

SRU MUSIC EDUCATION LESSON PLAN

Michael McGarrigle
3rd Grade General Music
March 30, 2021
11:15-11:55

LESSON DESCRIPTION

The students will first choose one of two games to play for the beginning of class as a review and then play a rhythmic dictation game in groups for the second half.

*This is Mr. Wingenbach's lesson that we observed him teach on 2/25 with a different third grade class.

OBJECTIVES

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

1. (For Black Snake Game) Use a range of soft and loud dynamics while singing a chant to accurately reflect the movement of a person towards/away from an object. (N.S. MU:Pr4.3.3a, PA 9.1.3.A)
2. (For Hickety, Pickety Game) Sing a diatonic pattern that uses sol, mi, and re with words when singing as a group and individually with accurate pitches. (N.S. MU:Pr6.1.3a, PA 9.1.3.A)
3. Dictate four-beat rhythmic patterns containing quarter notes/rests, and eighth notes using iconic notation with accurate rhythms. (N.S. MU:Pr4.2.3b, PA 9.1.3.A)

ASSESSMENT

1. (For Black Snake Game) Listen to the dynamics of the class singing and provide visual cues to help correct it if the class dynamic is inaccurate or stagnant.
2. (For Hickety, Pickety Game) Listen to the students sing the chant and to individual students sing when they are responding in the game. The teacher will provide reference pitches for students who are struggling and give individual singers more than one chance to sing if needed.
3. Visually check the rhythm-stick notation for each group.

PENNSYLVANIA STANDARDS

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

- 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities.

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>)

- 13.1.3.A. Recognize that individuals have unique interests. (Selecting a game at the beginning of class)
- 13.3.3B. Identify how to cooperate at both home and school. (Rhythmic dictation activity)
- 13.3.3C. Explain effective group interaction terms, such as, but not limited to: (Rhythmic dictation activity)
 - Compliment
 - Cooperate
 - Encourage
 - Participate

NATIONAL STANDARDS

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

- MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
- MU:Pr6.1.3a Perform music with expression and technical accuracy .
- MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

NATIONAL STANDARDS ENDURING UNDERSTANDINGS

- **National Standards** (<http://www.nationalartsstandards.org/>)
 - Performers make interpretive decisions based on their understanding of context and expressive intent.
 - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response
 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

NATIONAL STANDARDS ESSENTIAL QUESTIONS

- **National Standards** (<http://www.nationalartsstandards.org/>)
 - How do performers interpret musical works?
 - 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?

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...
2 minutes	Ask the students to raise their hand and vote for which one of two games they want to start class by playing.	Choose between playing Black Snake or Hickety, Pickety. Students have already learned both of these games in third grade.

- **Principal Activity**

Time allotted	The teacher will...	The students will...
15 minutes	If the students select Black Snake:	
	Pick a small object in the classroom, like a pen/marker, to be the "black snake" and show it to the class.	Listen
	Ask for a volunteer to be the first seeker, guard, and hider and chose students.	Raise their hand from their desk to volunteer
	Have the seeker go out to the hallway and have the guard stand by the door to watch.	Seeker and guard go to classroom door.
30 seconds	Give the person hiding 30 seconds to hide the "black snake" in the room and make sure the rest of the class knows where it is hidden.	Hide the object or watch the hider.
	Have the seeker re-enter the room and set a timer for 45 seconds.	Wait
45 seconds	Start the timer and have the students begin singing the song "Black Snake" while the seeker looks for the object.	Sing "Black Snake" changing their volume based on how close the seeker is to the object. Louder dynamic as the student approaches the

		object and softer if they are moving the wrong way.
	Stop the round when the timer goes off or the student finds the object.	Stop singing when the round is over
	Have the seeker be the new hider and have students pick someone else to fill their role.	Volunteer to participate.
	Repeat procedure with different students hiding and seeking.	Hide/seek the object and sing at different dynamics.
15 minutes	If the students select Hickety Pickety:	
	Have the students make a circle in the center of the room by showing them where to make it.	Make a circle
	Choose one student to be it first	Volunteer to participate.
	Have the students sing the song "Hickety, Pickety" two times while the student who is "it" goes around the circle.	Sing the song and go around the circle, if it is their turn. When the song ends the student going around the circle stops moving and stands behind another student.
	Ask the student to hold up a number between one and five on their hand behind the other student's back.	Hold up a number between 1-5.
	Ask the student to guess what number the other has up.	If the guess is correct: The student sings back "You guessed (#), and I had (same #). The two students then switch spots and the person who guessed will go around the circle the next round. If the guess is incorrect: The student sings back "You guessed (#), but I had (different #). The student who is it earns a point and goes around again the next round. Once a student has earned 4 points they will have to pick a number between 1-3 , so other students have a chance to participate. After 6 points it will be a number between 1-2.
	Keep track of the score and repeat procedure for additional rounds.	Sing as a group and individually when it is their turn.
20-25 minutes	After Student-Choice Game:	
	Have all students return back to their seats.	Return to their desks.
2 minutes for all cards	Show students a rhythm card with a combination of quarter and eighth notes/rests. Ask them to count and clap the rhythm using Kodaly rhythm syllables.	Count and clap the rhythm
	Repeat with additional rhythm cards	Count and clap the rhythm
5 minutes for rhythm stick note value explanations	Show students the rhythm sticks they will be using first by laying 4 sticks on a desk and telling students that this is how we're going to show quarter notes. Ask students to identify how many quarter notes are on the table. Ask the students to clap and count the rhythm	Watch, count, and clap.

	Ask students how they think we are going to show eighth notes. Remind them that each eighth note is a half of a quarter note.	Respond
	If no one gives the right answer show how to make a beamed pair of 8 th notes	Watch
	Have students count and clap rhythms using quarter and eighth notes.	Count and clap the rhythms.
	Show students the symbol for a quarter rest using the rhythm sticks. "Looks like an S" Have them practice counting rhythms that include quarter rests.	Count and clap the rhythm
2 minutes	Organize students into 5-6 teams of 3-4 students by having the students count-off around the room and hold up their group number	Count-off their group numbers
2 minutes	Assign a different space in the room to each group. Call the groups one at a time, sanitize their hands and go to their area.	Wait to be called, sanitize their hands, and sit with their group.
1 minute	Pass out a handful of rhythm sticks to each group and remind them to not touch them yet.	Sit with their group.
1 minute	Tell the students that they will be working together as a group to compete against the other groups. The teacher will clap a rhythm that adds up to four quarter notes and they have to cooperate to make it together with their sticks. When they are finished they raise their hand. The teacher will give them a number based on the order they finished. They cannot change their answer after they are done. The team to finish the fastest and get it correct wins the round.	Listen
10 minutes for game	Clap the rhythm for the first round. Quarter-quarter-eighth-eighth-quarter	Notate the rhythm as a group and raise their hand when they are done.
	Check the students' notation in order of when they finish and give a point to the team that won. If students' rhythms don't add up to four beats, ask the students to count and add up how many beats they made with their sticks.	Show their rhythm sticks to the teacher
	Repeat procedure with other rhythms. Remind students to look up before clapping rhythms with rests.	Notate the rhythm as a group and raise their hand when they are done.

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

Time allotted	The teacher will...	The students will...
	Tell the students they have time for one last bonus round worth 3 points. They only get one chance to hear it. Clap a rhythm with 3 quarter rests and one quarter note.	Notate the rhythm as a group and raise their hand when they are finished

	Congratulate the winner and collect rhythm sticks	One student from each group returns sticks to the teacher.
	Students return to their seats for the classroom teacher to return.	Go back to their desks.

DIFFERENTIATION STRATEGIES

We have not seen this 3rd grade class yet, so I am not aware of any modifications for specific students. In some of the previous classes we observed there have been students with PCAs. If there is a student with an aide in this class, then they can participate together when it is the student's turn to participate.

Since we are traveling to the students' regular classrooms, the layout of the room could be problematic for participation if a student has a physical limitation especially with the games. If there is a student with a physical disability then they can still participate in the games by setting up the game based on where they can move in the room and not having them go around the circle for Black Snake, but instead just show their number to the teacher for other students to guess. For the rhythmic dictation activity, their group can just go wherever that student is able.

CULTURAL IMPLICATIONS

The song games are from John Feierabend's books that use American folk songs and melodic patterns as the basis for the games.

INTEGRATION OF OTHER SUBJECTS

Math is addressed in the dictation activity. Eighth notes will be explained as being half of a quarter note. Students will also be told that their rhythms should add up to four beats and asked to add up their rhythms to identify when they did not notate enough beats.

MATERIALS/RESOURCES

The Book of Beginning Circle Games – John Feierabend

- Hickety, Pickety pg 7
- Black Snake pg 15

Rhythm cards

Rhythm sticks

HOMEWORK

None

REFLECTION

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

1. **What went well?**
Answer
2. **What could I improve?**
Answer
3. **Were my objectives met? Why/Why not?**
Answer
4. **Other**
Answer
5. **Other**
Answer