

Classroom Lesson Plan Template
(Revised 8/12)

Your Name: Debbie Chen

School Name: ECEC	Date: 11/26/18
Supervising Teacher: Heather Kirby	Time: x
Class/grade(s): Kindergarten	No. of students:

Lesson Objectives

Students will:

- Identify phrases and form
- Explore movement in time with flow and stuck/unstuck movements

Materials and Setup Needed to Deliver Instruction (list music, audio equipment, instruments, etc.)

- **Speaker**
- **The audio of the Sugar plum fairy**
- **Bean bags**
- **Space for movement**

Procedures

1. Introduction Phase (engage students; set expectations; state outcomes)
 - a. Hello Hello
 - b. Attendance
 - c. Boys and Girls, I would like us to figure out the phrase form of my song and talk about Big letter A and B
2. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)
 - a. Light the Candle (sitting)
 1. Draw the phases of this song
 2. Remember not to call out. Show me on your chest.
 3. Were any the same?
 4. What was the phrase form?
 5. abac
 6. Sing one more time
 - ii. Stand right up
 - b. Mixolydian Waltz
 - i. Sing without words - show movements
 - ii. Sing without words - see if they can figure out what to do
 - iii. Sing song with words

- iv. And sit right down
- c. The Sled (standing) (Phrase/form/movement)
 - i. This song is about a sled. I'm going to move my sled in two different ways and at the end I would like you to tell me which two ways I moved.
 - 1. With flow
 - 2. Stuck
 - ii. Show with Bean bag
 - 1. Front load rules and expectations
 - a. Does not go above chin (okay if on your hand)
 - b. No throwing
 - 2. Moving with flow at A
 - 3. Bumpy ride for the bean bag at B (stuck movements)
 - iii. Minor tonal patterns
 - 1. Move with flow
 - 2. Group and solo
 - iv. Bean bags away
 - v. Circle circle
- d. Dorian Dance (in a circle) (movement)
 - i. In the last piece we moved like this to A and like this to B
 - ii. Someone pick a new movement for A, new movement for B.
 - iii. Move to these movements when you hear A and change when you hear B.
 - 1. You were all such excellent listeners I would like us to stand up and for A tip to around the room and for B we're going to move like this.
- e. It's time for a nap
 - i. The gate of heaven - Nap time
 - ii. Turkey song - wake up
 - iii. Swaying
 - 1. Pretending to be trees
- f. Composer (movement - stuck and free)
 - i. Tchaikovsky
 - 1. Sugar plum fairy
 - 2. Movements
- 3. Closure Phase (reinforce, review, reflect on learning outcomes)
 - a. Who is our new composer of the month?
 - b. And what is the name of the piece?
 - c. Were any of the movements the same?
 - i. It's time for us to sing goodbye

Assessment

Circle one: Formal / **Informal** **Individual** / **Group**

Assessment instrument(s):

- Music Notation

Assessment procedures:

- Watch for movement
- Listen for singing and watch for audition in tonal patterns
- Watch for drawing of form

Accommodations/modifications

Students who are English Language Learners (ELL):

- Use gestures when speaking
- Signs around the room with pictures

Students with other special needs:

- Use proximity for behaviorally challenged
- Wear device for student with hearing aids
- Some movements on knees or sitting down if possible

Extension (include additional guided practice activity, assessment, etc.)

- d. Walking with mom (movement/duple rhythmic patterns)
 - i. Walking to the beat
 - ii. First rhythm walking in own space
 - iii. Second rhythm walking in shared space
 - iv. Echo patterns