

## Lesson Plan – Lia Enander

<b>Grade: 3</b>		<b>Subject:</b> Elementary Music
<b>Materials:</b> Recorders		<b>Technology Needed:</b> Slide with Hot cross buns notes and rhythms
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> <b>Guided practice</b> cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> <b>Imitation/Repeat/Mimic</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard(s)</b>  <b>MU:Cr1.1.2.a</b> <i>Improvise <b>rhythmic and melodic patterns and musical ideas</b> for a specific <b>purpose</b>.</i>  <b>MU:Pr4.2.2.b</b> When <b>analyzing</b> selected music, read and perform <b>rhythmic</b> and <b>melodic patterns</b> using <b>iconic</b> or <b>standard notation</b> .  <b>MU:Pr6.1.2.a</b> <b>Perform</b> music for a specific <b>purpose</b> with <b>expression</b> .		<b>Accommodation-</b> Sitting student near teacher Having many transitions Body percussion- being able to move Having information up on the screen for them to follow along with
<b>Objective(s)</b> What: Improvise melodic pattern using recorders and preform song When: By end of lesson How: Teach fingerings and rhythms to students and let them improvise their own melody  <b>Bloom’s Taxonomy Cognitive Level:</b> Choose, experiment with, decide, create		
<b>Classroom Management-</b> Whole class activities, independent activities, moving around the room		<b>Behavior Expectations-</b> Students must participate in singing and playing with class Expected to compose their own improvisations using provided rhythm.
<b>Minutes</b>	<b>Procedures</b>	
<b>3</b>	<b>Set-up/Prep:</b> Set up slides for hot cross buns	
<b>8</b>	<b>Engage:</b> Sing hot cross buns with words on slides Decide body percussion actions for each pitch, high medium low <input checked="" type="checkbox"/> <b>Sing with body percussion</b>	
<b>10</b>	<b>Explain:</b> Have students get out recorders Ask students what the fingerings are for each recorder note (who remembers what “G” is?) Play hot cross buns, notes and rhythms on screen	
<b>8</b>	<b>Explore:</b> Explain that we can use the same rhythm but use different notes on recorder Pull up slide of just rhythm Have students improvise melodies using Hot cross buns rhythm- must end on a certain note <input checked="" type="checkbox"/> <b>They can move around to practice, marching with beat</b>	
<b>5</b>	<b>Review:</b> Have students decide an order to play the different sections they practiced with song: voice, written melody, improvised melody or body percussion.	

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### Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

Observe students' ability to play Hot cross buns with other students

Observe each students' ability and confidence on improvising on recorder notes

### Summative Assessment (linked back to objectives)

End of lesson:

Able to play Hot Cross Buns on recorder with correct fingerings and rhythms

Able to improvise with melodic pattern with recorder