

Sound 2 Symbol Lesson Plan



Lesson 2: Rhythm & Melodic Contour	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing known songs. • Review Melodic Contour
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>Queen Queen Caroline</i> ◦ <i>Engine #9</i> ◦ <i>Bounce High Bounce Low</i> ◦ <i>Acka Backa</i> ◦ <i>Cobbler Cobbler</i> ◦ <i>I Climbed Up the Apple Tree</i>
Building Block for Developing Musicianship & Music Literacy Review	Let's Review! Perform <i>Snail Snail</i> • Sing Tunefully • Demonstrate Beat • Draw the phrases • Sing phrase 1 with "high" and "low" • Label Melodic Contour • Sing phrase 1, demonstrate melodic contour, tap beat on phrase 2 Play Hop O'I Squirrel Perform <i>Rain Rain</i> • Draw the phrases • Identify the phrases as same or different (different) • Demonstrate melodic contour of phase 2, tap beat on phrase 2 • Label High Pitch and Low Pitch Perform See Saw
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Melodic Contour • Practice Beat

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	• Practice High & Low Voices • Practice Loud & Soft
Summary Activities	
Review the Lesson Outcomes	

Lesson 2 Assessment Rubric

Sing known songs and demonstrate simple melodic contour with one high pitch and one low pitch.

Advanced	Student sings known songs and demonstrate simple melodic contour with one high pitch and one low pitch with accuracy.
Proficient	Student sings known songs and demonstrate simple melodic contour with one high pitch and one low pitch mostly accurate.
Basic	Student sings known songs and demonstrate simple melodic contour with one high pitch and one low pitch some accuracy.
Emerging	Student sings known songs and demonstrate simple melodic contour with one high pitch and one low pitch 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.