** Lesson Plan**

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**Name: Larry Shea**  **Date: 4/16/16**

**Grade/Class:** 3rd Grade

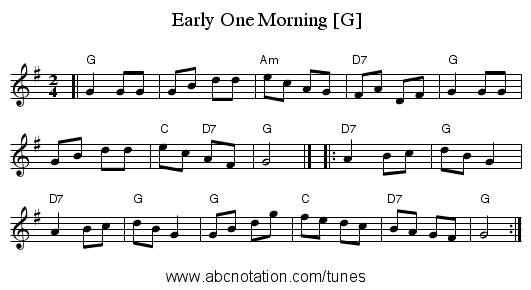
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| **1. Learning Objective(s):** (measurable objectives)  **At the end of this lesson, students will be able to distinguish major tonality from minor tonality**  **Standards:** (list national standards upon which they are based)  **Creating**  -Imagine, 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 by teacher observation on their improvisation in minor and major keys in activity 6. Students’ names will be charted out. If a student completes the task correctly and meets the standard requirements, they will receive a check mark next to their name and a slash if they do not. |
| **3. Required prior knowledge/skills:**  -Be familiar with tonal patterns for minor and major  -Know how to count and read quarter and eighth notes in 2/4 time  -Know how to sing solfege syllables for minor and major keys |

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| **4. Review and/or new information needed:**  -Review tonic, subdominant, and dominant patterns for major and minor tonalities |
| **5. Materials, Repertoire, Equipment needed:**  - White board and expo markers  -2 recordings of the song “Happy” by Pharell Williams (1 major, 1 Minor)  -CD Player  -Paper and markers  -Copy of the song “Early One Morning”  -Orff instruments and Mallets |

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

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| **A. Opening:** (introduction, “do now”, warm up etc.)  **Echo me! - Pattern Activity**   * Teacher will ask students to gather in a circle to repeat and echo different tonal patterns * Present patterns for both major and minor tonalities first on a neutral syllable, and later using solfege. Sing resting tone before each pattern   Ex)  **Tonic**- Do-Mi-Sol (*Major*) or La-Do-Mi (*minor*)  **S.D**- La-Fa-Re or Fa-Re-Ti  **Dom.** Ti-Re-Sol or Sol-Ti-Mi | **5 min** |
| **B. Learning Activities:** (number and list as many as needed: specific learning experiences and instruction, including review)  **1. What’s makes the same song sound different?**   * Students will be placed into even groups and be given a sheet of paper with markers * Student will listen to two versions of the song “Happy”, one in a major tonality and the other in minor * Students will write down their thoughts and feelings about the two versions and think about what makes them sound different as a group. They will then share them with the class   **2. Minor vs. Major** (Verbal Association)   * Students will continue to share their ideas and review some of the patterns in major and minor tonalities * Class will review and listen to the different major and minor intervals and chords and asked if they can identify a few examples that the teacher will play or sing * Review the proper solfege syllables for minor and major (Using La based minor)   **3. “Early One Morning”**   * Teach the song “Early One Morning” by rote * Have the students sing along while teacher accompanies on piano   **4. Making it minor** (Application)   * Project or write the song “Early One morning” on the board for students to see * Following the teacher’s hand, have students sing in solfege to the notes that are pointed to. Also have them sing the resting tone * Starting on the syllable “La”, have them sing the solfege in minor and correct and adjust as necessary * Have them sing the song with words in the relative minor key while accompanying them   **5. Orff Improvisation**   * Have students grab one Orff instrument and set of mallets each * Gather students in a circle and demonstrate minor and major ostinato patterns they will be using to accompany each other *(Same chords from the minor and major versions or “Early one morning”)*   8 Measures, 2 whole notes for each chord, have students figure out by identifying solfege syllables for each chord (Similar to patterns)  Major- CE, FA, GB, CE  Minor- AC, DF, EG, AC   * Have one or two students at a time improvise over the 8 measure accompaniment played by everyone else in both major and minor * Make adjustments and advise as necessary | **5 min**  **5 min**  **5 min**  **5-7 min**  **10 min** |
| **C. Assessment:**  Students will be assessed by teacher observation on their improvisation in minor and major keys in activity 6. Students’ names will be charted out. If a student completes the task correctly and meets the standard requirements, they will receive a check mark next to their name and a slash if they do not. |  |
| **D. Summative activity/Closing/Wrap-up:**  **Guess the tonality! - Elimination Game**   * Students will play an elimination game by guessing whether the musical example, tonal pattern, or chord is a major or minor tonality * Students will split to two sides of the room (1 for major and 1 for minor) and decide which side they will pick without talking to each other * Students who guess incorrect will line up silently at the door | **5 min** |
| **E. Items to post in classroom**  **Agenda:** (simple list)  1. Echo me!  2. What’s makes the same song sound different?  3. Minor vs. Major  4. “Early One Morning”  5. Making it minor  6. Orff Improvisation  7. Guess the tonality!  **Assignment and due date: (**if needed and appropriate)  Students will be asked and encouraged to listen and think of any of their favorite songs or melodies that they think are in a major or minor tonality. In a future class, students may be asked to share and listen to these examples as a group. |  |

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| **7. Accommodations:** (special needs and ELL)  A student with a motor skills disability has trouble keeping up with improvising and playing on the Orff instruments. To accommodate this student, they will be asked to use their voice to sing their parts instead. |
| **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*  Students really seemed to take interest and become curious about the difference of major and minor tonalities, especially with listening and working with the songs and examples used throughout the class. Student’s also seemed to like being able to have a hands on instrumental experience using the Orff instruments and getting to sing as well.  *b. Rethink & Revise - what could you have done differently to improve the outcome of this lesson)*  One part I would change for the next class would be the grouping and partnering for the Orff improvisation activity for time purposes. Next time, I would group them up into two’s and have them both improvise at the same time. That way it won’t take too much time to complete. I would also allow more time and perhaps provide clearer explanations and visual aids for teaching the song “Early one morning” in the minor key since students seemed to be stuck in this activity at a few points. |

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Early one morning,  
Just as the sun was rising,  
I heard a maid sing  
In the valley below.  
  
Oh, don't deceive me,  
Oh, never leave me.  
How could you use  
A poor maiden so?