

**Classroom Lesson Plan Template**  
**(Revised 8/12)**

**Your Name: Debbie Chen**

<b>School Name: Early Childhood Education Center</b>	<b>Date: November 8, 2018</b>
<b>Supervising Teacher: Heather Kirby</b>	<b>Time: 9:55 am – 10:35 am</b>
<b>Class/grade(s): Kindergarten</b>	<b>No. of students: 10-25</b>

**Massachusetts Art Curriculum Framework Music Standards** (include detailed standards by grade level)

- 1.1 Students will sing, keep a steady tempo, and have good posture
- 3.1 Play with a steady tempo and appropriate technique and correct posture
- 3.4 Echo and perform easy rhythmic patterns

**Lesson Objectives**

Students will:

- Experiment with Musical expression and style with flow
- Exploring head voice
- Learn about musical sentences – Phrases
- Chant simple patterns in duple and triple meter
- Differentiate between big and little beats

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

- Recording
- Pitch giver
- Recorder
- Music whiteboard
- List of music needed

**Procedures**

1. Introduction Phase (engage students; set expectations; state outcomes)
  - a. Hello hello it's time for music class
  - b. Attendance (I see...)
  - c. Talk about Thanksgiving (vocal exploration)
2. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)

- a. Sing Thanksgiving
  - i. Review form
  - ii. Use eggs if you want – use white erase board
  - iii. Sing the b phrases; i'll sing the rest.
  - iv. What's the b phrase? "Do do do do do do"
    - 1. If they do well singing B reward them with words
    - 2. "Wow you did so well with the phrase we're going to add the words"
  - v. "move like me" to Thanksgiving (movements intended to help learn words later)
- b. Grinding corn
  - i. Sing for them without words
    - 1. words for later reference:
      - a. Grinding corn, grinding corn; indian maidens grinding corn; god of rain and sun and sky; send the gentle butterfly.
  - ii. Have them identify the phrases
  - iii. They sing the a phrase
  - iv. I sing the b and C phrases
  - v. Have them sing all of it
  - vi. CIRCLE, CIRCLE
- c. Maracas
  - i. Interactive modeling of maraca technique
    - 1. shake out, not down
    - 2. keeps us and the maraca safe
  - ii. Have them play to the micro beats and macro + have them sing
  - iii. Have them echo tonal patterns between repetitions of the song
    - 1. 4-8 tonal patterns - Tonic and Dominant
    - 2. Sing song then pass
  - iv. Transition into popcorn
- d. My shakers love the rhythm of the popcorn...
  - i. Your job is to pop
  - ii. Shake the same rhythm as me
  - iii. We've been doing same, lets do different
- e. (Do you think we could do the free and stuck song with maracas?)
- f. Transition into free and stuck
  - i. Maracas away maracas away)
- g. Nap time - (we are in circle stick feet out have them copy - feet in circle)
  - i. All night long – scarves
  - ii. Turkey song – wake up
  - iii. Peek a peek a peek a boo
    - 1. Scarves away
    - 2. "Where Is My Spot?"

- h. New composer of the month
  - i. Boys and girls do we remember our composer of the month?
  - ii. We talked about how it was Mrs. O'leary's favorite composer because of his name it starts with "Motz...Art"!
  - iii. Stand right up.
  - iv. We are going to listen to our piece by Mozart and move.
  - v. What are your jobs as we listen to the music?
    - 1. Listen
    - 2. Watch
    - 3. Move
    - 4. Audiate
 remind them voices are off, so we are RESPECTFUL
  - vi. Continue movements after the opening ( part is a little bit different have Heather help.
    - 1. Wave hand in air
    - 2. Conduct in two
    - 3. Wipe windshield left and right (open palms)
    - 4. Walk
    - 5. Run
    - 6. Breath
    - 7. Tip toe
    - 8. March
    - 9. Tip toe
    - 10. March
    - 11. Wave
    - 12. Yawn take a nap
    - 13. Beginning. (repeat 1-12)
    - 14. New section.
 "Do you think Mozart was thinking about form when he composed this piece? Why do you think that?" because some parts were the same.

3. Closure Phase (reinforce, review, reflect on learning outcomes)

- Who's our new composer?
- It's time for us to sing goodbye.
  - Form?
  - Draw phrases
  - AABA

**Assessment**

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

Assessment instrument(s):

- Sheet music

Assessment procedures:

- Listen for correct pitches
- Look for proper technique and posture

### **Accommodations/modifications**

Students who are English Language Learners (ELL):

- Signs around the room
- Gestures

Students with other special needs:

- Proximity for behaviorally challenged

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

- Derby Ram
  - o Show music notation of tune; 'read' it to them
  - o Sing the song
  - o Have them draw the phrases
  - o Read the book interspersed with triple rhythm patterns here and there