|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade:** 2 | | | **Subject:** Practicing 16th notes, preparing half notes | |
| **Materials:** pencils, paper | | | **Technology Needed:** ActiveBoard (or could be done with a whiteboard) | |
| **Instructional Strategies:**   * Direct instruction * Guided practice * Socratic Seminar * Learning Centers * Lecture * Technology integration * Other (list) | | * Peer teaching/collaboration/   cooperative learning   * Visuals/Graphic organizers * PBL * Discussion/Debate * Modeling | **Guided Practices and Concrete Application:** | |
| * Large group activity * Independent activity * Pairing/collaboration * Simulations/Scenarios * Other (list)  |  | | --- | | Explain: | | * Hands-on * Technology integration * Imitation/Repeat/Mimic |
| **Standard(s):**  *MU:Cr1.1.2a* Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.  *MU:Pr4.2.2b* When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.  *MU:Pr6.1.2b* Perform appropriately for the audience and purpose. | | | **Differentiation:**  **Below Proficiency:** Partner work will provide students more opportunities to learn at their own pace. Guided instruction and opportunities to individually notate music/sing.  **Above Proficiency:** Partner work will provide students more opportunities to learn at their own pace. Guided instruction and opportunities to individually notate music/sing.  **Approaching/Emerging Proficiency:** Each exercise in this lesson is fitted into teaching the students specific concepts, some notated (the ones we know) and others not (the ones we will eventually know). Each of these will be approached in a variety of ways to make sure all students have the best understanding of the concept possible.  **Modalities/Learning Preferences:** Visual (seeing the notation), Bodily-Kinesthetic (tapping rhythms, clapping rhythms, notating rhythms), Aural (call and response) | |
| **Objective(s):**  -TLW be able to accurately perform and notate sixteenth notes.  -TLW be able to create their own 2-4 beat rhythms using quarter notes, eighth notes, and sixteenth notes.  **-**TLW be able to sing the correct pitches in their best singing voices during each activity.  **Bloom’s Taxonomy Cognitive Level:**  Understand (quick reaction), Apply (reading from notation), Analyze (notating), Create (“compose”) | | |
| **Classroom Management- (grouping(s), movement/transitions, etc.):**  Transitions will be well-prepared and thought-out by me to ensure as few distractions as possible.  For class activity, students will be chosen at random from popsicle sticks (so I can later check who else didn’t get a turn).  For partner activity, students will pair up as I have chosen before class (to ensure the most productive learning environment). One partner from each group will grab the needed materials. | | | **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):**  All students will be expected to participate in the full class activities.  If a student wishes not to sing a solo, they will politely say pass.  All students will also be expected to put a full effort into their partner work so each student is demonstrating their best work. | |
| **Minutes** | **Procedures** | | | |
| 7 | **Opening:**   * 1. “In and Out the Dusty Bluebells”- movement, tapping rhythm, one person moves at a time   2. “Down By the Bay”- call and response, solo opportunity | | | |
| 10-15 | **High Concentration:**   1. With group: teacher claps rhythm, one student writes, other students help figure out notation, class claps rhythm using notation 2. In pairs: one student claps 2-4 beat rhythm, partner notates | | | |
| 3-5 | **Change of Pace:**   * Quick response using piano- sixteenth notes = quick feet, eight notes = small hops, quarter notes = walking, new action: “long” notes = walk sneakily/slide feet | | | |
| 7 | **Moderate Concentration:**   * “Who’s That Tapping at the Window?”- new song, learn words (listen, then sing with teacher) | | | |
| 5-7 | **Ending:**   * “Pumpkin Stew”- solo opportunity, call and response | | | |
| **Formative Assessment: (linked to objectives)**  **Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.**  Review activities: tapping correct rhythms, quick response (reaction to each type of rhythm)    **Consideration for Back-up Plan:** N/A | | | **Summative Assessment (linked back to objectives)**  **End of lesson:**  Solo opportunities, notation with class/partners, creating their own rhythms  **If applicable- overall unit, chapter, concept, etc.:**  Are they performing with the correct pitches?  Are they creating/notating the rhythms correctly? | |
| **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**  As the school year progresses, I would keep an eye/ear on whether the student sings the correct pitches during solo opportunities, how accurately they are able to notate heard rhythms, and how accurately they are able to create their own rhythms using the kinds of notes learned. This will be a quantitative assessment based on the number of pitches and rhythms accurately performed/notated. | | | | |