Elementary Lesson Plan Sample Packet

K-1st Grade: Carnival of the Animals

3rd Grade: Dynamics Sound Story

4th Grade: Recorder Composition Project

5th Grade: Blues/Improvisation

Mercyhurst College Lesson Plan

**Preservice Teacher** Mariana Mathewson  **Cooperating Teacher** Mrs. Dudenhoeffer

# School / Grade Tracy Elementary School – K & 1st Grade Date Received 4/25/18 Date Reviewed

 *(Cooperating Teacher Initials Required)*

**Lesson Subject** General Music **Teaching Time** 40 minutes

***Lesson Concept:*** Exploring *Carnival of the Animals* with affect, instrument sounds, animals

***Standards****: 6a, 6b, 6c, 6d, 6e, 8b, 9d*

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| ***Objectives*** | ***Assessments*** |
| 1. Students will meet the composer Camille Saint Saens.

2. Students will be able to aurally identify different kinds of sounds. 3. Students will be able to move creatively to the music and pretend to be different animals when prompted.  | 1. Powerpoint and Aural questioning 2. Active Listening/Motion activity3. Active Listening/Motion activity |

***Materials:***

* + *The Carnival of the Animals* by Jack Prelutsky book & CD
	+ Computer with Powerpoint slide about Camille Saint-Saens
	+ Projector
	+ CD player

***Anticipatory Set***

Ask students what their favorite animal at the zoo is. Call on three or four students to share. Then explain to students that we are going to be visiting a musical zoo today.

 ***Activating Prior Knowledge****:*

Ask students what they remember about Camille Saint-Saens, the composer from last week. Take a few moments to review basic questions about his life, etc.

***Procedure:***

1. Book and CD

* + Explain to students to imagine how certain animals would walk, fly, march, etc.
	+ Pass out scarves to each student.
	+ Put CD in player. Start from beginning, and follow along with the narration of the words by turning the pages at the appropriate times.
	+ Have students mirror your motions. Briefly demonstrate each of the motions with them with the scarves.

2. Animal Drawings

* + Instruct each student to draw his/her favorite animal of the carnival on the blank sheet provided.
	+ Ask students to write one word to describe the music of that animal on their paper. Assist with spelling if needed.

***Closure****:*

*Review each of the different animals with the students and ask which ones were their favorites and why.*

***Additional Concept Related Activity:*** Make a list of words to describe the music of each animal. Call on volunteers for different words. Write as many as you can up on the board.

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# School / Grade Tracy Elementary School - 3rd Grade Date Received 4/25/18

**Lesson Subject:** More with Dynamics and Weather **Teaching Time** 40 minutes

***Lesson Concept:*** Percussive sounds according to specific words; dynamics (loud vs. quiet.)

***Standards****: 2a, 2d, 2f, 3b, 6c, 6d, 6e*

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| ***Objectives*** | ***Assessments*** |
| 1. Students will understand sound words and common phrases and decide which instruments are played when. 2. Students will understand the difference between loud and soft.  | 1. Students will be able to correctly play their hand percussion instruments that go along with the book, “Hurricane Music”2. Students will create a “dynamic hurricane” using the classroom instruments.  |

***Materials:***

* Sound Cards for the board
* Handbells F and C
* Glockenspiel
* Vibraslap -or- Ratchet
* Tone Block -or- Triangle
* Kokiriko -or- Jingle Bells
* Lollipop Drum -or- Hand Drum
* Tambourine
* Rain Stick
* thunder tube -or- djembe
* maracas
* guiro
* cabasa
* wood/sandpaper
* woodblock
* cymbals
* book: *Hurricane Music* by Barbara Bottner
* Dynamic Poster on the bulletin board
* Computer with speakers for the two youtube videos for concept-related activity

***Anticipatory Set***

Body Percussion Rainstorm

 ***Activating Prior Knowledge****:*

Reminder/demonstration of how to play each of the instruments.

***Procedure:***

1. Introduce the Book “Hurricane Music.”

2. Instrument Addition:

* + Have the students pick one instrument each
	+ read the story for the second time with instruments played when certain words are spoken.
	+ Each word/phrase has a corresponding instrument that will be displayed on the board using instrument cards.

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| --- | --- |
| **Word**  | **Instrument** |
| 1. Aunt Margaret (2 children)  | Handbells |
| 2. Clarinet (2 children ?) | Glockenspiel |
| 3. Uncle Seymour (2 children?)  | Vibraslap (Ratchet) |
| 4. “Merciful Melodies” | Tone Block (Triangle) |
| 5. “Holy Falooza!”  | Kokiriko (Jingle Bells)  |
| 6. “Tootattoooo!” | Lollipop Drum (Hand Drum) |
| 7. “Whistling Winnebago” | Tambourine |
| 8. hurricane (2 children?) | rain stick |
| 9. Thunder (2 children?)  | thunder tube (djembe) |
| 10. “Eat my hat, Pat!”  | Maracas |
| 11. “Testifying Troubadors” | guiro |
| 12. harmonica | cabasa |
| 13. “Sanctifying Satchmo!”  | Sandpaper blocks |
| 14. “Dangling Dinglediddy” | woodblock |
| 15. Page Turns (2 children)  | Finger Cymbals |

4. Dynamic Hurricane

* + Ask students to play their instruments during a gentle rain fall. (Students will play softly)
	+ Ask students then to play their instruments during a hurricane.
	+ Switch back and forth a few times to show the difference between loud and soft.
	+ Point to the dynamic symbol posters for a few turns and have students

***Closure****:*

**Additional Concept-Related Activity:** Play for students two examples of storms: Beethoven’s 6th symphony storm <https://www.youtube.com/watch?v=6JyRs1bdENE> and the storm movement from Strauss’ Alpine Symphony <https://www.youtube.com/watch?v=hnF87fo4NQo> and have students move by staying close to the ground the quieter the music is and standing up the louder the music is. Ask students to compare/contrast the two different interpretations of a thunderstorm.

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# School / Grade Tracy Elementary 4th Grade Date Received 4/25/18 Date Reviewed

 *(Cooperating Teacher Initials Required)*

**Lesson Subject** Recorders, Form, Composition **Teaching Time:** 40 minutes

***Lesson Concept:*** ABA Form, Composition, Recorders

***Standards****: 2a, 2b, 2e, 4a, 4b, 4c, 5d, 7a*

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| ***Objectives*** | ***Assessments*** |
| 1. Students will work together in groups of 4-5 to create a composition in ABA form.
2. Students will self-evaluate during the composition process
3. Students will perform their original compositions with accurate notes, rhythm and articulations at a moderate tempo.
 | 1. Extension of the Composition Activity from last class2. Composer Checklist3. Performance |

***Materials:***

* Paper bags
* glue sticks
* index cards
* construction paper
* Pencils
* Composers’ checklists (which should be in the bags)
* Example Composition (to be displayed on the board)

***Anticipatory Set***

Review the directions of the activity on the overhead screen for the students.

 ***Activating Prior Knowledge***

Ask if students have any questions about the project, and clear up any misunderstandings before students break out into their groups. Play the example composition for students so that they know how it will sound once they are finished.

***Procedure:***

1. Have ambassador of each group come up to the front of the room. The supplies should all be laid out (paper bags, glue, pencils, etc.) Let students go back into their groups on the carpet to finish laying out their composition ideas on the paper.
2. Circulate the room, checking on students’ progress. Remind them that once they think they are done, that they should raise their hands to have their projects checked before the gluer starts gluing.
3. After groups have been checked, they may glue and then begin to quietly practice their compositions.
4. The students will be given a chance to play in front of the whole class and play with piano accompaniment provided by the teacher. They will also be video-taped. The rubric for grading is attached to the back of the composer checklist.

***Closure****:*

Remind students that they can perform next class if need be. All students should be finished with gluing and arranging at this point.

**Additional Concept-Related Activity:** Conducting a minuet in ABA form with “batons” (rhythm sticks). Talk about the form of the music, and have students look at a video of a real orchestra with a conductor.

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# School / Grade Tracy Elementary School - 5th Grade Date Received 4-25-18 Date Reviewed

 *(Cooperating Teacher Initials Required)*

**Lesson Subject** General Music **Teaching Time** 40 minutes

***Lesson Concept:*** Improvisation, 12-bar blues, chord structure

***Standards****: 2a, 2b, 2e, 2f, 3b, 3d*

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| ***Objectives*** | ***Assessments*** |
| 1. Students will be able to identify a chord shape on a staff. 2. Students will be able to improvise on a given chord 3. Students will be able to improvise rhythmic ostinatos on various classroom percussion instruments  | 1. Pointing to each note, aural questioning. 2. Chord group activity3. Chord group activity  |

***Materials:***

* Classroom Set of boom-whackers
* 2-3 Orff mallet instruments
* Various hand percussion instruments
* CD player
* Burned CD with Blues back track, Track #01
* Spotlight on Music CD 10, Track 1-5

***Anticipatory Set***

Have a chord written up on the board. Ask students if they know what the symbol means, or what it looks like.

 ***Activating Prior Knowledge****:*

Explain to students that strumming a guitar chord involves playing multiple notes together. Ask students if any of them have ever played a chord on a piano, guitar or ukulele.

***Procedure:***

1. Explain how chords are formed, by demonstrating on the piano and showing how the chords line up like a snowman. Introduce the term “harmony.” Harmony in music is when two or more musical sounds happen at the same time.

2. Perform the song “Lion Sleeps Tonight” with chord groups with boom-whackers. (See attached page.)

* + The class will need to split into three separate groups for each of the chords: G-B-D, C-E-G, and D-F#-A.
	+ Perform with the boom-whackers along with the accompaniment CD. If students know the words, invite them to sing along.
	+ Before switching to the next activity, have the kids with D boom-whackers switch to C’s and the kids with the F#’s switch to F-naturals. This will form the chords for the next activity.

3. Split class into three groups. Pass out groups One group is C, one group is F, one group is G. Each group needs the following instruments:

* + Tonic, mediant and dominant boom-whackers. Seventh of each chord is optional for larger groups.
	+ Students can play unpitched percussion instruments
	+ One student can play Orff instrument with bars removed to form a pentatonic scale for each key.

4. Short Background on the Blues

* + Short Slideshow about the blues. (Taken from Spotlight on Music 5th Grade Book p. 174-180)
		- Music can express feelings of sadness.
		- African Americans in the 1860’s began a new style of music.
		- Characteristics: slow, 4/4 meter, 12-measure chord progression.
		- Embed a short clip of a blues tune in the powerpoint just so that they can hear the style.

5. Practicing Chords

* + Students can practice boom-whacker chords first with the whole track first to get the feel for the chord changes.
	+ Students then add in un-pitched percussion ostinato; Students who feel comfortable playing any of the notes in the pentatonic scale can improvise on the Orff instruments.

***Closure****:*

*Putting it together:*

* + *Record a video of the class’ final product: a 12-bar blues composition!*

***Additional Concept Related Activity:***

Adding words to the composition that reflect sadness or feeling blue. Have kids brainstorm as a class and incorporate them if there is extra time.