

Sound 2 Symbol Lesson Plan



Lesson 1: Quarter Rest	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Kinesthetically prepare <i>Quarter Rest with Hot Cross Buns</i>
Introductory Activities	
Listening & Moving	Let's Move! God Of War IV Title Theme • Students will move to <i>God of War IV Title Theme</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments • Review known song <i>Here Comes a Blue bird</i> ◦ Sing Tunefully ◦ Demonstrate Beat ◦ Demonstrate Rhythm • Teach a new song <i>Peas Porridge Hot</i> through ◦ Performance and sound analysis: Form AAAB
Building Block for Developing Musicianship & Music Literacy Discovering Through Singing & Movement <i>Kinesthetic</i>	Let's Sing and Move: A Performing Adventure Perform <i>Hot Cross Buns</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>so mi</i> ◦ Listening Activity <i>Duck Tales Theme</i> • Practice Writing <i>so mi</i> • Practice Improvisation <i>so mi</i>
Summary Activities	
Review the Lesson Outcomes	Review <i>Peas Porridge Hot</i>

Sound 2 Symbol Lesson Plan



Lesson 1 Assessment Rubric

Sing & Point to an Iconic representation of Hot Cross Buns

Advanced	Student sings on a neutral syllable and points to an iconic representation of Hot Cross Buns with accuracy.
Proficient	Student sings on a neutral syllable and points to an iconic representation of Hot Cross Buns mostly accurate.
Basic	Student sings on a neutral syllable and points to an iconic representation of Hot Cross Buns with some accuracy.
Emerging	Student sings on a neutral syllable and points to an iconic representation of Hot Cross Buns 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;

Sound 2 Symbol Lesson Plan



Lesson 2: Quarter Rest: A beat with no sound	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Aurally Prepare Quarter Rest with the song <i>Hot Cross Buns</i>
Introductory Activities	
Listening & Moving	Let's Move <i>God Of War IV Title Theme</i> • Students will move to <i>God of War IV Title Theme</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments • Review known song <i>Peas Porridge Hot</i> ◦ Sing Tunefully • <i>Rain Rain</i> ◦ Sing Tunefully & tap the beat ◦ Sing phrase 1 with Solfège syllables and handsigns • Teach a new song <i>We Are Dancing in the Forest</i> through social emotional learning and body awareness activities (communal play)
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 beat with no sound (4) • Determine number of sounds each of the other beats (1) • Sing <i>Hot Cross Buns</i>, demonstrating a beat with no sound with non-locomotive motion
Enrichment Activity	Teacher Chooses • Game/Creative Movement • Game/Creative Movement • Practice Reading <i>so mi</i> ◦ Listening Activity <i>Duck Tales Theme</i> • Practice Writing <i>so mi</i> • Practice Improvisation <i>so mi</i>
Summary Activities	

Sound 2 Symbol Lesson Plan



Review the Lesson Outcomes	Review <i>We Are Dancing in the Forest</i>
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Lesson 2 Assessment Rubric	
<i>Identify and describe the number of sounds on each of the beats for phrase 1 of Hot Cross Buns</i>	
Advanced	Student identifies and describes the number of sounds on each of the beats accurately.
Proficient	Student identifies and describes the number of sounds on each of the beats phrase of Hot Cross Buns mostly accurate, with minimal redirect from the teacher.
Basic	Student identifies and describes the number of sounds on each of the beats phrase of Hot Cross Buns somewhat accurate, with a moderate amount of redirect from the teacher.
Emerging	Student identifies and describes the number of sounds on each of the beats phrase of Hot Cross Buns 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;

Sound 2 Symbol Lesson Plan



Lesson 3: Quarter Rest: A beat with no sound	
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: Quarter Rest
Introductory Activities	
Listening & Moving	<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>We Are Dancing in the Forest</i> ◦ Sing Tunefully • <i>Ducks & Geese</i> ◦ Demonstrate Beat ◦ Echo sing phrases of Ducks & geese with solfège syllables and hand signs. • Teach a new song <i>Fudge Fudge</i> through social emotional learning and body awareness activities (communal play)
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Seeing	Perform <i>Hot Cross Buns</i> • Sing Tunefully • Demonstrate Beat • Demonstrate Rhythm • Create a picture of phrase 1 of <i>Hot Cross Buns</i> • Share representations with a partner
Enrichment Activity	Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading <i>so mi</i> ◦ Listening Activity <i>Duck Tales Theme</i> • Practice Writing <i>so mi</i> • Practice Improvisation <i>so mi</i>
Summary Activities	
Review the Lesson Outcomes	Review <i>Fudge Fudge</i>

Sound 2 Symbol Lesson Plan



Lesson 2 Assessment Rubric

Create a picture of the number of sounds on each of the beats for phrase 1 of Hot Cross Buns

Advanced	Student identifies and describes the number of sounds on each of the beats accurately.
Proficient	Student creates a picture of phrase 1 of Hot Cross Buns mostly accurate, with minimal redirect from the teacher.
Basic	Student creates a picture of phrase 1 of Hot Cross Buns somewhat accurate, with a moderate amount of redirect from the teacher.
Emerging	Student creates a picture of phrase 1 of Hot Cross Buns 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;

Sound 2 Symbol Lesson Plan



Lesson 4: Quarter Rest: A beat with no sound	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Label the new element Quarter Rest
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>Fudge Fudge</i> ◦ Sing Tunefully • <i>Snail Snail</i> ◦ Sing Tunefully and tap beat ◦ Sing <i>Snail Snail</i> with solfège syllables and hand signs. • Teach a new song <i>No Robbers Out Today</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>Hot Cross Buns</i> • Sing Tunefully • Demonstrate Beat • Demonstrate Rhythm • Present Rest • Sing <i>Hot Cross Buns</i> with rhythm syllables, call and response with students Play a game • <i>Bow Wow Wow</i> Call and Response activity; teacher sings or says four beat patterns with words, students echo sing with rhythm syllables. ◦ <i>Peas Porridge Hot, Naughty Kitty Kat, All around the Buttercup, Cut the Cake</i>
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading <i>so mi</i> ◦ Listening Activity <i>Duck Tales Theme</i> • Practice Writing <i>so mi</i> • Practice Improvisation <i>so mi</i>
Summary Activities	

Sound 2 Symbol Lesson Plan



Review the Lesson Outcomes	Review <i>Lemonade</i>
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Lesson 4 Assessment Rubric	
Sing <i>Hot Cross Buns</i> and other songs with rhythm syllables	
Advanced	Student sings <i>Hot Cross Buns</i> and other songs with rhythm syllables accurately.
Proficient	Student sings <i>Hot Cross Buns</i> and other songs with rhythm syllables mostly accurate, with minimal redirect from the teacher.
Basic	Student sings <i>Hot Cross Buns</i> and other songs with rhythm syllables somewhat accurate, with a moderate amount of redirect from the teacher.
Emerging	Student sings <i>Hot Cross Buns</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;

Sound 2 Symbol Lesson Plan



Lesson 5: Quarter Rest: A beat with no sound	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Present the notation Quarter Rest
Introductory Activities	
Listening & Moving	Let's Move <i>Elephant</i> • Students will move Elephant demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments • Review known song <i>No Robbers Out Today</i> ◦ Sing Tunefully • <i>See Saw</i> ◦ Demonstrate Beat ◦ Sing <i>See Saw</i> with solfège syllables and hand signs • Teach a new song <i>Rocky Mountain</i> through Performance and sound analysis: Form ABCCv
Building Block for Developing Musicianship & Music Literacy Present the Notation	Let's Notate the New Pitch: A Writing Adventure Perform <i>Hot Cross Buns</i> • Sing Tunefully • Demonstrate Beat • Demonstrate Rhythm • Present ˘ • Present Phrase one of <i>Hot Cross Buns</i> ˘ ˘ ˘ ˘ • Read phrase one of <i>Hot Cross Buns</i> with rhythm syllables and notation • Play <i>Cut the Cake</i> • Read <i>Bow Wow Wow</i> and other songs from rhythm notation while singing or saying rhythm syllables. ◦ <i>Peas Porridge Hot, All Around the Buttercup, Cut the Cake, Naughty Kitty Kat</i>
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading <i>so mi</i> ◦ Listening Activity <i>Duck Tales Theme</i> • Practice Writing <i>so mi</i> • Practice Improvisation <i>so mi</i>
Summary Activities	

Sound 2 Symbol Lesson Plan



Review the Lesson Outcomes	Review <i>Rocky Mountain</i>
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Lesson 5 Assessment Rubric

Read phrase 1 of *Hot Cross Buns* and other songs from rhythm notation while singing or saying rhythm syllables

Advanced	Student reads <i>Hot Cross Buns</i> and other songs from rhythm notation while singing or saying rhythm syllables accurately.
Proficient	Student reads <i>Hot Cross Buns</i> and other songs from rhythm notation while singing or saying rhythm syllables mostly accurate, with minimal redirect from the teacher.
Basic	Student reads <i>Hot Cross Buns</i> 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 reads <i>Hot Cross Buns</i> 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;