

Tommy Wu

Lesson Plan: Elementary strings group

Date: 8/28/2013

Grade Level: 3rd Grade

Central Focus: The primary focus of this lesson is to have the students start playing music in unison and stop playing the music altogether.

Standards:

- NCATE Standard 1
- National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music
- New York Standard 1: Creating, performing, and participating in the arts.

Learning Objectives:

- To understand the concept of playing music together as a unit.
- To learn how to start and end a piece of music with the bow on the string without making noises.
- To develop a sense of the pulse in the music.
- To slightly gain experience on playing music by oneself.

Materials and Resources:

- 4 violins
- 3 violas
- 3 cellos
- 2 double basses

Printed Materials/Media: Twinkle, Twinkle, Little Star played on a violin

Learning Environment Preparation:

- Make sure to clear the area for the safety of myself and my students before class starts.
- Instruments (violin/viola) will be brought from the students' lockers before class starts.
The cello players and bass players will retrieve their instruments from the racks.

Introduction:

- Greet the students with enthusiasm and the intent to fill their lesson with enjoyment.
- Tell the students to unpack their instruments (violins/violas) or retrieve their instruments from the racks (cellos/basses).

- Instruct the students to lay their instruments down on the ground and be seated.

Procedure:

1. My Turn, Your Turn - I will start playing either the “Mississippi Hotdog”, “Run Mommy, Run Daddy”, or “See you later, alligator” rhythm on the open D string by myself and instruct the students to clap the rhythm after I have stopped playing. When I stop playing, I will keep the pulse going and queue the ensemble. Repeat this procedure 8 times while alternating rhythms.
2. Repeat the first procedure. However, have each student play individually.
3. Pass Around - I will start this activity by instructing the students to listen to the rhythm that I play on my open A string. The students will be told that each of them will get a turn to imitate what I played individually. I will tell them that the person in the front of the row will go first, and after he/she has finished the next person will repeat the rhythm on the A string. We will go up and down the rows. I will encourage the students to keep a steady pulse.
4. Repeat procedure 3, but have everyone close their eyes.
5. Have the students participate in an activity that involves clapping. I will clap one of the three rhythms mentioned in procedure 1. The students will try to repeat the rhythm.
6. I will clap “Mississippi Hotdog” four times. The students will be instructed to clap along with me. They will be asked how many times we clapped “Mississippi Hotdog.”
7. I will perform Twinkle using the “Mississippi Hotdog” rhythm. I will play the rhythm 8 times and ask the students how many times I played the rhythm.
8. I will instruct the students to pick up their instruments and get into playing position.
9. Repeat procedures 1, 2, and 3. Instead of clapping, the students will play the repeated rhythm on their instruments on the open A string.
10. Have a student participate as a helper. I will play Twinkle while the students play the rhythm on their open A string. The helper will look out for anyone who does not have their bow on the string. The helper will point out the other students after we have played.
11. Call on a different student to help. This time the students will play the rhythm and then skip it, and play again. The helper will have the same role from procedure 10.

Academic Language: Childhood

- steady pulse
- silence

Accommodations for Individual Differences: The activities involved in this lesson are not necessarily difficult for children to comprehend. However, if a student is lacking the ability to keep up with the rest of group I will assist the student by briefly executing the current activity slower and more comprehensible.

Student Assessment: The next time the class meets, we will begin reading music together. Gathering the students together to form an ensemble may further their understanding of how it

is to play in an organized group. This lesson plan will give the students an idea on how a group plays and listens with each other.