

Entry 5: Elementary School Class Session Template

Elementary School Name: Bluemont Elementary

Grade Level: 3rd grade

Student Teacher's Name: Bobbi Ehrlich

Date: February 17, 2014

Prior to this class, what have students been working on and/or what do they already know that is relevant to the activities included in this particular lesson? (Bullet list or prose)

- Steady beat
- Rhythms (quarter note, eighth note, quarter rest)
- Melody shape

What special needs students are included in this class and what accommodations are being made to assist them in this lesson? (Bullet list or prose: remember special needs can include "gifted" children as well as children with physical or mental disabilities)

There are some special needs students with learning disabilities. For this lesson, a lot of their help will come from repetition and building from the basics. The class period will start with a basic that everyone should be comfortable with and then build from there using what they already know. This will allow everyone the chance for review, and extra processing time for those students with disabilities.

How many times do you see each class per week? For what amount of time?

I see this class twice a week (Mondays and Fridays) for 45 minutes per meeting.

What classroom management strategies are you employing in the music classroom?

Some classroom management strategies will include warnings which are followed by sticky notes, as well as a clapped rhythm that they understand will get their attention. I also will be using some proximity to help deal with behavioral issues.

Is there any other information that I should know about your teaching situation and/or this class prior to observing you teach?

No, this should be a pretty standard class period.

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Lesson Plan for the Elementary Class Session

Objectives:

- Given a beat track, students will demonstrate a steady beat through different body actions with 90% accuracy.
- By the end of the lesson, students will perform rhythm cards in succession with 75% accuracy.
- By the end of the lesson, students will differentiate between rhythm and steady beat and be able to perform each with fewer than 3 mistakes.
- By the end of the lesson, students will decide if a melody is going stepwise up or down and understand basic notation of this with fewer than 2 mistakes.

Standards Being Addressed:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.

Materials of Instruction:

- Rhythm Sticks
- Laptop/YouTube Video/Speakers/Projector
- Beat Track
- Stuffed Bee
- Miscellaneous non-pitched percussion instruments
- Boomwhackers B, A, and G.
- Dry-Erase Crayons for color-coding.

Lesson Sequence:

Entry Activity/Transition:

Students will come in and sit down in their spots. After checking role, they will move to a circle by walking to the steady beat. They will have about 20 seconds to do so. While the beat keeps going, I will become part of the circle and ask them to do what I do.

Activity #1: Improvised steady beat.

1. While in a circle, students will begin doing what I do. I will change up beat in multiple ways so that they are internalizing it through different body parts. This will give them ideas for things they can do.
2. The beat track will be paused. Explain that we will pass the leadership of the beat. Each person will have the chance to change how we show the

- beat. The only rule is that it must be the steady beat. Encourage them to be creative.
3. Go around the circle with each person making a change and the rest of the class copies.

Assessment: Assessment will be done by watching the students create their beat. Through their change, I will be able to see if they feel comfortable keeping a steady beat in multiple ways.

Transition: Students walk the steady beat back to their seats and sit down as the projector warms up and gets ready to show a video.

Activity #2: Lectura Ritmica video and rhythm card reading

1. Ask the students, "How many of you have seen Star Wars or know what it is about?" "What do Luke Skywalker and Darth Vader use to fight with in Star Wars?" When they say Light Saber, right that word up on the board.
2. Have the students say and clap the word light saber. Ask them which word they think is a quarter note and which word they think is a pair of eighth notes.
3. Once students are able to decide, have them watch the Lectura Ritmica video while following along and doing some rhythm reading. Use the words light saber to help the kids get the beats in pulse. We can go through this twice so that the kids have the chance to correct themselves.
4. Once the video is over, get out the 10 rhythm cards that I have made. First we will go through them saying the words light saber to get the rhythms in our heads.
5. Now that the students have the rhythms down, I will clap and count the numbers first, followed by the students. As long as students get it correct as we mimic it, we will go on.
6. Go through the cards again. This time I will do, "1, 2, count and clap" and have the students clap each card. If they don't get one correct we will do it again. We will go back to reading it with the words light saber and then try to put counts with it again. If they struggle with it twice, it will go on a separate pile. Each card is preceded by the "1, 2, count and clap".
7. Pick out 3 that they did well and 2 that they struggled with. Start with one they did well and put it up on the board. See if they can count it again. If they get it right, add one that they have not done so well with. Ask them to count just that one. Once they can do it well, add it on to the first one. Challenge them to be able to read the whole line each time, as if they won't be able to.
8. Eventually, the line will include 5 cards that they are good at, alternating between what they were confident with and ones that needed work. This will improve their rhythm reading. As students begin to do well with this, we pass out rhythm sticks to them to play the rhythm on sticks while counting.

Assessment: I will be watching students for counting and clapping the patterns accurately. Periodically throughout I may ask specific students to perform a card for me to be able to see if they have it down.

Transition: Students will listen to the poem “Bee Bee Bumblebee” and I will begin to rote teach it while picking up rhythm sticks.

Activity #3: Bee Bee Bumblebee Speech Piece

1. Students will listen to the poem and answer three questions, one after each time I say it.
 - a. Question 1: What three characters are in the poem?
 - b. Question 2: What happened to the man?
 - c. Question 3: What happened to the pig?
2. After students have listened, hopefully I have all the sticks picked up. Have students echo the poem and learn by rote. Once they have learned it, say the poem. They have twice through the poem to get into a circle.
3. In the circle, students will keep a steady beat on their laps. Have them switch and say the poem again, clapping the rhythm of the text. Go back to keeping the steady beat on their laps. Bring out the stuffed bee and have them begin passing it around the circle to the steady beat as I keep the steady beat with rhythm sticks. Pause. Tell them we are going to play a game where we pass the bee around the circle to the steady pulse. If you end up with the bee on the word out, they will be out and can go pick a non-pitched percussion instruments (woodblock, rhythm sticks, drum, etc). Using that instrument, they will say and beat the rhythm of the text like we did when clapping. We will start slow, but it is going to become faster, so you have to be ready.
4. When only one student is out, the game is over.

Assessment: This will give me the chance to assess students on their ability to keep a steady beat while they are passing the bee as well as assess whether they are getting the clapping of the specific rhythm.

Transition: Students will put away their instruments quickly and come back to the circle.

Activity #4: Body percussion with Hot Cross Buns

1. Begin doing random body percussion in 4 beat patterns. Bring back the beat track so that students have musical context.
2. Gradually work into the two patterns that matter for Hot Cross Buns. Don't teach the students Hot Cross Buns in its entirety, just make sure that the students know the patterns. Name the two patterns that matter a and b.
3. Ask the students to come to their spots. We have a and b. Ask the students to perform a. We have snap, clap, pat, pat. Notate this on the board as triangle, circle, square, square. Now ask the students to perform b. We have pat, pat, clap, clap. Notate this on the board as square, square, circle, circle.

4. Now tell the students that we are going to perform them in a form. The form that we are going to use is a, a, b, a. Have the students stand in their spots and perform this pattern. While doing this, make sure the students are in rows where there are 6 in a row.
5. Pass out boomwhackers – we will use 6. 2 B's, 2 A's, and 2 G's. Little did the kids know that they symbols were color coded to match some boomwhackers. Have the rest of the class do body percussion while 6 students play their boomwhackers when notated on the board.
6. See if anyone recognizes the song. If they do, they can sing it while we perform it again.
7. Have students share the boomwhackers so that they next row gets the chance to play. Repeat until each row gets the chance to play the boomwhackers.
8. In between groups, ask questions such as, which direction does the line pitch go in phrase a? Is it going up or down? What about phrase b? Is it going up or down? Does the movement of the phrase follow the movement of our body percussion, high and low?
9. Once everyone has played boomwhackers, ask if the boomwhackers are playing to the steady beat or the rhythm of the song. Hopefully students can understand that it is the steady beat. Ask everyone to clap the rhythm of the song.
10. If the boomwhackers are the steady beat, lets try to notate the rhythm of the song. What is the rhythm of A in relation to the steady beat of the Boomwhackers? What about B? Pass out rhythm sticks to those who do not have Boomwhackers. Rotate through again as each group plays pitches on a steady beat with boomwhackers and plays rhythm on their rhythm sticks.

Assessment: The students will be assessed through questioning, performance with boomwhackers, and performance through the rhythm sticks. All of these assessments are informal as the students are still trying to get the feel for rhythm, melody, and beat.

Transition: Pick up the boomwhackers. Make sure each student has some rhythm sticks.

Closure: Students will play poison rhythm to finish out the class period. This gives the kids the chance to test themselves. I will give them a poison rhythm. They read this rhythm with me so that they know what they are avoiding. Then I clap any 4-beat pattern. If it's the poison rhythm, they can't clap it back. If it's any other rhythm, they do clap it back. If even one person claps back the poison rhythm, I get a point. If no one claps it back, they get a point. Depending on the amount of time left, after a couple of rounds, I can challenge them and add another rhythm to the poison rhythm plethora.