

Sound 2 Symbol Lesson Plan



Lesson 1: Duple Meter	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Kinesthetically prepare <i>Duple Meter</i> with <i>Bounce High Bounce Low</i>
Introductory Activities	
Listening & Moving	Let's Move! <i>In the Hall of the Mountain King</i> • Students will move to <i>In the Hall of the Mountain King</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments • Review known song <i>Tideo</i> ◦ Sing Tunefully • <i>Closet Key</i> ◦ Demonstrate Beat ◦ Demonstrate Rhythm • Teach a new song <i>Great Big House in New Orleans</i> through a social and emotional learning activity of communal play.
Building Block for Developing Musicianship & Music Literacy Discovering Through Singing & Movement <i>Kinesthetic</i>	Let's Sing and Move: A Performing Adventure Perform <i>Bounce High Bounce Low</i> • Sing Tunefully • Demonstrate Beat • Demonstrate Rhythm • Point to Iconic Representation • Simple Partwork ◦ Teacher claps rhythm / Students tap beat ◦ Teacher taps beat / Students clap rhythm ◦ Divide Class into beat & rhythm groups ◦ Perform beat and rhythm on instruments
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading <i>la</i> • Practice Writing <i>la</i> • Practice Improvisation <i>la</i>
Summary Activities	
Review the Lesson Outcomes	<i>Great Big House in New Orleans</i>

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Lesson 1 Assessment Rubric

Sing & Point to an Iconic representation of *Bounce High Bounce Low*

Advanced	Student sings on a neutral syllable and points to an iconic representation of Bounce High Bounce Low with accuracy.
Proficient	Student sings on a neutral syllable and points to an iconic representation of Bounce High Bounce Low mostly accurate.
Basic	Student sings on a neutral syllable and points to an iconic representation of Bounce High Bounce Low with some accuracy.
Emerging	Student sings on a neutral syllable and points to an iconic representation of Bounce High Bounce Low without accuracy.

§117.106. Music, Grade 1, Adopted 2013.

(1) Foundations: music literacy: The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns.

(2) Foundations: music literacy: The student reads, writes, and reproduces music notation.

Technology and other tools may be used to read, write, and reproduce musical examples.

The student is expected to:

(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter rests;

(3) Creative expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;

(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;

(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;

(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and

(E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano.

(4) Creative expression: The student creates and explores new musical ideas. The student is expected to: (B) create short, melodic patterns using known pitches; and

(C) explore new musical ideas using singing voice and classroom instruments.

(5) Historical and cultural relevance: The student examines music in relation to history and cultures. The student is expected to:

(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music;

(B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures;

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Lesson 2: Duple Meter	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Aurally Prepare Duple Meter with the song <i>Bounce High Bounce Low</i>
Introductory Activities	
Listening & Moving	Let's Move <i>In the Hall of the Mountain King</i> • Students will move to <i>In the Hall of the Mountain King</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments • Review known song <i>Great Big House in New Orleans</i> ◦ Sing Tunefully • <i>I'm on the King's Land</i> ◦ Sing Tunefully & tap the beat ◦ Sing phrase 1 with Solfège syllables and handsigns • Teach a new song <i>Button You Must Wander</i> by reading known rhythm notation.
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Hearing	Let's Describe What We Hear: A Problem-Solving Adventure Perform <i>Hot Cross Buns</i> • Sing Tunefully • Demonstrate Beat • Demonstrate Rhythm • Point to Iconic Representation • Determine number of beats in phrase 1 (4) • Determine if beats feel the same (No) • Determine the stronger beats (1, 3) • Describe beats 2 & 4 (weak) • Sing & tap the strong beats on knees, weak beats on shoulders
Enrichment Activity	Teacher Chooses • Game/Creative Movement • Practice Reading <i>la</i> • Practice Writing <i>la</i> • Practice Improvisation <i>la</i>
Summary Activities	
Review the Lesson Outcomes	Button You Must Wander

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Lesson 2 Assessment Rubric

Identify and describe the number of sounds on each of the beats for phrase 1 of Bounce High Bounce High

Advanced	Student identifies and describes the strong and weak beats accurately.
Proficient	Student identifies and describes the strong and weak beats phrase of Bounce High Bounce High mostly accurate, with minimal redirect from the teacher.
Basic	Student identifies and describes the strong and weak beats phrase of Bounce High Bounce High somewhat accurate, with a moderate amount of redirect from the teacher.
Emerging	Student identifies and describes the strong and weak beats phrase of Bounce High Bounce High with little accuracy, with a large amount of redirect from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

(1) Foundations: music literacy: The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns.

(2) Foundations: music literacy: The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to: (A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter rests; and (B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

(3) Creative expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;

(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;

(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;

(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and

(E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano.

(4) Creative expression: The student creates and explores new musical ideas. The student is expected to: (B) create short, melodic patterns using known pitches; and

(C) explore new musical ideas using singing voice and classroom instruments.

(5) Historical and cultural relevance: The student examines music in relation to history and cultures. The student is expected to:

(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music; (B)

identify steady beat in short musical excerpts from various periods or times in history and diverse cultures;

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Lesson 3: Duple Meter	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Create a visual representation of the new element: Duple Meter (Strong and Weak beats)
Introductory Activities	
Listening & Moving	<i>In the Hall of the Mountain King</i> • Students will move to <i>In the Hall of the Mountain King</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments • Review known song <i>Button You Must Wander</i> ◦ Sing Tunefully • <i>Rocky Mountain</i> ◦ Demonstrate Beat ◦ Demonstrate Rhythm • Teach a new song <i>Hop up & Jump Up</i> by reading known rhythmic notation.
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Seeing	Perform <i>Bounce High Bounce Low</i> • Sing Tunefully • Demonstrate Beat • Demonstrate Rhythm • Create a picture of phrase 1 of <i>Bounce High Bounce Low</i> that visualizes the strong and weak beat pattern. • Share representations with a partner
Enrichment Activity	Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading <i>la</i> • Practice Writing <i>la</i> • Practice Improvisation <i>la</i>
Summary Activities	
Review the Lesson Outcomes	Review <i>Hop Up and Jump Up</i>

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Lesson 3 Assessment Rubric

Create a picture of the strong and weak sounds on each of the beats for phrase 1 of Bounce High Bounce Low

Advanced	Student creates a visual of the strong and weak beat pattern accurately.
Proficient	Student creates a visual of the strong and weak beat pattern mostly accurate, with minimal redirect from the teacher.
Basic	Student creates a visual of the strong and weak beat pattern somewhat accurate, with a moderate amount of redirect from the teacher.
Emerging	Student creates a visual of the strong and weak beat pattern with little accuracy, with a large amount of redirect from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

(1) Foundations: music literacy: The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns.

(2) Foundations: music literacy: The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to: (A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter rests; and (B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

(3) Creative expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;

(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;

(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;

(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and

(E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano.

(4) Creative expression: The student creates and explores new musical ideas. The student is expected to: (B) create short, melodic patterns using known pitches; and

(C) explore new musical ideas using singing voice and classroom instruments.

(5) Historical and cultural relevance: The student examines music in relation to history and cultures. The student is expected to:

(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music; (B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures;

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Lesson 4: Duple Meter	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Label the new element Duple Meter
Introductory Activities	
Listening & Moving	Let's Move <i>Fossils</i> • Students will move to <i>Fossils</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments • Review known song <i>Hop Up & Jump Up</i> ◦ Sing Tunefully • <i>Let Us Chase the Squirrel</i> ◦ Sing Tunefully and tap beat ◦ Sing and clap the rhythm • Teach a new song <i>Knock the Cymbals</i> by reading known rhythmic notation.
Building Block for Developing Musicianship & Music Literacy Label the Sound	Let's Label the New Pitch: A Hearing Adventure Perform <i>Bounce High Bounce Low</i> • Sing Tunefully • Demonstrate Beat • Demonstrate Strong Weak Beat Pattern • Label Strong Weak Beat Pattern as Duple Meter • Conduct in Duple Meter Play a game • <i>Tideo</i> Sing Conduct the following songs ◦ <i>Cut the Cake; Bounce High Bounce Low; Rain, Rain; Snail, Snail; We are Dancing in the Forest</i>
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading <i>la</i> • Practice Writing <i>la</i> • Practice Improvisation <i>la</i>
Summary Activities	

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Review the Lesson Outcomes	Review <i>Knock the Cymbals</i>
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Lesson 4 Assessment Rubric	
Sing and conduct <i>Bounce High Bounce Low</i> and other songs with rhythm syllables	
Advanced	Student sings and conducts <i>Bounce High Bounce Low</i> and other songs with rhythm syllables accurately.
Proficient	Student sings and conducts <i>Bounce High Bounce Low</i> and other songs with rhythm syllables mostly accurate, with minimal redirect from the teacher.
Basic	Student sings and conducts <i>Bounce High Bounce Low</i> and other songs with rhythm syllables somewhat accurate, with a moderate amount of redirect from the teacher.
Emerging	Student sings and conducts <i>Bounce High Bounce Low</i> and other songs with rhythm syllables with little accuracy, with a large amount of redirect from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

(1) Foundations: music literacy: The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns.

(2) Foundations: music literacy: The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to: (A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter rests; and (B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

(3) Creative expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;

(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;

(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;

(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and

(E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano.

(4) Creative expression: The student creates and explores new musical ideas. The student is expected to: (B) create short, melodic patterns using known pitches; and

(C) explore new musical ideas using singing voice and classroom instruments.

(5) Historical and cultural relevance: The student examines music in relation to history and cultures. The student is expected to:

(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music; (B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures;

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Lesson 5: Duple Meter	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Present the notation Duple Meter
Introductory Activities	
Listening & Moving	Let's Move <i>Fossil</i> • Students will move to <i>Fossils</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments • Review known song <i>Knock the Cymbals</i> ◦ Sing Tunefully • <i>Lucy Locket</i> ◦ Demonstrate Beat ◦ Sing & Clap the rhythm • Teach a new song <i>Tsuki</i> by reading known rhythmic notation
Building Block for Developing Musicianship & Music Literacy Present the Notation	Let's Notate the New Pitch: A Writing Adventure Perform <i>Bounce High Bounce Low</i> • Sing Tunefully • Demonstrate Beat • Demonstrate Rhythm • Present $\frac{2}{4}$: • Present Bar lines Double Bar Lines Repeat signs: • Read phrase one of <i>Hot Cross Buns</i> with rhythm syllables and notation • Play <i>Fudge Fudge</i> • Read <i>Bounce High Bounce Bounce</i> with rhythm syllables and conduct
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading <i>la</i> • Practice Writing <i>la</i> • Practice Improvisation <i>la</i>
Summary Activities	
Review the Lesson Outcomes	Tsuki

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Lesson 5 Assessment Rubric

Conduct and sing *Bounce High Bounce Low* and other songs from rhythm notation while singing or saying rhythm syllables

Advanced	Student conducts and sings Bounce High Bounce Low and other songs from rhythm notation while singing or saying rhythm syllables accurately.
Proficient	Student conducts and sings Bounce High Bounce Low and other songs from rhythm notation while singing or saying rhythm syllables mostly accurate, with minimal redirect from the teacher.
Basic	Student conducts and sings Bounce High Bounce Low and other songs from rhythm notation while singing or saying rhythm syllables somewhat accurate, with a moderate amount of redirect from the teacher.
Emerging	Student conducts and sings Bounce High Bounce Low and other songs from rhythm notation while singing or saying rhythm syllables with little accuracy, with a large amount of redirect from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

(1) Foundations: music literacy: The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns.

(2) Foundations: music literacy: The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to: (A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter rests; and (B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

(3) Creative expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;

(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;

(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;

(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and

(E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano.

(4) Creative expression: The student creates and explores new musical ideas. The student is expected to: (B) create short, melodic patterns using known pitches; and

(C) explore new musical ideas using singing voice and classroom instruments.

(5) Historical and cultural relevance: The student examines music in relation to history and cultures. The student is expected to:

(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music; (B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures;