

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

**Your Name: Debbie Chen**

<b>School Name: Riverdale Elementary</b>	<b>Date: 11/28/18</b>
<b>Supervising Teacher: Heather Kirby</b>	<b>Time: 10:30 - 11:10</b>
<b>Class/grade(s): Grade 4</b>	<b>No. of students: 20</b>

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

- 1.1 Sing, maintaining accurate intonation, steady tempo, rhythmic accuracy, clear diction and correct posture
- 1.3 Sing from memory a variety of song representing genres and styles from a culture
- 2.1 Demonstrate and respond to the beat, division of the beat, meter, and rhythmic notation including Du, du de, du t de t's

**Lesson Objectives**

Students will:

- Sing a variety of songs in spanish
- Improve Macro/micro/division rhythms
- Feel comfortable taking the stage in a quick and quiet way.

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

- **Large space for dance**
- **Music notation**
- **Rhythm Cards**

## Procedures

1. Introduction Phase (engage students; set expectations; state outcomes)
  - a. Good morning 4th graders please line up tallest to shortest facing the Abe lincoln painting.
  - b. We are practicing how to line up and how to take the stage for our concert in two weeks.
  - c. Watch how I walk up to the stage and tell me what you notice.
    - i. Walked quickly
    - ii. Quietly
    - iii. Turned my toes to the other side
    - iv. Smiled
  - d. Okay 4th graders show me how to walk up quickly and quietly.
  - e. Give starting pitch for Hola Amigos - students sing
2. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)
  - a. Students sing Hola amigos
    - i. Remind students of expectations
  - b. Students sing and work on Adelita
    - i. Pass out words
    - ii. Students sing Adelita by themselves (full)
  - c. Rhythms
    - i. Show/explain to students when we use t's
    - ii. Game with poison pattern
      1. Split class in half
      2. When there is a pattern with Dtd, side one says it
      3. When there is ddt, side two speaks the rhythm
      4. And if there is both patterns both side says
  - d. El Juego Chirimbolo dance
    - i. Remind them of the words and dance moves
    - ii. Students sing and dance the piece by themselves
  - e. Winter sing along
    - i. Sing known christmas tunes for the concert sing along/transitions between grade levels
3. Closure Phase (reinforce, review, reflect on learning outcomes)
  - a. So in two weeks, we will be performing Adelita and maybe the dance for the winter concert. You are all doing a really good job preparing for our concert.
  - b. Next week, we will be assessing how well you are understanding our 5th grade rhythms!



## **Assessment**

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

Assessment instrument(s):

- Music notation
- Rhythm flashcards

Assessment procedures:

- Listen for correct pitches and rhythms
- Have students chant rhythms individually

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

- Have students sing the bass line and teacher sings the tune at the same time
- Interweave some rhythm into the piece