

Lesson Plan Template

Lesson Title Steady beat, singing voice, music tells a story		Grade(s) K
Goals (Standards)		
1.a.1 Distinguish between the speaking, singing voice. 1.a.5 Echo short melodic phrases. 4.a.4 Begin to match pitches within an appropriate range. 8.a.1 Listen for and recognize loud/soft, high/low, fast/slow, same/different within music. 8.1.2 Describe music in terms of loud/soft, high/low, fast/slow, same/different within music.		
Learning Objectives		
<ul style="list-style-type: none"> Students can match the pitch while using singing tone. Students can sing in group activities while applying movements to their singing. Students are able to distinguish each instrument's sound and recognize which character in the story it belongs to. 		
Primary Music Engagements and Experiences		Primary Music Concepts
<input checked="" type="checkbox"/> sing (performing) <input type="checkbox"/> play (performing) <input type="checkbox"/> compose/arrange (creating) <input type="checkbox"/> improvise (creating) <input type="checkbox"/> _____	<input checked="" type="checkbox"/> move (responding) <input type="checkbox"/> listen (responding) <input type="checkbox"/> analyze/evaluate (responding) <input type="checkbox"/> connect to history/culture/politics (connecting) <input type="checkbox"/> _____	<input checked="" type="checkbox"/> beat/pulse <input checked="" type="checkbox"/> rhythm <input type="checkbox"/> meter <input type="checkbox"/> tempo <input type="checkbox"/> _____ <input type="checkbox"/> _____
<input checked="" type="checkbox"/> pitch <input type="checkbox"/> melody <input type="checkbox"/> harmony <input type="checkbox"/> dynamics <input type="checkbox"/> texture <input type="checkbox"/> timbre		
Procedures to Support Learning (each lesson segments should Engage/focus, Present, Apply, Conclude. A complete 45-60 minute lesson in general music might include 2-3 lesson segments. Some examples: song, ukulele, listening; or ukulele, composition project; or movement, new song, percussion piece)		
Bobo (Bobo is a character that is used as a manipulative to show high and low sound)		
<ul style="list-style-type: none"> Teacher starts singing simple patterns with Bobo. Students echo the teacher with each example Next, the teacher takes some volunteers from the class to do the same process for the class with Bobo. 		
Warmups (cross-curricular activities)		
<ul style="list-style-type: none"> The teacher has slides with songs on days of the week, months of the year and some classroom management songs. The videos include motions with the songs. With each slide students are supposed to sing and apply the movements as they see it in the video. 		

Letter X

- The Letter of the week.
- The teacher first demonstrates what sound letter X makes.
- The teacher then, put the letter X song from Music and Play website.
- Next, the animal song with the letter X is played.
- The class listens to the story for letter X.
- The teacher plays the song with the story.
- After listening to the song, the second time through the song students are asked to sing along as much as they remember from the song.

Carnival of Animals (introduction)

This is a listening project which focuses on active listening for the students to be able to recognize the sound and the characters in the story.

- The animals in the story are introduced.
- The teacher will ask about the animal to get the classroom engaged in describing and identifying the animal and the sound it makes.
- The class would listen to the beginning of the song, teacher pauses to explain about the instruments, sound and character relations.

Assessment Techniques		Materials/Room Set Up
<input type="checkbox"/> performance task <input type="checkbox"/> recording <input type="checkbox"/> self/peer assessment <input type="checkbox"/> test/quiz	<input type="checkbox"/> journal <input type="checkbox"/> portfolio <input type="checkbox"/> essay/report <input type="checkbox"/> _____	
Student Accommodations/Differentiation		
Reflections on and Extensions of Lesson		