

SRU MUSIC EDUCATION LESSON PLAN

Mike McGarrigle
2nd Grade General Music
2/16, 2/17, 2/18
2:15-3:15 PM

LESSON DESCRIPTION

In this lesson students will:

1. Learn about the Presidents Day holiday and sing a patriotic song.
2. Learn about the life and music of Scott Joplin and apply the concepts of micro/macro beats to one of his songs.
3. Review Re by singing patterns with Do-Re-Mi and a song from the previous lesson.
4. Play Mi-Re-Do on the Orff instruments using a new song.
5. Review playing a broken bordun starting with their left hand.

OBJECTIVES

As a result of this class session, the **students** should be able to:

1. **Sing the chorus of a patriotic song with the teacher** with proper performance etiquette (N.S. MU:Pr6.1.2a, PA 9.1.5.b)
2. **Identify and show with movements the micro and macro beats with teacher guidance accurately.** (N.S. Mu:pr4.2.2a, PA 9.1.5.a)
3. **Sing patterns using Do, Re, and Mi with hand signs** maintaining accurate pitch (N.S. MU:Pr5.1.2b, PA 9.1.5.a)
4. **Play Do, Re, and Mi on the Orff instruments** playing at the correct time on the correct bars. (N.S. MU:Pr4.2.2b, PA 9.1.5.j)
5. **Perform a broken bordun starting with their left mallet** alternating hands. (N.S. MU:Pr5.1.2a, PA 9.1.5.j)

ASSESSMENT

1. The teacher will listen to the students speak and sing the chorus of the song.
2. The teacher will watch the students keep the beat in the body.
3. The teacher will listen to the students sing and watch their hand signs.
4. The teacher will watch the students find DRM on the xylophone poster, and watch them play at the instruments.
5. The teacher will watch the students to make sure they are playing the correct bars and using the correct mallet.

PENNSYLVANIA STANDARDS

PENNSYLVANIA ARTS STANDARDS ADDRESSED (<http://www.pdesas.org/Standard/Views>)

- 9.1.5.b: recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.5.a: know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.5.j: apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

PA STANDARDS BIG IDEAS

- **Resource (<http://www.pdesas.org/module/sas/curriculumframework/>)**
 - The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
 - Artists use tools and resources as well as their own experiences and skills to create art.
 - The arts provide a medium to understand and exchange ideas.

PENNSYLVANIA ACADEMIC STANDARDS FOR CAREER EDUCATION AND WORK ADDRESSED

(<https://www.education.pa.gov/K-12/PACareerStandards/Pages/default.aspx>)

- ex. 13.1.11.A: Relate careers to individual interests, abilities, and aptitudes.

NATIONAL STANDARDS

NATIONAL STANDARDS ADDRESSED (<http://www.nationalartsstandards.org/>)

- Mu:pr6.1.2a: perform music for a specific purpose with expression and technical accuracy.
- Mu:pr4.2.2a: demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

- Mu:pr5.1.2b: rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.
- Mu:pr4.2.2b: when analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- Mu:pr5.1.2a: apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

NATIONAL STANDARDS ENDURING UNDERSTANDINGS

- **National Standards** (<http://www.nationalartsstandards.org/>)
 - Musicians judge performance based on criteria that vary across time, place, and cultures. the context and how a work is presented influence the audience response.
 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

NATIONAL STANDARDS ESSENTIAL QUESTIONS

- **National Standards** (<http://www.nationalartsstandards.org/>)
 - When is a performance judged ready to present? how do context and the manner in which musical work is presented influence audience response?
 - How does understanding the structure and context of musical works inform performance?
 - How do musicians improve the quality of their performance?

PROCEDURES

- **Anticipatory Set/Introduction/Hook** (opening activity related to the content of the class, not greetings or procedural things like getting instruments out)

Time allotted	The teacher will...	The students will...
	Meet the students at the door. Tell the students to stand on their spots.	Walk in and stand on their spots.
	Sing hello to the students using DRM. Ask the students if I used the three amigos(DMS) or neighbors(DRM).	Answer
	Tell the students to sit on their spots	Sit down

- **Activity 1: America the Beautiful**

Time allotted	The teacher will...	The students will...
	Ask the students if they know why we are off from school next Monday?	
	Talk briefly about President's Day.	Listen
	Tell them that I have a song they might know. Listen and try to find the beat. If they know the song they can sing along	Listen
	Sing the song.	Listen and pat the beat.
	Speak the lyrics for the class	Listen
	Briefly explain the history of the song (Katharine Bates) and use pictures to understand lyrics.	Listen
	Have the students echo phrases starting at "America! America! God...."	Sing
	Sing the song again. Just the teacher sings the first half, students join halfway through. Change when lyrics are red.	Listen and sing

- **Activity 2: Scott Joplin Listening**

Time allotted	The teacher will...	The students will...
	Play the short video biography of Scott Joplin.	Watch the video

	Play the recording of Scott Joplin's Entertainer	Listen
	Ask the students to pat the beat on their shoulders	Pat the beat
	Have the students switch to the macro beat on the knees	Pat the macro beat
	Have the students go back to patting the beat on their shoulders	Pat the beat
	Have the students clap the micro beat.	Pat the micro beat
	Switch between the three while listening to the song.	Pat the micro, macro, and "regular" beat

- Activity 3: Review Re/ My Aunt Came Back**

Time allotted	The teacher will...	The students will...
	Ask the students what new pitch we learned last week? Have a student reveal it on the solfege ladder. Have students show hand sign	Answer
	Have students echo patterns using DRM.	Sing DRM, DMR, MDR, MRD, RMD
	Have students sing patterns from hand signs	Sing DRM, MRD
	Tell the students we are going to sing a song that uses Re that we learned last week.	Listen
	Have the students stand up on their spot.	Stand
	Sing My Aunt Came Back and add in movements	Sing and move
	Have the students sit down on their spot	Sit down
	Tell the students we are going to do a new song that uses the three neighbors. Have students remind me of what the three neighbors are.	listen and answer

- Activity 4: It's Mi-Re-Do**

Time allotted	The teacher will...	The students will...
	Sing the full song for the students	Listen
	Teach the song by echoing phrases	Listen and sing
	Show students Mi-Re-Do on Orff Poster. Sing and point at pitches. Sing song and demonstrate.	Listen and sing
	Explain that everyone will get a turn to find MRD on the poster. After they show the pitches on the poster they will walk to an instrument and play Mi-Re-Do at the end of the song each time until everyone is at the instruments	Listen
	Have the student sitting on the spot closest to the Orff poster go up the poster and find Mi.	Go to poster
	Sing song, have student show MRD, then have student move to Orff instrument.	Play, point, and sing
	Repeat for all students going across the rows	Play and sing
	Sing song with everyone at the instruments.	Play and Sing

- Activity 5: Apples, Peaches, Pears, and Plums**

Time allotted	The teacher will...	The students will...
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	Have the students turn off their instruments and stay sitting at their instrument	Put down their mallets.
	Review patting left-right alternating hands. Add in singing Apples, Peaches, Pears, and plums.	Pat starting with their left hand.
	Show students their pitches on the poster	
	Have the students practice playing the pattern.	Practice playing the pattern
	Start the pattern and then cue in the song.	Play and sing
	If time add in mallet clicks on their birth month.	Click mallets on their birth month while speaking the months of the year.
	Have the students turn off their instruments, walk down the aisles, and line up at the door.	

- **Closing** (closure on the lesson, not goodbye, nice job, packing up, etc.)

Time allotted	The teacher will...	The students will...
	Sing Goodbye using DRM	Sing goodbye back

DIFFERENTIATION STRATEGIES

Class	
2A	
2B	
2C	

CULTURAL IMPLICATIONS

The lesson includes a song related to the Presidents Day holiday. Also, February is Black History Month and in this lesson students will learn about the music of Scott Joplin.

INTEGRATION OF OTHER SUBJECTS

Students will use ELA skills with America the Beautiful when learning the meaning of large potentially unfamiliar words.

MATERIALS/RESOURCES

Gameplan 2nd grade, Slides, Joplin Recording, Mallet Poster, Orff Instruments

HOMEWORK

None

REFLECTION

Required questions (include more that are applicable to you and/or your situation)

1. What went well?

Class	
2A	

2B	
2C	

2. What could I improve?

Class	
2A	
2B	
2C	

3. Were my objectives met? Why/Why not?

Class	
2A	
2B	
2C	