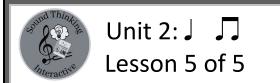


Date:

Teacher:

Lesson 5: [Notating Our New Sounds!] Move and explore. Objectives Review singing a known song. The Students will: Learn a new song. Present the notation (Quarter Notes & Eighth Notes) **Introductory Activities** Let's Move Listening & **Gravity Falls** Moving Students will move Gravity Falls demonstrating recognition of form, phrasing, and Core Activities Let's Sing & Play Instruments Performing & Review known song Lemonade Learning Our Sing Tunefully Songs o Demonstrate Beat o Demonstrate Rhythm Teach a new song A Tisket A Tasket through social emotional learning and body awareness activities (communal play) **Building Block for** Let's Notate the New Pitch: A Writing Adventure Perform Rain Rain Developing Sing Tunefully Musicianship & **Demonstrate Beat** Music Literacy Demonstrate Rhythm Present J Л Present the Present Phrase one of *Rain Rain*]]]] Notation Read phrase one of Rain Rain with rhythm syllables and notation **Present Stick Notation** Read Phrase 1 & 2 of Rain Rain]]]] ותתת Play Ducks & Geese Read Rain Rain and other songs from rhythm notation while singing or saying rhythm syllables. Bee Bee Bumble Bee, Doggie Doggie, Queen Queen Caroline, Engine #9 **Teacher Chooses Enrichment** Suggested Enrichment Activities listed below Activity Game/Creative Movement Practice Melodic Contour **Practice Beat Practice High & Low Voices** Practice Loud & Soft **Summary Activities** Review A Tisket A Tasket Review the Lesson Outcomes



Date:

Teacher:

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Lesson 5 Assessment Rubric	
Read phrase 1 of Rain Rain and other songs from rhythm notation while singing or saying rhythm syllables	
Advanced	Student reads phrase 1 of Rain Rain and other songs from rhythm notation while singing or saying
	rhythm syllables accurately and independently.
Proficient	Student reads phrase 1 of Rain Rain and other songs from rhythm notation while singing or saying
	rhythm syllables mostly accurate, with minimal redirect from the teacher.
Basic	Student reads phrase 1 of Rain Rain and other songs from rhythm notation while singing or saying
	rhythm syllables with limited accuracy, and some amount of redirect from the teacher.
Emerging	Student reads phrase 1 of Rain Rain and other songs from rhythm notation while singing or saying
	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;
- 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.