u>Bill of Rights</u></p> <ul style="list-style-type: none"> • Have students look at lyrics for "Heart of America" song. Explain that we have certain rights as U.S. citizens as given to us through the Bill of Rights..... 	

	<ul style="list-style-type: none"> • Play Schoolhouse Rock “I’m Just a Bill” video to introduce essential question https://www.youtube.com/watch?v=tyeJ55o3EI0 • Pass out information on Bill of Rights for students to read along and reference for quiz. Read through info online. Do quiz at the end. Select students to answer questions. https://www.ducksters.com/history/us_bill_of_rights.php • Play related rap song. https://www.youtube.com/watch?v=fW11CDm7dq4 • Rehearse “Heart of America” phrase by phrase.
Closure & exit (5 min)	Review student objectives
Assessments:	Teachers will observe students as they identify terms in songs, explain our rights as defined in the Bill of Rights and learn mass choir songs.