** Lesson Plan**

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**Name: Larry Shea**  **Date: 11/9/15**

**Grade/Class:** Kids Jam

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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 relate different types of music, movement, and sounds to aspects of weather. |
| **2. Required Prior Knowledge and Skills:** *(What must students know to be successful)*   * Know types of weather (Sun, rain, wind, and snow) |
| **3. Review Needed:**  *(What needs to be reviewed to reinforce prior learning related to this lesson)*   * Knowing what each type of weather is *(Sun, rain, wind, and snow)* * Knowing what each type of weather looks like *(Sun, rain, wind, and snow)* |

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| **4. Materials, Repertoire, Equipment needed:**   * Small Toy Ball * Guitar |
| **5. Agenda:** *(list items to be taught and post – use large paper and dark marker if white board is not available)*   1. Welcoming and Kirstie’s intro 2. Rainstorm game 3. “What’s the weather?” song and activity |

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

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| 1. **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)* |  |
| **B. Learning Activities:** *(What learning experiences and instruction will enable students to achieve the desired results – have more learning activities than you need)*  **1.****Rainstorm Game**   * Students will form and sit in a circle around the teacher * Discuss and review what a rain storm sounds like and how to make rain sounds by patting hands on lap   *“ Ok everyone lets gather in a circle”*  *“ What does a rain storm sound like? Can anyone show me?”*  *“ Lets all make rain sounds together by patting our hands on our lap. Follow me”*  (Pat slow eighth note patterns)   * Begin to explain the activity and demonstrate   *“ So were going to play a game called rainstorm. For this game, I’m going to need a volunteer who will be our guesser”*  *“ The guesser will stand outside the circle and will turn around. For the rest of you guys in the circle, one of you is going to hide the ball and the rest of you guys wont say who has it”*   * Select one student to be the guesser, and one student to hold/hide the ball * The guesser will turn around and wait until the teacher sings and claps to the chant   *“ Everyone else lets pat on our laps and follow me”*  (Teacher pats slow quarter notes and says chant)  *Sung to: "Row, Row, Row Your Boat"* **Rain, rain, falling down, Landing all around. What a lovely sound you make Splashing on the ground.**   * After the chant is over, the guesser will come to the middle of the circle. Other students will pat their hands on their lap to imitate rain sounds   *“ Ok so the guesser will come back to the circle now and they have three tries to guess who has the ball. Remember don’t say who it is.”*  *“ When the guesser comes closer to the person with the ball, were going to pat slow and quiet rain sounds. When they are closer, we are going to pat louder and faster rain sounds.”*   * When the guesser is close to the student with the ball, the sounds get louder and softer when they’re farther away * Repeat 2 times with different students   **2. “What’s the weather?” song and activity**   * Gather students around in half circle standing up   *“ Lets all stand and make a half circle so everyone can see me”*   * Ask and demonstrate what each weather type is and looks like *(Sun, rain, wind, and snow)*   *“ Can you guys show me what a sunny day looks like? Rainy day? Windy day? Snowy day”*  *“ So for this next game I will show you moves we can all do for each of these types of weather”*  Sun- Raise and wiggle arms up  Rain- Lower and wiggle arms down  Wind – Wiggle arms at sides  Snow- Lower hands and tap fingers together  *“ So lets remember these moves. What were going to do is I’m going to sing and play a song for you guys, and when I stop, you guys will decide what weather type were going to act out to the music I play”*   * Sing and play guitar to “What’s the Weather?”   *Tune to “Oh My darling clementine”*  What's the weather, what's the weather?  What's the weather like today?  Is it windy, is it snowy?  Is there rain or is there sun?   * After singing the song, ask students to pick what weather they will be and act out   *“Ok guys so what’s the weather going to be like?” (Ex. Answer: Sun)*  *“ Alright so lets all move around and act like the sun using the moves we did before”*   * Play the chords to the song form twice and let them move to the music acting the weather condition they choose   *“ Ok guys lets listen again so we will pick what weather type we want to be next”*   * Play and sing the song again and ask them for the next weather condition (Do this until all four are done) | 1. 5-7 min.  2. 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)* |  |
| **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)* |  |
| **E. Assignment:** |  |

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| **7. Accommodations:** *(a. Special Needs, b. ELL etc. )* |
| **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)* |
| **9. National Standards***: (Creating, Performing, Responding)*  **Creating:**  MU:Cr2.1.PKa - With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).  MU:Cr1.1.PKa With substantial guidance, explore and experience a variety of music.  **Performing:**  MU:Pr4.2.PKa With substantial guidance, explore and demonstrate awareness of musical contrasts  MU:Pr4.3.PKa With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics, and tempo).  MU:Pr6.1.PKa With substantial guidance, perform music with expression.  **Responding:**  MU:Re7.2.PKa With substantial guidance, explore musical contrasts in music.  MU:Re8.1.PKa With substantial guidance, explore music’s expressive qualities (such as dynamics and tempo).  MU:Cn10.0.PKa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  MU:Cr3.2.PKa With substantial guidance, share revised musical ideas with peers.  MU:Pr4.1.PKa With substantial guidance, demonstrate and state preference for varied musical selections.  MU:Pr4.3.PKa With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics, and tempo).  MU:Cn11.0.PKa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  MU:Pr4.2.PKa With substantial guidance, explore and demonstrate awareness of musical contrasts.  MU:Re7.2.PKa With substantial guidance, explore musical contrasts in music. MU:Re9.1.PKa With substantial guidance, talk about their personal and expressive preferences in 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)*  **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  5.5 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  **Concepts of Style:**  **Stylistic influence and stylistic change:** |