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Music Teacher
St. Peter School
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2nd Grade: Native American & Concert Prep Lesson 3

Ohio Music Content/ Diocese Standards (taken from 2nd Grade) :

- 3CE- Listen to and identify music of various styles, composers, periods and cultures
- 4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
- 2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
- 3PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.

Objectives:

Students will:

- Demonstrate respectful audience behavior (sitting criss cross, hands in lap, eyes on teacher, lips zipped) while listening to a Native American legend and flute performance.
- Correctly track/tap either the (1st) steady beat, (2nd) rhythm of the words, (3rd) or rhythm syllables to Corn Grinding song on the Activ Board.
- Students will sing the 1st and 2nd verses of “Away in a Manger” using correct notes, good tone and with proper posture.

Assessments:

- Students will be informally assessed as they point to the rhythm of the Corn Grinding Song at the Activ Board. Each student will receive a score of 4 (points to every beat correctly) 3 (points to many beats correctly) 2 (points to some beats correctly, usually ahead or behind the beat), 1 (always ahead or behind the beat) or 0 (did not attempt). Teacher will mark the student’s score next to their name on the class list, and enter the score on Option C.
- Students will be informally assessed as they sing “Away in a Manger”. Teacher will look for: correct posture (standing tall, arms at sides), correct breathing (deep, from bottom of rib cage), and listen for correct notes.

Materials:

- When the Earth was Like New (book with Native American Night and Day legend)
- Native American Flute
- Corn Grinding Power Point presentation (from Teacher’s Pay Teachers)
- Away in a Manger music

Procedure:

1. Students will walk quietly into the music room and stand beside their number. (Any pencils or pencil pouches will be stored behind the students.)
2. Teacher and students will sing the "Hello Song". (Hello Mrs. Baren's class/ Hello Mrs. Kadow. Today is Thursday/ Class echoes. It's November 16th/ Class Echoes.)
3. Teacher leads class in 4 beat body percussion sequences (stomp feet, tap thighs, clap hands, or snap fingers). Students watch and copy teacher.
4. Review: Teacher asks students, "Who are the people called who lived in America first and celebrated the first Thanksgiving with the Pilgrims?" (Native Americans), "What do we call the stories the Native Americans tell that were passed on by telling them to each other and not writing them down?" (Legends). "Who are the main characters of this legend?"
5. Teacher reads Part 3 of Before there was Night and Day to the students from When the Earth was Like New. Teacher will remind students to demonstrate respectful audience behavior (sitting criss cross, hands in lap, eyes on teacher, lips zipped).
6. Teacher will play the Moccasin Song on Native American flute. (This is an encore since the students heard this song last week.) Students will continue to demonstrate respectful audience behavior.
7. Teacher will introduce the "Corn Grinding" Song as a Mystery Song. Teacher will say, "I've got a song in my hands. See if you can guess the song that matches my rhythm." Teacher will lightly clap the rhythm for the "Corn Grinding" Song. Students will guess the song and clap the rhythm as they sing to see if the rhythm and words "fit together."
8. Review steady beat: Teacher will lead students walking in a circle to the steady beat. The students will sing the "Corn Grinding" Song while walking to the steady beat.
9. Teacher will demonstrate pointing to the steady beat using the slide on the ActivBoard.
10. Teacher will select a student to point to the steady beat. The rest of the students will sing and tap the steady beat on their laps, matching the pointer's steady beat.
11. Repeat steps 8-10 with rhythm of the words. Begin by asking a student to demonstrate tapping and singing with Rhythm of the Words. Teacher asks students how rhythm of the words is different than steady beat.
12. Introducing rhythm notation: Teacher asks students what we call 2 sounds on a beat (ti-ti/ eighth notes). Teacher asks students what we call 1 sound on a beat (ta/ quarter note).
13. Teacher asks a student to come and write the rhythm for "Grinding corn, grinding corn" (ti-ti, ta, ti-ti, ta) on the ActivBoard.
14. Teacher reveals the slide with rhythm notation. "We have a new kind of note on this slide. (Points to bottom of slide) This note is called a half note. How many beats do you think it gets? (2 beats, you can remember it by its open circle with a stem.)
15. Teacher selects 2-5 pointers to come to the board and point to the rhythm. Students will sing the "Corn Grinding" song with words while the pointer points to the rhythm. Repeat with students singing with rhythm syllables (ti-ti and ta) while the pointer points to the rhythm.
16. Concert Prep: Students will warm up their voices at the piano echoing the teacher and singing 5 note scales.
17. Review 1st verse: The teacher will sing a phrase. The students will echo it while the teacher plays their part on the piano. (Teacher will introduce the 2nd and 3rd verses in a similar manner.