

## Lesson Plan 1

<b>Lesson Title</b> Introducing/learning a new song	<b>Grade(s)</b> Mixed				
<b>Goals (Standards)</b> HCI.12 The students will be able to <ul style="list-style-type: none"> <li>a) Identify the components of a vocal score.</li> <li>b) Read and count rhythmic patterns.</li> <li>c) Apply the rules for identifying key signatures.</li> </ul> HCI.13 The students will demonstrate aural skills. <ul style="list-style-type: none"> <li>a) Recognize and demonstrate diatonic intervals.</li> </ul> HCI.14 Student will demonstrate vocal techniques <ul style="list-style-type: none"> <li>a) Consistently use proper posture and breathing techniques.</li> <li>b) Use proper diction.</li> <li>c) Sing an assigned vocal part.</li> </ul>					
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>• Students can follow the instructions to sight-read a newly introduced piece.</li> <li>• Students can keep a steady beat to identify the rhythms and perform it accurately.</li> <li>• Students can identify solfège and are able to sing correct notes.</li> <li>• Students are able to collaborate with their peers working on parts in different sections.</li> </ul>					
<b>Primary Music Engagements and Experiences</b> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> sing (performing)  <input checked="" type="checkbox"/> play (performing)  <input type="checkbox"/> compose/arrange (creating)  <input type="checkbox"/> improvise (creating)  <input type="checkbox"/> _____         </td><td style="vertical-align: top;"> <input checked="" type="checkbox"/> move (responding)  <input checked="" type="checkbox"/> listen (responding)  <input type="checkbox"/> analyze/evaluate (responding)  <input type="checkbox"/> connect to history/culture/politics (connecting)  <input type="checkbox"/> _____         </td></tr> </table>	<input checked="" type="checkbox"/> sing (performing) <input checked="" 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 checked="" type="checkbox"/> listen (responding) <input type="checkbox"/> analyze/evaluate (responding) <input type="checkbox"/> connect to history/culture/politics (connecting) <input type="checkbox"/> _____	<b>Primary Music Concepts</b> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> beat/pulse  <input checked="" type="checkbox"/> rhythm  <input type="checkbox"/> meter  <input checked="" type="checkbox"/> tempo  <input type="checkbox"/> _____  <input type="checkbox"/> _____         </td><td style="vertical-align: top;"> <input checked="" type="checkbox"/> pitch  <input checked="" type="checkbox"/> melody  <input type="checkbox"/> harmony  <input type="checkbox"/> dynamics  <input type="checkbox"/> texture  <input type="checkbox"/> timbre         </td></tr> </table>	<input checked="" type="checkbox"/> beat/pulse <input checked="" type="checkbox"/> rhythm <input type="checkbox"/> meter <input checked="" type="checkbox"/> tempo <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input checked="" type="checkbox"/> pitch <input checked="" type="checkbox"/> melody <input type="checkbox"/> harmony <input type="checkbox"/> dynamics <input type="checkbox"/> texture <input type="checkbox"/> timbre
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<b>Procedures to Support Learning</b> (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) <ul style="list-style-type: none"> <li>• Teacher begins the class with some stretching and breathing warmups</li> <li>• Vocal Warmups. The focus here is relaxing the jaw, working on good quality sound production and getting the voice ready to sing on both higher and lower register of the singers.</li> <li>• Some of the warmups that are being used include: Arpeggios, chords, short melodies for students to sing back.</li> <li>• The teacher passes over the new song.</li> <li>• Students are asked to have a pencil to write measure numbers, and solfège if needed.</li> <li>• Next, the class identifies what key the song is in.</li> </ul>					

<ul style="list-style-type: none"> <li>• The teacher starts by saying the lyrics over the rhythm for the song and each phrase the students are asked to echo that phrase back with the correct rhythm pages 1-2.</li> <li>• The next step teacher plays the parts with piano asking the students to sight-read along with the piano.</li> <li>• The teacher will ask the students to sing the altos and sopranos sing their parts by themselves only to get the harmonies correct.</li> <li>• Next section on page three, teacher would read the lyrics with the rhythm and students will again echo the teacher.</li> <li>• The class would sight-read this section until the end of page 3.</li> <li>• The teacher will run through the song from p.1-3.</li> </ul>		
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		