

MUED 310
General Music
Fall 2004: Lesson Plan formatting, review and expanded

Components of a daily lesson plan: (review)

- I. The setting: class/grade, day, time, number of students, teacher's name
 - a. Fourth grade
 - b. Monday, 22 July 2006
 - c. 18 students
 - d. Alberta Hemiola, instructor

- II. The National Standards (can be included with objectives below)

- III. Background learning that is needed for the lesson

- IV. Behavioral Objectives: Daily lesson plans
The student (a) will play a bordun (b) to the song, "Wee Willie Winkie" with 100% accuracy (c). (2—the National Standard)
 - (a) the audience
 - (b) the activity
 - (c) the level of achievement.

- V. Task Analysis (procedures) with time suggestions

- VI. Assessments to be used: checklists, tests, listed AND ATTACHED TO PLAN

- VII. Materials to be used

- VIII. Assessment of the lesson/teaching

ASSIGNMENT: *Develop your lesson plan for teaching at Sharon School along these guidelines. Meet with your fellow students now and decide on an activity that is appropriate for your field experience. You must include the following content:*

Introducing reading notation of lines and spaces

Create an engaging activity (i.e., student is involved with singing, etc.)

Have some sort of playing activity on the Orff instruments or unpitched percussion instruments.

Consult the Learning Resource Center in Gooch, if need be.

Submit this plan on Thursday evening to my email: fspano@utm.edu

GROUP II WE TEACH ON FRIDAY—this plan will work—MEET ME AT 7:30 in the LOBBY OF THE FINE ARTS BUILDING.

Third Grade General Music
Sharon Elementary School
8:05-8:50

Friday, 5 November 2004
20 students
Fred Spano, teacher

Background learning

1. The students can exhibit, maintain, and move to a steady beat.
2. The students can identify tah, ti-ti, toe, and corresponding rests in notation of rhythm.
3. The students can play a bordun with 100% accuracy.
4. The students have had experience with playing a broken bordun with some accuracy (i.e., have not been assessed).
5. The students can accurately sing songs in a limited range and in a major key that are suitable for third grade.

Objectives

1. The students will review and sing the song “Wee Willie Winkie” from notation (1, 5).
2. The students will sing the song while playing the broken bordun pattern on their laps (1).
3. Students will take turns playing the body percussion of the broken bordun on classroom Orff instruments while singing the song (1, 2).
4. Students will be assessed on their playing of the broken bordun.

Task Analysis

1. The teacher will greet the students at the door and quietly lead them into the class to sit into a circle while listening to a piece of music (Mozart, “Eine kleine Nachtmusik” 1st mvt.) [30 seconds]
2. The students will mirror the teacher’s movements of body percussion while listening to the music. The body percussion will include bordun patterns and broken bordun patterns. [5 minutes]
3. The teacher will draw attention to the visual of “Wee Willie Winkie” and review saying the words in rhythm. [1-2 minutes]
4. The students will review the solfege notation of the song [2 minutes].
5. The students will song the song on solfege and then on text [3 minutes].
6. The teacher will mirror play the broken bordun for the song while singing to the children. [1 minute]
7. The children will imitate the teacher’s broken bordun body percussion while singing the song. [1 minute]
8. The teacher will review the term, “broken bordun” for the body percussion. [1 minute]
9. The teacher will call a group of students to the Orff instruments for transferring the body percussion to the instruments on F and C. [3 minutes]
10. The teacher will rotate groups of players until all have had a turn. The students will have a second turn while they are being assessed on the playing of a broken bordun. [10 minutes]

Assessments

Broken Bordun playing checklist (see attached).

Materials

1. Visual of “Wee Willie Winkie”: includes rhythm only, solfege area, full song.
2. Recording of “Eine kleine Nachtmusik”
3. Assessment form
4. Orff instruments set-up in F pentatonic with mallets.

Assessment of lesson

1. The students were able to play the broken bordun with 90% accuracy when a practice session was given before the assessment.
2. Students were able to read the solfege of the song with 90% accuracy.
3. NEXT: Give the students a broken bordun notated for another known song and assess them on their first playing.
4. NEXT: Give students a song with only solfege and simple rhythms for sight-singing.
5. ADAPTATIONS: (list what you think you need to do for specific students included in the learning environment).

