

Lesson Plan

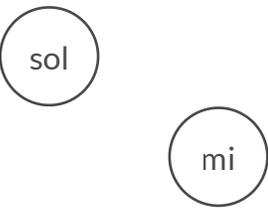
Lesson Overview:

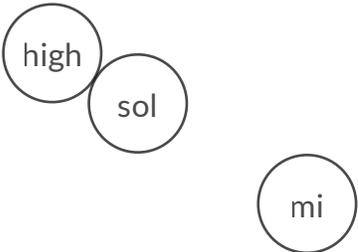
Name:	Introducing La
Subject:	General Music
Grade Level(s):	2nd Grade
Date/Duration:	4, 6, and 10 February 2014
Big Ideas:	<i>La</i> is a step higher than <i>sol</i> which is a step higher than <i>mi</i> .
Essential Questions:	What lies above <i>sol</i> ? What does <i>high</i> sound like?
Concepts (Key Knowledge):	<i>High</i> lies a step above <i>sol</i> .
Competencies (Key Skills):	Sing <i>mi</i> , <i>sol</i> , and <i>high</i> in tune. Reading <i>mi</i> , <i>sol</i> , and <i>high</i> from a simplified staff.
PA & NAfME Standard Nos.:	PA: 9.1.3.C: Know and use fundamental vocabulary within each of the arts forms. NAfME: 1. Singing, alone and with others, a varied repertoire of music. 1a. Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. 5. Reading and notating music. 5a. Students read quarter notes. 5b. Students use a syllable system to read simplified pitch notation.
Assessment Anchors:	Not Applicable
Supervising Teacher's Signature:	

Objectives:

Lesson Objective 1:	Students will be able to create new patterns for the class to read using quarter-notes and <i>la</i> , <i>sol</i> , and <i>mi</i> .
Lesson Objective 2:	Students will be able to sing simple quarter-note rhythm patterns using <i>la</i> , <i>sol</i> , and <i>mi</i> with fair pitch and good rhythm.

Methods

Anticipatory Set:	<ol style="list-style-type: none">Teacher: - Model the song “Yoo-Hoo.” - Call phrases of “Yoo-Hoo” to the students.Students: - Echo the teacher’s calls.Teacher: - Ask the students focusing questions: Q: Remember the notes we were using to sing this song? What were their names? A: <i>Mi</i> and <i>sol</i>. Q: Which was the high / low one? A: <i>Sol</i> / <i>mi</i>, respectively. Q: Where did <i>sol</i> and <i>mi</i> appear in the song? A: “Yoo-hoo!” - Put two circles on the board labeled “<i>sol</i>” and “<i>mi</i>,” as shown below:  - Model “Yoo-Hoo” and point to <i>sol</i> and <i>mi</i> on the board and sing the syllables when the words “Yoo-hoo, Yoo-hoo!” would be sung. - Invite the students to sing the song using the syllables <i>sol</i> and <i>mi</i> instead of “Yoo-hoo.”
Key Vocabulary:	Solfege; Sol; Mi; La; High; Low;

<p>Introduce and Model New Knowledge:**</p>	<p>4. Teacher: - Introduce <i>la</i> by calling it “high,” because it is higher than <i>sol</i>. - Add <i>high</i> to the board within it’s own circle closer to <i>sol</i> than <i>mi</i>, is as demonstrated below:</p>  <p>- Model <i>high</i> in relation to <i>sol</i>. - Call patterns of <i>high</i>, <i>sol</i>, and <i>mi</i> to students by pointing to the labeled circles. The patterns may not skip over <i>sol</i>.</p> <p>5. Students: - Echo teacher’s calls, one student at a time.</p> <p>6. Teacher: - “Hire” students, one at a time, to create patterns the class can sing using <i>high</i>, <i>sol</i>, and <i>mi</i> while the teacher keeps the beat. If a student skips over <i>sol</i>, he/she is fired and a new student gets to make patterns.</p>
<p>Provide Guided Practice:</p>	<p>7. Teacher: - Introduce a song which does not skip over <i>sol</i>. - Model the first line of “Round and ‘Round.” - Ask students to listen again and figure out what notes are used in that line. A: <i>High</i>, <i>sol</i>, and <i>mi</i>. - Model the first line again saying the note names and pointing to them on the board in time with the song. - Invite students to sing along with the note names several times then the lyrics.</p> <p>8. Students: - Sing along with the teacher.</p> <p>9. Teacher: - Interject the second line of “Round and ‘Round” after the students sing it with the lyrics. Use patting of self and snapping of fingers to accompany the second line. - Invite students to echo and mimic the line.</p> <p>10. Students: - Echo and mimic the song as sung and shown by the teacher.</p>
<p>Provide Independent Practice:</p>	<p>11. Teacher: - Introduce another song with no skips over <i>sol</i>. - Call the the song “Wolf” measure by measure to the students.</p> <p>12. Students: - Echo teacher’s calls. - Play this game: 1) A wolf is chosen from the students. 2) The wolf hides its eyes in the corner. 3) The rest of the students sing the song “Wolf” and dance around the room. 4) On the last word, “play,” the students freeze and the wolf turns around. 5) The wolf walks around the room, finding people who are moving. They sit down. 6) The person last standing becomes the new wolf.</p> <p>13. Teacher: - Review <i>high</i>, <i>sol</i>, <i>mi</i> by calling patterns to the students.</p> <p>14. Students: - Echo teacher’s calls.</p>

Assessment

Check for Understanding:	Pre-assessment: Students will read simple quarter-note rhythm patterns using <i>la, sol, and mi</i> .
Formative Assessment:	Students will create new patterns for the class to read using quarter-notes and <i>la, sol, and mi</i> .
Summative Assessment:	Students will sing simple quarter-note rhythm patterns using <i>la, sol, and mi</i> with fair pitch and good rhythm.

Materials/Equipment

Chalk/white board; Music for "Wolf;" Music for "Yoo-hoo;" Music for "'Round and 'Round"

Comments/Notes: