



**Lesson Plan Design**

Art focus (highlight): music  
Lesson target(s): Patterns

Integration with other subject(s) Literature

<p><b>A. Standards, objectives / Learner Outcomes</b> “At the completion of this lesson, learners will be able to ...” (Remember to use observable / measurable terms + strong verbs.)</p> <p>Standard(s):</p> <p>Students will learn and explore about patterns in music giving them an opportunity to practice echoing simple song phrases.</p>	
<p><b>B. Assessment Plan:</b> How will you know that the learners met the objectives? What will you be able to observe and measure? Will you have a rubric? What does success look like?</p> <p>Formative: Students will be able to identify the pattern in the song Old McDonald.</p>	
<p><b>C. Multiple Intelligences: Select <u>one</u> primary (p) and <u>one</u> secondary (s)</b></p> <p> <input type="checkbox"/> verbal linguistic      <input checked="" type="checkbox"/> <b>p</b> musical/rhythmic      <input type="checkbox"/> visual/spatial  <input type="checkbox"/> logical/mathematical      <input type="checkbox"/> interpersonal      <input type="checkbox"/> intrapersonal  <input type="checkbox"/> bodily/kinesthetic      <input type="checkbox"/> naturalistic         </p>	
<p><b>D. Materials/Equipment needed:</b></p> <p><a href="#">Recognizing Patterns in Music and Children’s Literature Lesson Plan Pictures and Worksheet Handout</a></p> <p><a href="#">OLD MACDONALD HAD A DRAGON by Ken Baker</a></p>	<p><b>E. Academic Language Demands</b></p> <p>Vocabulary:</p> <p>Patterns</p>
<p><b>F. Accommodations for Learners</b> who have difficulty, ELL/ESL/LEP, LD, gifted, left-handed, etc.</p> <p>Call and response the song before so the students who don’t know the song, learn it.</p>	
<p><b>G. Assumptions:</b></p> <p>They know the Old McDonald song. They know what a pattern is, after shown an example to jog their memories.</p>	<p><b>H. Anticipated Questions/Problems:</b></p> <p>Where is the pattern? How do you know it’s a pattern?</p>

**I. Lesson Planning of Teaching/Learning Activities** (include amount of time needed):

## 1. Anticipatory Set/Set Induction/Introduction/Focusing Event

Today we will learn and explore about patterns in music giving them an opportunity to practice echoing simple song phrases.

Explain to the class what a pattern is. (For example, a pattern is something that repeats itself, or happens over and over). Tell them a pattern can be something they see with their eyes. (As an example, draw a pattern of repeating shapes of colors on the board; square-triangle, square-triangle or green-yellow-red, green-yellow-red).

Explain that a pattern can also be something you hear with your ears and that many songs have patterns made up of repeating words or phrases, and repeating tunes.

**Transition:** (Restate your objective) – “Today we will \_\_\_\_\_”

## 2. Input: Outline of Presentation – steps/strategies/modeling (recipe for instruction)

Ask the class to raise their hand if they’ve heard the song old MacDonald had a Farm. Tell them Old MacDonald had a Farm is a song with patterns.

Lead the students in singing the song Old MacDonald had a Farm while introducing the animals in the following order: cow, pig, sheep, and dog (this is how they appear in the song Old MacDonald had a Dragon). Call and response first and then sing it together. You can hold up or point to a picture of the animal from the handout to indicate which animal you will be singing about in each verse.

After singing the song, ask the students what patterns they noticed. Answers may include “EIEIO”, “Old MacDonald had a Farm”, “On that farm he had a”, or the different animal noises. As the children share their answers, write them on the board

Tell the class that you’re going to read them a book about Old MacDonald and his farm. Explain to them that in this story, some of the patterns from the song get interrupted or broken. Ask the children to listen for the

patterns and the way the patterns are changed or broken as you read the story. Then read aloud to the children the picture book, “Old MacDonald had a Dragon”.

After you read the story, ask the class who or what broke the different patterns (the dragon interrupts the patterns). Ask the children to explain what patterns were broken or where. If needed, re-read the book or portions of it to show where the pattern breaks occur.

Sing the song one more time. Once again, hold up or point to a picture of the animal from the handout to indicate which animal you will be singing about in each verse. In the dragon verse, you can have the dragon say “Roarr!”

4. Evidence of Learning: How will you know when the learners have reached the objectives?

When you’re done singing, ask the class how many times the specified pattern was repeated. If desired, sing the verses again to have students count other patterns that are repeated in the song.

5. Closure and clean up

“Now this song will most likely be stuck in your head all day, remember that there is a distinct pattern in the song. Try singing other songs in your head and trying to count how many patterns are in the song at recess today.”

**J. Evaluation/Reflection of Teaching/Learning:** (By the student teacher —How did I teach? What did I learn about my teaching and class management? What specifically do I need to work on for improvement?)