** Lesson Plan**

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**Grade/Class:** 3rd Grade

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| **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)** At a result of this lesson, students will be able to interpret a ¾ time signature
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| **2. Required Prior Knowledge and Skills:** *(What must students know to be successful)** Knowledge of 4/4 time signature
* Know the song “Bach- Minuet in G major”
* Know Quarter and half note rhythms in 4/4 time
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| **3. Review Needed:**  *(What needs to be reviewed to reinforce prior learning related to this lesson)** Review quarter and half note rhythms in 4/4 time signature
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| **4. Materials, Repertoire, Equipment needed:** * Expo Markers and erasers
* Small bouncy balls
* Hand drum
* Copy of the song “Rock-a-bye baby” (3/4 time)
* Cd player
* Recording of “Bach-minuet in G major” (3/4 time)
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| **5. Agenda:** *(list items to be taught and post – use large paper and dark marker if white board is not available)* 1. Review of 4/4 time signature
2. Teach ¾ time signature
3. 3/4 movements around the room
4. Learn the song “Rock a bye baby”
5. Bouncing Balls in ¾ time
6. Passing game to song “Bach-Minuet in G Major”
7. Simon says closing game
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**6. Lesson Sequence** *(be sure to list time in the pacing section)* **Pacing**

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| **A. Brief Opening:** *(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)** **Have students gather in a circle to perform rhythms in 4/4 time using body movements (Claps, head taps, floor taps, etc.)**

 **“**Good morning class!” Lets all stand up and form a circle to perform some rhythms”* Have students repeat and tap rhythms back

“Who remembers what is time signature we talked about last class?”“I am going to clap and a few rhythms for you and when I am done, I want you to echo them back.”* Begin an interrupted canon on a quarter note beat in 4/4 using a different body movement. Immediately create a new one as students are echoing the previous one back.

“So this time I am going to keep the beat in 4/4 time using different movements, and you will echo them back to me. This time when you are echoing though, I will be tapping a new movement for you to do next. Listen and pay attention carefully!” | **5 min** |
| **B. Learning Activities:** *(What learning experiences and instruction will enable students to achieve the desired results – have more learning activities than you need)*1. **Teach ¾ time signature to the class**
* Draw 4 quarter notes on board in one measure to explain 4/4 time

“Who remembers how we describe 4/4 time?”“How many beats are in a measure? What kind of notes are these?”* Explain concept of taking away a quarter note and reducing the measure

“Lets say I took away one beat from this measure. How many are left?”“Who thinks they know what this time signature is now called?”* Ask students to clap each beat together. Clap along and point to each beat on the board

*“Lets clap this beat together”*1. **¾ time signature movements**
* Have students stand up to form a circle around the room

“Lets form a big circle around the room. We are going to practice moving to the beat in ¾. I’ll keep the beat on the drum.”* Teacher will keep beat with a drum and ask students to walk on each beat
* Change directions

“This time I’ll call out a direction to move backwards or forwards. Listen carefully and be sure to keep the beat.”* Teacher will call out a number to alternate different movements when keeping the beat. Do each one as a class together before alternating them

1= Walk forward beat 1, backward beat 2, forward beat 32= walk beat 1, clap beat 2, walk beat 33= Clap beats 1 and 2, walk forward beat 3“Now we are going to keep the beat, but we are going to react to whatever number I call out. Be sure to listen and think ahead.”* Students can take turns calling out their own numbers for the class once everyone knows each number

 **3. Learn the song “Rock-a-bye baby” by rote*** Show the song “Rock-a-bye baby” on the board”

“Everyone take a seat. Were going to learn a song for our next activity. Some of you may know this song.”* Ask students to identify what time signature it’s in

“How many beats are in a measure in this song? What time signature do think this song is in?”* Perform the song for the class then teach the song by rote

“Lets take this is small parts. I’ll sing a section and when I point to you, you will sing it back to me.”**4. Bouncing and catching balls in ¾ time*** Demonstrate proper movements for bouncing the ball in ¾ time
* Bouncing= drop on beat one, catch on beat 2, hold for beat 3
* Tossing= toss on beat 1, remain in air on beat 2, catch on beat three

“Everyone grab one ball each and don’t do anything with it until I tell you to. We are going to use these to help us keep the beat in ¾ time. Here’s how.”* Try the activity together with all students (Alternate 2 movements)

“Lets try it together. I’ll count along and call out when to change between the two different movements we will be using.”* Have students sing the song “Rock-a-bye baby while bouncing the ball. Teacher will keep time on hand drum while singing along and call out when to alternate movements

“Now lets see if we can keep the beat and sing along to the song we just learned. This may be tricky but do your best to sing and keep the beat with the ball.”**5. Passing game in ¾ time*** Have students pair up in groups of 2
* Explain and demonstrate how the ball passing game works

“So now everyone keep the ball you have, and I am going to pair you up in groups. When you have a partner, find a spot on the floor and sit about 2 feet away from each other.”“We are going to roll the ball in ¾ time to each other. The first person with the ball will release the pass on beat one, and the other person will let the ball roll on beat two and catch on beat three. The process will keep on repeating.”* Run a practice by keeping a steady beat in ¾ time on the hand drum
* Briefly review and discuss the song “Bach-Minuet in G major”

Who remembers the name of the song we listened to last class. Who is the artist? Can anyone remember a fact we learned about him?* Explain how the song is in ¾ time

Lets listen to the song and watch me keep the beat to it? How many beats a measure do you think I am clapping? What time signature do you think this song is in?* Have students pass the ball to the song trying to keep as steady of a beat as they can

We are going to do the same passing we just did while listening to this song. Do your best to keep the ball passed in ¾ time as accurately as you can! | 5 min5 min5 min5 min7 min |
| **C. Assessment:** *(What evidence will show that the students understand? Describe the assessment used – formal and informal assessments based on learning objectives)* When paired in groups of two in activity 5, students will be assessed by observation of how accurately they are able to release and catch the ball on the appropriate beats, and how well they are interpreting the ¾ time signature based on their movements. If a student demonstrates the ability to do these two things, they will receive a check mark next to their name on a grid, or a slash if they don’t. |  |
| **D. Closing/Wrap-up:** *(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)** **Simon says rhythm game**
* Explain the rules of the game
* Students will have to listen to when teacher claps a rhythm in 4/4 or ¾ time. If it’s 4/4, they do not clap the rhythm back. If it’s in ¾, they do clap the rhythm back

“Lets form a circle so that you can all see me. So now that we know about 4/4 and ¾ time, we are going to play a Simon says game. (Explain rules here). Now we haven’t talked about rhythms in ¾ yet, but I will be clapping quarter and eighth note rhythms only in both time signatures. We will go over these in more detail next class.”* Run one practice round before playing elimination. Those who are eliminated must line up at the door silently

 “If you get called out, please line up silently at the door and wait to be dismissed.” | **5 min** |
| **E. Assignment:** Students will be asked to try keeping a ¾ rhythm by doing an activity after school. Examples can be bouncing a basketball, tapping a pencil, coming up with a dance movement, etc. Students will be asked to share their experiences the next class. |  |

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| **7. Accommodations:** *(a. Special Needs, b. ELL etc. )*A student with a motor skills disability has trouble bouncing and catching the ball in activity 4. To accommodate this student, they will be asked to use both hands to handle the ball instead of releasing it, imitating the ball bouncing on a trampoline (using palm). |
| **8. Teacher Reflection/Self-Evaluation:**  *(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)*After this lesson, students seemed to really enjoy a lot of the physical movement and interaction when learning the concept of the lesson. However, students at time seemed overwhelmed and bored by the constant emphasis on keeping the beat. In the future, adding another song or even using instruments to teach the concept of ¾ time may be a more engaging way to get students interest and attention. |
| 1. **National Standards***: (Creating, Performing, Responding)*

**Create**MU:Cr2.1.3a Demonstrate *selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.* MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal *rhythmic and melodic* musical ideas. MU:Cr3.1.3a *Evaluate, refine, and document* revisions to personal *musical ideas, applying teacher-provided and collaboratively- developed criteria and feedback.* MU:Cr3.2.3a Present the final version of personal created music to others, *and describe* connection to *expressive intent.* **Perform**MU:Pr4.2.3a Demonstrate *understanding of the structure* in music selected for performance*.* MU:Pr4.2.3b When analyzing selected music, read and perform *rhythmic patterns and melodic phrases* using iconic and standard notation. MU:Pr4.3.3a Demonstrate *and describe* how intent is conveyed through expressive qualities (such as dynamics and tempo). MU:Pr5.1.3a - Apply teacher- provided and *collaboratively*- *developed* criteria *and feedback to evaluate accuracy of ensemble performances*. MU:Pr5.1.3b Rehearse to *refine* technical accuracy, expressive qualities, and identified performance challenges. MU:Pr6.1.3a Perform music with expression and technical accuracy. **Respond**MU:Re7.2.3a Demonstrate and describe *how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social*)*.* MU:Re8.1.3a D*emonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers’ interpretations to reflect expressive intent.* MU:Re9.1.3a Evaluate *musical works and performances, applying established criteria, and describe appropriateness to the context.* **Connecting**MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. |
| **10. State Standards:** *(Singing, Reading & Notation, Playing Instruments, Improvisation & Composition, Critical Response, Purposes & meaning in the arts, Rose of artists in communities, Concepts of style, stylistic influence & stylistic change, Inventions technologies & the arts, Interdisciplinary connections)** 1.1  Sing independently, maintaining accurate intonation, steady tempo,  rhythmic accuracy, appropriately-produced sound (timbre), clear  diction, and correct posture
* 1.2  Sing expressively with appropriate dynamics, phrasing, and  interpretation
* 1.3  Sing from memory a variety of songs representing genres and styles  from diverse cultures and historical periods
* 1.5  Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
* 2.1  Demonstrate and respond to: the beat, division of the beat, meter  (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth,  and sixteenth notes and rests
* 2.4  Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
* 3.1  Play independently with accurate intonation, steady tempo, rhythmic  accuracy, appropriate technique, and correct posture
* 3.3  Play from memory and written notation a varied repertoire representing  genres and styles from diverse cultures and historical periods
* 3.4  Echo and perform easy rhythmic, melodic, and chordal patterns accurately  and independently on rhythmic, melodic, and harmonic classroom  instruments
* 3.5  Perform in groups, blending instrumental timbres, matching dynamic levels,  and responding to the cues of a conducto
* 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
* 5.4  Identify the sounds of a variety of instruments, including many orchestra  and band instruments, and instruments from various cultures, as well as  children’s voices and male and female adult voices
* 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
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**Unit Plan:**

 In activity 5, students were practicing keeping the beat in ¾ time by listening to the song “Bach-minuet in G major”. This song is part of a unit plan discussing classical composers. In this unit, students will be able to identify composer’s names, know brief histories about them, be familiar with at least one song from each one, and be able to connect the musical concepts they learn in class to their works. In the song, “Minuet in G”, students will have learned about Bach from previous classes, and in this lesson will be able to connect the new concept of ¾ time to that composition.