** Lesson Plan**

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**Name: Larry Shea**  **Date: 2/26/15**

**Grade/Class:** 4th Grade

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| **1. Learning Objective(s):** (measurable objectives)  At the end of this lesson, students will be able to compose a melody by connecting rhythms to solfege  **Standards:** (list national standards upon which they are based)  **Creating**  -Imagine, Plan & Make, Evaluate & Refine, Present  **Performing**  - Select, Analyze, Interpret, Rehearse, evaluate & refine, present  **Responding**  - Select, Analyze, Interpret, Evaluate  **Connecting** |
| **2. Assessment:** (description of assessment for this lesson, based on objective)  Students will be assessed on the performance of their compositions by properly connecting the rhythms to solfege syllables. |
| **3. Required prior knowledge/skills:**  -Know quarter and eighth note rhythms in 4/4 time  -Know solfege syllables “Do, Re, Mi, Sol, and La”  -Know notation for solfege syllables and rhythms |

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| **4. Review and/or new information needed:**  -Review quarter and eighth note rhythms in 4/4 time  -Review solfege syllables and intervals (Ex. Sol-Mi, La-Sol, Re-Do, etc.) |
| **5. Materials, Repertoire, Equipment needed:**  -White board and expo markers  - Copy of the song “Rocky Mountain High”  - Magnetic Hearts  -Staff paper and pencils |

**6. Lesson Sequence** *( list estimated time in the pacing section)* **Pacing**

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| **A. Opening:** (introduction, “do now”, warm up etc.)  **Sing it back Warm-up activity**   * Teacher will ask students to gather in circle to sing or tap back a rhythm or solfege pattern * Teacher will sing a neutral syllable “loo” and students will tap or sing the appropriate rhythm syllable or solfege syllable with hand signs * Throughout the activity, mix it up by singing a solfege pattern in a given rhythm, and ask students to identify one before the other, vice versa. | **5 min** |
| **B. Learning Activities:** (number and list as many as needed: specific learning experiences and instruction, including review)  **1. What do we know?**   * Students will review rhythms, solfege syllables, and intervals that they have learned from previous classes * Teacher will ask students to come up with a list of what they know as a class and will use the board to visualize and demonstrate * Students will be asked to provide and write their own examples   **2. What makes a melody/ Rocky Mountain**   * After discussing what the class knows, make another chart of what makes a melody? * Students will be asked for input and come up with another list * Show and teach the song “Rocky Mountain High”. Begin by taping and saying the rhythms in syllables. Review solfege and use the “Follow the dot” technique with hand signs. Put all together.   **3. Melody Making 101**   * As a class, students will have the opportunity to alter and improvise their own melodies by moving different magnets on the board * Teacher will create a 2 measure melody and ask class what they notice about it * Students will then have the opportunity to come up and change the melody with certain instruction or making it their own only using materials they already know * Rest of the class will sing each melody back and be asked to evaluate the aspects of it compared to the list they created in the second activity   **4. Make your own melody**   * Students will break up in groups of two to create their own 4 measure melody * Teacher will list requirements and step instructions  1. Use staff paper to outline 4 measures in 4/4 time. All melodies will be in G major. (Play pitch for them on Piano and review where G is on staff) 2. Write out rhythms. Use both quarter and eighth note rhythms. There must be at least one rest and the last note must be a quarter note. 3. After creating rhythms, add your own solfege using only the syllables known. First and last syllable must be Do. 4. Once your rhythms and solfege are finished, review and check for intervals and correct notation. 5. Practice with your partner and be sure to use hand signs in the performance.  * Teacher will hand students staff paper and pencils to begin working. Check-up on progress of each group.   **5. Class performance**   * Each group will write their melody on the board and perform their melody for the class. Teacher will provide the starting pitch for students. After the group has performed, the class will sing and read the melody together. | **5 min**  **7 min.**  **5 min.**  **8-10 min**  **5 min** |
| **C. Assessment:**  In Activity 4, students will be assessed on their performance of their melodies. As each group goes up, they will be evaluated on how accurately they connected their rhythms to solfege in their composition, and how accurately they sang and performed them with the correct hand signs, syllables, and rhythms. Students will be on a checklist and will receive a check next to their name if they have met the standard requirements. |  |
| **D. Summative activity/Closing/Wrap-up:**  **Name that tune**   * Teacher will use a neutral syllable (“Loo”) and sing a few familiar melodies of songs students have already learned in class. Each song will have two choices for the title, and there will be two groups on different sides of the room students can go to for the answer they think each one is. * Once the answer is revealed, students who are in the correct group remain in the game, but students eliminated will be asked to line up at the door | **5 min.** |
| **E. Items to post in classroom**  **Agenda:** (simple list)    1. What do we know?  2. What makes a melody? / Rocky Mountain  3. Melody Making 101  4. Make your own melody  5. Class performance  6. Name that tune  **Assignment and due date: (**if needed and appropriate)  Students will be asked and encouraged to listen and bring in an aural example of some of their favorite melodies. When shared, students can use these examples for opportunities of dictation or analysis for future lessons. |  |

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| **6. Accommodations:** (special needs and ELL)  A student with ADD has trouble keeping up with activities 2 and 3 when the class is singing rhythms and solfege on the board. To accommodate this student, they will be provided a sheet with special markings and guided symbols over the notes and rhythms in order to keep up with the rest of the group. |
| **8. Checklist of National Standards***: (Creating, Performing, Responding)*  **Creating**  -Imagine, Plan & Make, Evaluate & Refine, Present  **Performing**  - Select, Analyze, Interpret, Rehearse, evaluate & refine, present  **Responding**  - Select, Analyze, Interpret, Evaluate  **Connecting** |
| **9. Checklist of State Frameworks:**   * Singing * Reading and notation * Improvisation and Composition * Critical Response |
| **10. Teacher Reflection/Self-Evaluation:**  *a. Reflect on the process and include student responses*  The students seemed to be really engaged and excited with the opportunities to create and improvise their own melodies. They also seemed to enjoy the process of making their own compositions, and by analyzing and responding to their peers’ melodies, they had a great educational discussion.  *b. Rethink & Revise - what could you have done differently to improve the outcome of this lesson)*  One thing that did not seem to work out as well was activity two. In this process, learning the song another way besides rote seemed a bit to complicated at first, and students seemed to struggle and loose interest after awhile. In the future, I would recommend teaching Rocky Mountain by rote and possibly even have them sing along to a backing track or recording for extra guidance. |