



Unit 2: ♪ ♫
Lesson 4 of 5

Teacher:
Date:

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| Lesson 4: [Labeling Our New Sounds!] | |
| Objectives <i>The Students will:</i> | <ul style="list-style-type: none"> • Move and explore. • Review singing a known song. • Learn a new song. • Label the new element (Quarter Notes & Eighth Notes) (ta tadi) |
| Introductory Activities | |
| Listening & Moving | Let's Move Hall of the Mountain King <ul style="list-style-type: none"> • Students will move to <i>Hall of the Mountain King</i> demonstrating recognition of form, phrasing, and beat. |
| Core Activities | |
| Performing & Learning Our Songs | Let's Sing & Play Instruments <ul style="list-style-type: none"> • Review known song <i>Cut the Cake</i> <ul style="list-style-type: none"> ○ Sing Tunefully ○ Demonstrate Beat ○ Demonstrate Rhythm • Teach a new song <i>Lemonade</i> through social emotional learning and body awareness activities (communal play) |
| Building Block for Developing Musicianship & Music Literacy Label the Sound | Let's Label the New Pitch: A Hearing Adventure Perform <i>Rain Rain</i> <ul style="list-style-type: none"> • Sing Tunefully • Demonstrate Beat • Demonstrate Rhythm • Present ta tadi • Sing phrase 1 with rhythm syllables, call and response with students • Repeat activity, with individuals and groups Perform <i>Bee Bee Bumble Bee</i> <ul style="list-style-type: none"> • Call and Response activity; teacher sings or says four beat patterns with words, students echo sing with rhythm syllables. <ul style="list-style-type: none"> ○ <i>Cobbler Cobbler; See Saw; Engine #9; Queen Queen Caroline</i> |
| Enrichment Activity | Teacher Chooses Suggested Enrichment Activities listed below <ul style="list-style-type: none"> • Game/Creative Movement • Practice Melodic Contour • Practice Beat • Practice High & Low Voices • Practice Loud & Soft |
| Summary Activities | |
| Review the Lesson Outcomes | Review <i>Lemonade</i> |



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Lesson 4 Assessment Rubric

Sing phrase 1 of *Rain Rain* and other songs with rhythm syllables

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| Advanced | Student sings phrase 1 of <i>Rain Rain</i> and other songs with rhythm syllables accurately and independently. |
| Proficient | Student sings phrase 1 of <i>Rain Rain</i> and other songs with rhythm syllables mostly accurate, with minimal redirect from the teacher. |
| Basic | Student sings phrase 1 of <i>Rain Rain</i> and other songs with rhythm syllables with limited accuracy, and some amount of redirect from the teacher. |
| Emerging | Student sings phrase 1 of <i>Rain Rain</i> and other songs with rhythm syllables without accuracy and requires significant intervention 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:

- A. identify the known five voices and adult/children singing voices;
- B. identify visually and aurally the instrument families;
- C. use basic music terminology in describing changes in tempo, including *allegro/largo*, and dynamics, including *forte/piano*; and
- 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; 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:

- A. create short, rhythmic patterns using known rhythms;
- 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; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. identify and demonstrate appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (D) respond verbally or through movement to short musical examples.