

Teacher: Dora Lukacevic	Grade: 5th	# Of Students: 20-25
Week of: 11/5/20	Materials: scarves	Lesson: Music Forms
STANDARDS		
<p>MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.</p> <p>MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p>		
MUSICAL GOALS		
Knowledge/Skills:		
<p>Students will identify verse, chorus, and different sections of <i>Roar</i> and <i>Hungarian Dance no. 5</i>.</p> <p>Students will keep a steady beat and demonstrate tempo changes using body percussion and scarves.</p>		
Artistic Expression:		
<p>I chose <i>Roar</i> by Katy Perry as a part of this lesson because it is relatable to the students. Analyzing the form of a popular song that is familiar will help students to recognize similar forms in other pop songs they hear all the time. Students will also keep a steady beat the whole time.</p> <p>After <i>Roar</i>, we will analyze the form of Brahms's <i>Hungarian Dance no. 5</i> with scarves. This will serve as a good contrast between new music and old music. Students will be able to recognize that form exists in all sorts of music.</p> <p>We are finishing class with playing <i>Can You Keep a Steady Beat</i> as a review from the previous class. It will also tie this lesson together nicely.</p>		
LEARNING TASKS		
I. Roar	<ol style="list-style-type: none"> 1. Have <i>Roar</i> ready to play on your phone. 2. Instruct students to watch you dance to the song, have them join you when they are ready. <ul style="list-style-type: none"> - For verses: step to the beat for 4 counts, tap shoulder for 4 counts . - For chorus: hand 'fireworks' for 4 counts, swing arms for 4 counts. 3. When the song is over, ask students: 	

	<ul style="list-style-type: none"> - <i>"Can someone demonstrate what movements I was just doing?"</i> - <i>"Why do you think I changed movements?"</i> - <i>"Was the music different when I changed movements?"</i> <ol style="list-style-type: none"> 4. Present slideshow. Talk about <u>verse</u> and <u>chorus</u>. 5. Have students try to do the song with the dances by themselves?
II. Hungarian Dance no. 5	<ol style="list-style-type: none"> 1. Divide the class into 3 sections, count each student off by 3's (or ABC?). 2. Hand out scarves to each student. <ul style="list-style-type: none"> - <u>Instruct</u> them to hold it <u>only</u> in their hands and not to put it anywhere else. 3. Present slide displaying A B and C. Instruct students to keep the beat with their scarves ONLY when you are pointing to their section on the board (A, B, C). 4. Play <i>Hungarian Dance no. 5</i> from the playlist. 5. Ask students about how the sections in the music were different. 6. Have them try to do it by themselves without your help?
III. Can You Keep a Steady Beat?	<ol style="list-style-type: none"> 1. Have the class together chant, "can you keep a steady beat," each syllable counting for one beat, the eighth beat being a rest. <ul style="list-style-type: none"> - On the rest, have everyone silently tap their shoulders 2. Have students take turns saying one beat of the phrase, if a

	<p>student messes up have them sit down.</p> <ul style="list-style-type: none"> - student 1: Can - student 2: you - student 3: keep - student 4: a - student 5: stea - - student 6: dy - student 7: beat - student 8: tap shoulders <p>3. Depending on comfort level, replace one of the words with a different motion</p> <ul style="list-style-type: none"> - Maybe have students come up with motions themselves. - Change direction and/or go faster
--	--