

## LESSON PLAN

### 1st Grade (2/5-2/7)

#### 1. Behavioral Objectives:

Students will be able to demonstrate an understanding of rhythmic patterns using the 'ta-di' system, match pitch, display independence with songs and rhythms learned from previous lessons, read, play, and interpret new notated melodies and rhythms, perform in the style of a round, and actively and musically participate in lesson material.

#### 2. National Standards:

- Singing
- Performing on Instruments
- Improvising
- Composing and Arranging
- Reading and Notating
- Listening to, Analyzing, and Describing
- Evaluating Music and Performances
- Understanding Music in Relation to History and Culture

#### 3. State Frameworks:

- Singing
- Reading and notation
- Playing Instruments
- Improvisation and Composition
- Critical Response
- Purposes and Meanings in the Arts
- Role of Artists in Communities
- Concepts of Style, Stylistic Influence, and Stylistic Change
- Inventions, Technologies, and the Arts
- Interdisciplinary Connections

#### 4. Processes

- Creating
- Performing
- Listening

#### 5. Assessment:

Students should be able to accurately describe and repeat dictated rhythms and melodies given by the teacher using the 'ta-di' system. Additionally, students should be able to perform 'Kookaburra' as a solo if called upon.

#### 6. Materials, Repertoire, and Equipment:

Happy note, stereo, audio recording, beanie babies

#### 7. Accommodations:

**1D:** Participation is usually low and energy can become quickly misdirected in peer conversations and activities. Moving around the room during activities (whether the students are seated or also moving around) should help minimize conflict and

inappropriate behaviors. Some students (AJ, Gaffel, etc.) will most likely have to be moved and given warnings several times to stay on task. Extra direction is necessary with this group.

**1U:** Students are more generally distracted in this class (Darin, Quosai). They have a harder time engaging meaningfully in activities, so some parts of the lesson sequence may have to be adjusted for the group as a whole to avoid disruptive behaviors. Sophie may or may not be able to handle some of the more challenging parts of the lesson so movements may be simplified for her.

**1F:** Grisha has difficulties participating in the traditional classroom setting. He needs his own space and may or may not decide to contribute to the lesson. Benjamin tends to get off task in group or partner activities. Students are generally quick to act without waiting for direction, and do not get along with each other as well as some of the other classes. This class is generally restless and benefits from very clearly defined kinesthetic activity.

## 8. Lesson Sequence:

- a) **Warm-Ups** Estimated Time: 3min  
*Head, head, head, head...*  
*Keeping a steady (beat), Practice our (rhythms)*  
*Rhythms*  
*Vocal exercises*  
*4 beats after me*
- b) **Kookaburra** Estimated Time: 6min  
*Sing the song while students keep the beat*  
*Have all students sing the song*  
*Break into two groups and sing as a round*  
*If successful, break into three groups*
- c) **Frere Jacques** Estimated Time: 8min  
*Sing the song while students keep the beat*  
*Ask question for listening during second time around*  
*Teach by rote (part-part-whole)*  
*Ask for solo volunteers*  
*Sing the song again as a group*  
*Split into two groups and sing as a round*
- d) **Movement Activity** Estimated Time: 5min  
*Passing game with beanie babies while singing Ghanaian song*
- e) **Rhythm Game** Estimated Time: 6min  
*'Ms. Catlett vs. 1<sup>st</sup> Grade'*  
*Half note through sixteenth note rhythm combination*
- f) **Happy Note** Estimated Time: 2min

## 9. Assignments

Be ready to sing Frere Jacques again next class and split into a round if it couldn't be accomplished during this lesson.

## 10. Evaluation/Diagnosis/Remediation: