** 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 the end of this lesson, students will be able to interpret fast and slow tempo changes in a piece of music. |
| **2. Required Prior Knowledge and Skills:** *(What must students know to be successful)*   * Know 4/4 time signature * Know how to count each beat in 4/4 time * Know half, quarter, and eighth note rhythms * Know the song “Twinkle, Twinkle” |
| **3. Review Needed:**  *(What needs to be reviewed to reinforce prior learning related to this lesson)*   * Counting and clapping half, quarter, and eighth note rhythms in a 4/4 time signature |

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| **4. Materials, Repertoire, Equipment needed:**   * Expo Markers (Blue and red specifically needed) * Recording of “Brahms Hungarian Dance # 5”- Dave Garret * Copy of the song “Twinkle, Twinkle” * CD player * Kick Ball * Blue and Red coloring markers * Student’s 4 measure rhythm composition from last class * Drums * One Tambourine * Recording of “Row, Row, Row Your Boat” with tempo change modifications by teacher |
| **5. Agenda:** *(list items to be taught and post – use large paper and dark marker if white board is not available)*  1. Brief opening/ review  2. Ball passing game with tambourine  3. Ball passing game to “Brahms Hungarian Dance #5”  4. Tempo changes to “Twinkle, Twinkle”  5. Adding tempo changes to student compositions  6. Performing student compositions  7. Animal movement Activity  8. Closing/ Wrap up |

**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)*   * Gather Students to form a circle   *“Good evening everyone, lets all make a nice circle on the floor and stand appropriately”*  *“ Everyone follow my lead, were going to play a rhythm game”*   * Tap a 4/4 beat in quarter notes on your body in canon with the students, and alternate the tempo to go faster and slower at different points   *(Hand clap, Shoulders, Head, Knees, Floor)*  *“I’ll do this first one just keeping the beat with quarter notes”*   * After playing the beat, clap and say syllables for different rhythms (1/2, ¼, 1/8) at different tempos. Have students repeat after the teacher.   *“ Now l am going to clap and say the syllables for some rhythms, and I want you guys to repeat after me”*  *“ Who can tell me what happened to the speed of our rhythms?”*  *“ What do we call speed in music?”*  *“ How can we tell if the tempo in music is speeding up or slowing down?”* | **3-5 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.* Ball passing game with teacher playing tambourine**   * Have students sit next to each other on the ground and form a circle * Students will pass the ball on each beat the teacher plays on the tambourine   *“ I’m going to keep the beat by playing this instrument, and when you hear each beat, you pass the ball to the person next to you”*  (Start with a slow tempo, then alternate increasing and decreasing it)  *“ What happened to passing the ball when tempo got faster and slower?”*    *“What do we need to do to make sure we keep the ball going at the right pace?”*  **2. Ball passing game to recording ““Brahms Hungarian Dance # 5”**   * Students will pass the ball to the beat like they did in the last game, but this time to the recording, adjusting to the tempo changes (Do two times and only play until **2:15**) * ***Note: When the song speeds up, have students hold the ball for two beats each instead of one***   *“This time we are going to do the same thing, but now were going to listen to a song. Be sure to listen for where the tempo changes and move the ball at the right speed.”*  *“When we hear the song speed up, make sure to hold the ball for two beats instead of one. (Demonstrate). And if there is any mistakes, do your best to keep going!”*  *“ Who can tell me how we know when the tempo changes?”*  *“ What do we need to do when the tempo changes?”*  *“ What should we be doing to hear the tempo change?”*  (Repeat activity again after discussion)  **3. Show the song “ Twinkle-Twinkle” on the white board**   * Have students draw an indication mark to show where they would add one fast, and one slow tempo change to the song.   *“Lets sing the song together first”*  *“ Who can come up to the board and draw a red arrow pointing up at* ***one*** *measure in the song where we want the tempo to speed up?”*  *“Who can draw a blue arrow pointing down at* ***one*** *other measure where we want the tempo slow down?”*  *“ Lets sing the song now. Make sure to adjust to the tempo changes appropriately where the arrows are”*   * Perform the song with the class, making sure to conduct tempo changes accordingly   **4. Have students use their 4 measure rhythm compositions to add their own tempo changes.**   * Gather students in the same groups they worked in from the last lesson   *“Ok, so lets have everyone get together with their groups you composed your rhythms with last class.”*   * Explain how they will add their tempo changes using colored markers   *“So I am going to hand you your written compositions back to your group.*  *“Each group will get one red and one blue marker. I want your group to pick two measures of your composition and draw a red arrow pointing up for a fast tempo change in one measure, and a blue arrow pointing down for a slow tempo change in the other just like we did on the board.”*  *“I’ll come around to each group as you do so”*  (Hand each group their compositions back with 2 markers)   * Let each group add their tempo changes to the song   **5. Student will perform their compositions for the class**   * Collect markers and have each student grab a drum   *“Ok, I need one person from each group to return the markers to me, and everyone else go get a drum and sit back with your groups.”*   * Have each group perform their final composition to the class   *“ So when I call on your group, I want you to use your drums to perform your composition making sure to adjust to the slow and fast tempo changes you put in your piece. Make sure to say the syllables as you are playing the rhythms.”*  (Do until all groups have gone. Give constructive feedback and guidance to each one)   * Collect compositions and have students put away drums   “ Now I need one person from your group to return the compositions to me, and the rest of you to put back the drums neatly, quickly, and quietly.”  **6. Movement Activity**   * Have students pick a space in the room and explain the rules for their movement activity   *“ I want everyone to pick a space in the room where they can move without hitting one another.”*  *“We are going to be moving to the beat I play. It’s important that you don’t collide with anyone.”*   * Have students come up with two objects they want to represent (One slow and One Fast)   “For this activity, we are going to pick two objects. One that moves fast, and one that moves slow.”  “When you hear my playing speed up, you will act out the object that’s fast, and when it slows down, you will act out the object that goes slow.”   * Demonstrate with two objects of the subject of animals, and explain how they will move like them when the teachers tempo gets fast or slow   “Lets try it by picking two animals. What’s an animal that goes slow? Fast?”  “ Now lets try acting out these animals when you hear my playing speed up or slow down.”  (Keep the beat and progressively add rhythms while alternating between fast and slow tempo changes on the drum”   * Repeat this process twice, letting students pick two other subjects with two objects each | **1. 5-7 min.**  **2. 5-7 min.**  **3. 5-7 min.**  **4. 8-10 min.**  **5. 5-7 min.**  **6. 5-7 min.** |
| **C. Assessment:** *(What evidence will show that the students understand? Describe the assessment used – formal and informal assessments based on learning objectives)*  **Informal assessment – Activity 5:**  Students will be individually assessed in their groups based on how accurately they are able to interpret and adjust to the tempo changes through their performance of their compositions. Each student of the group will be charted and will receive a check next to their name if they met the standard requirement, or a slash if they did not. |  |
| **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)*   * Teach the song “Row, Row, Row Your Boat” by rote   *“ Ok everyone, so were going to learn a song for our last activity today. I’m going to sing each part, and I want you to sing it back to me when I point to you.”*  (Take every 2 measures, and progress in longer durations)   * Students will pretend to “Row” to the song on the down beat   *“ Now we are going to sing together this time, and I want you two pretend like your rowing a boat to the song”* (Demonstrate)   * Play a modified recording of the song with tempo changes, and have them sing and “Row” along to it   *“ Now were going to sing and do the same thing, but this time were going to listen to a recording with some tempo changes. How are we going to row when the song gets fast? Slow?*   * Have students pretend to “Row” and line up at the door with tempo changes while playing on the piano   “Ok guys, lets all “Row” our boats to the door as I play the song on piano. Listen carefully!” | **5-7 min.** |
| **E. Assignment:** Students will be asked to listen for certain sounds or objects that make tempo changes. Examples of this could be listening to a heartbeat after they exercise, or listening to a washing machine as it goes through its cycles. Students may be asked to share some of the their discoveries for next class. | **40 min.** |

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| **7. Accommodations:** *(a. Special Needs, b. ELL etc. )*  A student with a physical motor skills disability has trouble being able to adjust to the tempo changes as they are drumming. To accommodate this student, they will be asked to emphasize the tempo changes using their voice when saying the rhythm syllables. This method will be used to assess them when they’re performing rhythms in their group and help them participate in the movement activity as well. This way the student will be able to still participate and involve themselves to the best of their ability for the lesson. |
| **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)*  Overall, I felt this lesson plan was very entertaining and engaging for the students. Some activities in this lesson seemed to really grab their attention and focus such as the ball passing game, and the animal movement. These activities seemed to gain student’s attention to learn the concepts of tempo change because of how they were level appropriate, entertaining, and educational through movement and practical application. There were also points in the lesson such as the group performance and opening activity that did not seem to go well. I feel that the repetition of the material being taught along with the same activities from the previous lessons made students unengaged and uninterested ins what they were learning. I feel in order to fix this for next time, students need to have a different opening activity that wont just involve patting rhythms, as well as different and fun way to perform their rhythms so that way they will always have something new and interactive to do without losing interest. |
| **9. National Standards***: (Creating, Performing, Responding)*  **Creating:**  Imagine  MU:Cr1.1.3b Generate musical *ideas* (such as rhythms and melodies) within a given tonality *and/or* meter.  Plan & Make  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.  Evaluate and Refine:  MU:Cr3.1.3a *Evaluate, refine, and document* revisions to personal *musical ideas, applying teacher-provided and collaboratively- developed criteria and feedback.*  Present  MU:Cr3.2.3a Present the final version of personal created music to others, *and describe* connection to *expressive intent.*  **Performing:**  Select  MU:Pr4.1.3a Demonstrate and explain *how the selection of music to perform is influenced by personal interest, knowledge, purpose*, *and context.*  Analyze  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.  Interpret  MU:Pr4.3.3a Demonstrate *and describe* how intent is conveyed through expressive qualities (such as dynamics and tempo).  Rehearse, Evaluate, Refine  MU:Pr5.1.3a - Apply teacher- provided and *collaboratively*- *developed* criteria *and feedback to evaluate accuracy of ensemble performances*.  Present  MU:Pr6.1.3a Perform music with expression and technical accuracy.  **Responding:**  Select  MU:Re7.1.3a Demonstrate *and describe* how *selected music connects to* and is influenced by specific interests, experiences, or purposes.  Analyze  MU:Re7.1.3a Demonstrate *and describe* how *selected music connects to* and is influenced by specific interests, experiences, or purposes.  Interpret  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.*  Evaluate  MU:Re9.1.3a Evaluate *musical works and performances, applying established criteria, and describe appropriateness to the context.*  **Connecting:**  Connect #10  MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  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:Cr3.2.3a Present the final version of created music for others, *and describe* connection to *expressive intent.* MU:Pr4.1.3a Demonstrate and explain *how the selection of music to perform is influenced by personal interest, knowledge, purpose*, *and context.*  MU:Pr4.3.3a Demonstrate *and describe* how intent is conveyed through expressive qualities (such as dynamics and tempo).  MU:Re7.1.3a Demonstrate *and describe* how *selected music connects to* and is influenced by specific interests, experiences, or purposes. |
| **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)*  **Singing:**   * 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   **Reading and Notation:**   * 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 * 2.3  Identify symbols and traditional terms referring to dynamics, tempo,  and articulation and interpret them correctly when performing * 2.4  Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher   **Playing Instruments:**   * 3.2  Play expressively with appropriate dynamics, phrasing and articulation, and  interpretation * 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 conductor   **Improvisation & Composition:**   * 4.1  Improvise “answers” in the same style to given rhythmic and melodic  phrases * 4.2  Improvise and compose simple rhythmic and melodic ostinato  accompaniments * 4.5  Create and arrange short songs and instrumental pieces within teacher- specified guidelines   **Critical Response:**   * 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 |