

Abiyoyo

Lesson Plan: Number 6

Grade Level: Grade One

Lesson Type: Music Integration

National Standards:

MU:Cr3.1.1a, MU:Pr4.3.1a, MU:Pr5.1.1a, MU:Pr5.1.1b, MU:Pr6.1.1a, MU:Pr6.1.1b, MU:Re7.2.1a, MU:Re9.1.1a

State Standards:

1-2M.4, 1-2M.6, 1-2M.7, 1-2M.8

Creating:

1. I can improve through personal reflection and with help from my peers and teacher. (6)

Performing:

2. I can sing with a pleasing tone and correct posture while demonstrating the song's expressive qualities. (4, SR)
3. I can reflect upon and improve my overall performance with some help from my peers and my teacher. (5, CR)
4. I can reflect upon and improve my musical performance with some help from my teacher. (6)
5. I can perform music with expression to accomplish a musical goal. (8)
6. I can perform in a singing or instrumental ensemble for a small audience while incorporating dynamics and following a conductor. (9, SR or PR)

Responding:

7. I can recognize different musical elements and explain them using appropriate music terms. (2, CR)
8. I can label the music I hear by how it makes me feel. (4)
9. I can add expressive elements that I like to music and explain the reason for my choice. (5)

Skills:

1. Children will keep a steady beat in 3/4 meter.
2. Children will sing together in a group.
3. Children will review playing technique for the different instruments.
4. Children will practice mirroring the teacher.
5. Children will play pitched and non-pitched percussion instruments within the context of a piece of music.
6. Children will play different parts simultaneously in an ensemble setting.
7. Children are learning the sounds of the different instruments.

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Integration Goals:

1. Children will be able to follow a story sequence.
2. Children will be able to retell the story through drama.
3. Children will be able to grasp the underlying meaning of the story and express it in their own words.

Vocabulary:

Tempo, Steady Beat, Gentle, Coda, Alternating Hands, Together Hands, Conductor

Materials: Arrangement, Drama / Story, Shekere, Guiros, Flexatones, Vibraslaps, Bell Tree, Tubano Drums, Xylophones and Glockenspiels.

Process:

Opening Activities for Main Lesson:

1. Have the students do the three step walk where the teacher plays the drum in $\frac{3}{4}$ meter emphasizing the strong beat, and the students must walk the pattern and bend their leading knee on beat one.
2. Teacher has the students practice mirroring. Teacher starts out as the leader and then picks different students to be the leader.

Main Lesson:

1. Teacher shows the book and gives the students a synopsis of the story while showing the pictures, and then tells the students that we are turning the story into a drama.
2. Teach the song first.
3. Teacher models the beat using alternating hands. Teacher sings the song. Students mirror the teacher.
4. Have the students sing the song while independently playing the beat on a patch.
5. Transfer to drums. Stress that students should use alternating hands.
6. Teach the xylophone part first on body percussion. Only teach the part where the students switch from 'E' to 'D'. Students mirror the teacher.
7. Transfer to xylophones. Students can play octaves if they wish using together hands.
8. Add drums.
9. Teach the remainder of the xylophone part where the children only play 'D', first on body percussion.
10. Transfer to xylophones. Students can play octaves if they wish using together hands.
11. Add drums.
12. Play the entire arrangement.
13. Add the shakere part on "yo yo", and play the entire arrangement.
14. Perform the entire drama with the arrangement, but without the drama instruments.

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15. Show the drama instrument parts one at a time, then perform the drama again with all parts.

Follow-up Discussion:

15. Ask students how tempo was used in the drama.

16. Ask students how the song makes them feel and how they would categorize it.

17. Ask students what expressive elements were added and why?