

Sound 2 Symbol Lesson Plan



Lesson 1: <i>la</i> , A pitch a step above <i>so</i>	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Kinesthetically prepare <i>la</i> with <i>Bounce High Bounce Low</i>
Introductory Activities	
Listening & Moving	Let's Move Gravity Falls • Students will move to <i>Gravity Falls</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Rocky Mountain</i> • Review known song <i>Rocky Mountain</i> ◦ Sing Tunefully <i>Naughty Kitty Kat</i> ▪ Sing & tap the beat ▪ Sing & clap the rhythm <i>I'm on the King's Land</i> • Teach a new song <i>I'm on the King's Land</i> through social emotional learning and body awareness activities (communal play).
Building Block for Developing Musicianship & Music Literacy Discovering Through Singing & Movement <i>Kinesthetic</i>	Let's Sing and Move: A Performing Adventure Perform <i>Bounce High Bounce Low</i> • Sing Tunefully • Show Melodic Contour through non-locomotive movement. • Point to Iconic Representation • Point to the melodic contour with a partner using non-locomotive movement.
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading ✂ • Practice Writing ✂ • Practice Improvisation ✂
Summary Activities	

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Review the Lesson Outcomes	Review <i>I'm on the King's Land</i>
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Lesson 1 Assessment Rubric	
Sing & Point to an Iconic representation of the first phrase of <i>Bounce High Bounce Low</i> .	
Advanced	Student sings on a neutral syllable and points to an iconic representation of <i>Bounce High Bounce Low</i> with accuracy.
Proficient	Student sings on a neutral syllable and points to an iconic representation of <i>Bounce High Bounce Low</i> mostly accurate.
Basic	Student sings on a neutral syllable and points to an iconic representation of <i>Bounce High Bounce Low</i> with some accuracy.
Emerging	Student sings on a neutral syllable and points to an iconic representation of <i>Bounce High Bounce Low</i> 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;

(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:

(A) create short, rhythmic patterns using known rhythms;

(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

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

(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.

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Lesson 2: <i>la</i> , A pitch a step above so	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Aurally prepare <i>Bounce High Bounce Low</i>
Introductory Activities	
Listening & Moving	Let's Move <i>Gravity Falls</i> Students will move to <i>Gravity Falls</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments Review known song <i>I'm on the King's Land</i> • Sing Tunefully Review known song <i>Peas Porridge Hot</i> • Sing & tap the beat • Sing & tap the rhythm Teach a new song <i>Sea Shells</i> Performance and sound analysis: Form AABA
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Hearing	Let's Describe What We Hear: A Problem-Solving Adventure Perform <i>Bounce High Bounce Low</i> • Sing Tunefully • Demonstrate Melodic Contour • Point to Iconic Representation • Determine number of beats in phrase 1 (4) • Determine which beat has the highest pitch (2) • Identify the hand sign on beat 1 (<i>so</i>) • Sing Phrase 1 with <i>so high so mi</i>
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading ♯ • Practice Writing ♯ • Practice Improvisation ♯
Summary Activities	
Review the Lesson Outcomes	Review <i>Sea Shells</i>

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Lesson 2 Assessment Rubric

Identify and describe the number of sounds on each of the beats for phrase 1 of Bounce High Bounce Low

Advanced	Student identifies and describes the highest pitch in phrase 1 of Bounce High Bounce Low accurately.
Proficient	Student identifies and describes the highest pitch in phrase 1 of Bounce High Bounce Low mostly accurate, with minimal redirect from the teacher.
Basic	Student identifies and describes the highest pitch in phrase 1 of Bounce High Bounce Low somewhat accurate, with a moderate amount of redirect from the teacher.
Emerging	Student identifies and describes the highest pitch in phrase 1 of Bounce High Bounce Low with little accuracy, with a large amount of redirect from the teacher.

§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;
- (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:

- (A) create short, rhythmic patterns using known rhythms;
- (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

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

- (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.

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Lesson 3: <i>la</i> , A pitch a step above so	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Create a visual representation of the first phrase of <i>Bounce High Bounce Low</i>
Introductory Activities	
Listening & Moving	Let's Move <i>Gravity Falls</i> • Students will move to <i>Gravity Falls</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments Review known song <i>Sea Shell</i> ○ Sing Tunefully Review known song <i>All Around the Buttermilk</i> ▪ Tap the beat. ▪ Clap the rhythm Teach a new song <i>Let us Chase the Squirrel</i> through social emotional learning and body awareness activities (communal play)
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Seeing	Let's Represent What We Hear: An Inventing Adventure Perform <i>Bounce High Bounce Low</i> • Sing Tunefully • Demonstrate Melodic Contour • Create a Picture of the Melodic Contour of Phrase 1 • Share representations with a partner
Enrichment Activity	Teacher chooses. Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading 3 • Practice Writing 3 • Practice Improvisation 3
Summary Activities	
Review the Lesson Outcomes	Review <i>Let us chase the Squirrel</i>

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Lesson 3 Assessment Rubric

Create a picture representing the melodic contour of Phrase 1, Bounce High Bounce Low.

Advanced	Student accurately creates a picture representing the melodic contour of Phrase 1, <i>Bounce High Bounce Low</i> .
Proficient	Student creates a mostly accurate picture representing the melodic contour of Phrase 1, <i>Bounce High Bounce Low</i> with a minimal amount of redirect from the teacher.
Basic	Student creates a picture with some accuracy representing the melodic contour of Phrase 1, <i>Bounce High Bounce Low</i> . with a moderate amount of redirect from the teacher.
Emerging	Student creates a picture with little accuracy representing the melodic contour of Phrase 1, <i>Bounce High Bounce Low</i> . with a large amount of redirect from the teacher.

§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;
- (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:

- (A) create short, rhythmic patterns using known rhythms;
- (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

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

- (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.

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Lesson 4: <i>la</i> , A pitch a step above so	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Label the new element (<i>la</i>)
Introductory Activities	
Listening & Moving	Let's Move <i>Dance of the Sugar Plum Fairy</i> Students will move to <i>Dance of the Sugar Plum Fairy</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Review Let Us chase the Squirrel</i> • Sing Tunefully <i>Review Cut the Cake</i> • Sing & tap beat. • Sing & clap the rhythm <i>Who's That Tapping at the Window</i> Teach a new song <i>Who's That Tapping at the Window</i> through social emotional learning and body awareness activities (communal play)
Building Block for Developing Musicianship & Music Literacy Label the Pitch	Let's Label the New Pitch: A Hearing Adventure Perform <i>Bounce High Bounce Low</i> • Sing Tunefully • Demonstrate melodic contour of phrase 1 • Present hand signs, <i>la</i> • Sing phrase 1 with hand signs and solfège syllables , call and response with students • Repeat activity, with individuals and groups ○ <i>Bounce High Bounce Low</i> ○ <i>We Are Dancing in the Forest</i> ○ <i>Snail, Snail</i> ○ <i>Teddy Bear</i> ○ <i>Here Comes a Bluebird</i> ○ <i>Rain, Rain</i> Play Game <i>Plainsies Clapsies</i> • Repeat activity, with individuals and groups ○ <i>Bounce High Bounce Low</i> ○ <i>We Are Dancing in the Forest</i> ○ <i>Snail, Snail</i> ○ <i>Teddy Bear</i> ○ <i>Here Comes a Bluebird</i>

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Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading ǝ • Practice Writing ǝ • Practice Improvisation ǝ
Summary Activities	
Review the Lesson Outcomes	Review <i>Who's That Tapping at the Window?</i>

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Lesson 4 Assessment Rubric

Sing phrase 1 of *Bounce High Bounce Low* with Solfège Syllables and hand signs

Advanced	Student accurately sings phrase 1 of <i>Bounce High Bounce Low</i> with Solfège Syllables and hand signs.
Proficient	Student sings phrase 1 of <i>Bounce High Bounce Low</i> with Solfège Syllables and hand signs mostly accurate, with minimal redirect from the teacher.
Basic	Student sings phrase 1 of <i>Bounce High Bounce Low</i> with Solfège Syllables and hand signs somewhat accurate, with a moderate amount of redirect from the teacher.
Emerging	Student sings phrase 1 of <i>Bounce High Bounce Low</i> with Solfège Syllables and hand signs with little accuracy, with a large amount of redirect from the teacher.

§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;

(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:

(A) create short, rhythmic patterns using known rhythms;

(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

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

(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology;

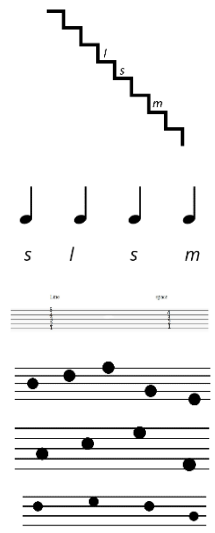
(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and

(D) respond verbally or through movement to short musical examples.

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Lesson 5: <i>la</i> , A pitch a step above <i>so</i>	
Objectives <i>The Students will:</i>	Review singing of known repertoire. Sing new repertoire. Notate the first phrase of <i>Bounce High Bounce Low so la so mi</i> on the solfege steps, with rhythm notation and solfege syllables beneath and on the staff.
Introductory Activities	
Listening & Moving	Let's Move <i>Dance of the Sugar Plum Fairy</i> Students will move <i>Dance of the Sugar Plum Fairy</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments Review <i>Who's That Tapping at the Window?</i> - Sing Tunefully Review <i>Here Comes a Bluebird</i> - Sing & tap the beat - Sing & clap the rhythm Teach a new song <i>Tideo</i> - Performance and sound analysis: Form ABAvB
Building Block for Developing Musicianship & Music Literacy Present the Notation	Let's Notate the New Pitch: A Writing Adventure Perform <i>Snail Snail</i> - Sing Tunefully - Demonstrate Melodic Contour Phrase 1 - Present Tone Steps - Present rhythmic notation & solfège syllables - Present music staff - Present notes on a line - Present notes on a space - Present <i>la</i> line to space, space to line Play a Game <i>Fudge Fudge</i> - Present <i>la</i> line to space, space to line - Read rhythmic notation and solfège syllables - Rain, Rain - Bounce High Bounce Low - Lucy Locket - Snail Snail
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below Game/Creative Movement



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	• Practice Reading ჯ • Practice Writing ჯ • Practice Improvisation ჯ
Summary Activities	
Review the Lesson Outcomes	Review <i>Tideo</i>

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Lesson 5 Assessment Rubric

Read and sing phrase 1 of Bounce High Bounce Low with hand signs from staff notation, rhythmic notation with solfège syllables while singing solfège syllables.

Advanced	Student accurately reads and sings phrase 1 of Bounce High Bounce Low with hand signs from staff notation, rhythmic notation with solfège syllables while singing solfège syllables.
Proficient	Student reads and sings phrase 1 of Bounce High Bounce Low with hand signs from staff notation, rhythmic notation with solfège syllables while singing solfège syllables mostly accurate, and minimal redirect from the teacher.
Basic	Student reads and sings phrase 1 of Bounce High Bounce Low with hand signs from staff notation, rhythmic notation with solfège syllables while singing solfège syllables somewhat accurate, and a moderate amount of redirect from the teacher.
Emerging	Student reads and sings phrase 1 of Bounce High Bounce Low with hand signs from staff notation, rhythmic notation with solfège syllables while singing solfège syllables with little accuracy, and a large amount of redirect from the teacher.

§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;
- (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:

- (A) create short, rhythmic patterns using known rhythms;
- (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

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

- (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.