

Sound 2 Symbol Lesson Plan



Lesson 1: Rhythm & Melodic Contour	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing known songs. • Learn a new song. • Review Rhythm
Introductory Activities	
Listening & Moving	Let's Move! Chicken Dance • Students will move to <i>Chicken Dance</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments • Introducing Ms. Emma • Review known songs & rhymes ◦ <i>Rain, Rain</i> ◦ <i>Bee Bee Bumble Bee</i> ◦ <i>Doggie Doggie</i> ◦ <i>Teddy Bear</i> ◦ <i>All Around the Buttercup</i> ◦ <i>Bobby Shafto</i> • Teach a new song <i>Lucy Locket</i> through a Social Emotional Learning shared space and movement activity.
Building Block for Developing Musicianship & Music Literacy Review	Let's Review! Perform <i>Rain Rain</i> • Sing Tunefully • Demonstrate Beat • Demonstrate the way the words go (rhythm) • Point to Iconic Representation Perform Engine #9 • Demonstrate the way the words go (rhythm) • Point to Iconic Representation • Label Rhythm Perform See Saw
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Melodic Contour • Practice Beat • Practice High & Low Voices • Practice Loud & Soft

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Summary Activities	
Review the Lesson Outcomes	Lucy Locket

Lesson 1 Assessment Rubric	
Sing & Point to an Iconic representation of <i>Rain Rain</i> .	
Advanced	Student sings on a neutral syllable and points to an iconic representation of Rain, Rain Go Away with accuracy.
Proficient	Student sings on a neutral syllable and points to an iconic representation of Rain, Rain Go Away mostly accurate.
Basic	Student sings on a neutral syllable and points to an iconic representation of Rain, Rain Go Away with some accuracy.
Emerging	Student sings on a neutral syllable and points to an iconic representation of Rain, Rain Go Away without accuracy.

§117.106. Music, Grade 1, Adopted 2013.

(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;

(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.