



Homeschool Lesson Plan (Day #2)

A. Standards, objectives / Learner Outcomes “At the completion of this lesson, learners will be able to ...” (Remember to use observable / measurable terms + strong verbs.)

Standard(s): N/A (Various age groups learning)

Cognitive objective(s): At the completion of this lesson, students will define and reproduce a beat. The students will also be able to demonstrate two dynamic levels: *piano (p)* and *forte (f)*.

Affective objective(s): The students will feel accomplished by making their own instruments.

Psychomotor objective(s): Students will be creating their own instruments and jumping to a beat.

B. Assessment Plan: 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?

Formative: Students will be assessed through their participation of the activities based on dynamics and beat. This will consist of their verbal explanations of the terms as well as their performances done in the class.

Summative: Not needed because this lesson is only for one class period

C. Multiple Intelligences: Select one primary (p) and one secondary (s)

<u> </u> verbal linguistic	<u> </u> P musical/rhythmic	<u> </u> visual/spatial
<u> </u> logical/mathematical	<u> </u> interpersonal	<u> </u> intrapersonal
<u> </u> S bodily/kinesthetic	<u> </u> naturalistic	

D. Materials/Equipment needed:

- noodles, beads, or dry beans
- paper plates
- stapler
- coloring materials
- Songs:
 - Did you ever see a lassie
 - <https://www.youtube.com/watch?v=z4uWfs3sH7s>
 - skip to my lou
 - <https://www.youtube.com/watch?v=Wfx1fOaj7Os>
 - Bingo
 - <https://www.youtube.com/watch?v=>

E. Academic Language Demands

- Vocabulary:
- beat: speed of which the music is played
 - dynamic
 - forte
 - piano
 - shakers

F. Accommodations for Learners who have difficulty, ELL/ESL/LEP, LD, gifted, left-handed, etc.

ask the mom for suggestions for noise sensitivity for the girl who has sensory issues

model for students what a beat might sound like or maybe even the dynamic, then play music with differing dynamics and beats

G. Assumptions:

- Students will know the difference of being loud and soft

H. Anticipated Questions/Problems:

- What is the difference between beat and rhythm?
- What does dynamic mean?

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

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

DO NOW: Decorate their own plates that will be used for their instruments

A teacher will walk around and fill each student's instrument with either beads, noodles or beans.

Transition: (Restate your objective) – Today we will be define and reproduce a beat. The students will also be able to demonstrate two dynamic levels: piano (p) and forte (f). We will also be creating their own instruments and jumping to a beat.

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

BEAT

1. The first thing that we need to do is learn the song, "Did You Ever See a Lassie?" Teach the song phrase by phrase. Ask students to pat their knees on beat one of each measure to gain a feel for the macrobeat.
2. Place hula hoops or tape off circles on the floor around the classroom, and then assign four or so students to each hula hoop.
3. Tell students, "To play the game you will jump in and out of the hula hoop to the beat of the music. If you are in the right place when the music stops you will remain in the game. If you are in the wrong place when the music stops you will be out of the game until the next game starts.
4. Tell students, "Let's practice." Students jump on beat one of each measure (macrobeat).

Example:

Did you ever (jump) see a Lassie (jump),

A Lassie (jump),

A Lassie (jump),

Did you ever (jump) see a Lassie (jump),

Go this way (jump) and that (jump)?

5. Tell students, "Let's play. The team with the most remaining players at the end of the game wins." Predetermine that the game will last for ten/fifteen rounds. Every time the music stops it will be the responsibility of the teacher to scan the room to look for students that are not inside the hula hoop when they are suppose to be inside, or outside the hula hoop when they were suppose to be outside. Students who are out may participate by playing a drum or rhythm sticks to the beat.

Sometimes songs have different beats that are faster, or more complex. Today we practiced a few of them and we got exercise too! Tell the students why beat is important. (answer) Beat is important because when instruments or people sing or play together, they play at the same time. Beat helps when we dance too so that we look together!

Switch over to teaching about dynamics.

Dynamics

There are four basic levels of dynamics in music:

Soft

Medium Soft

Medium Loud

Loud

Music composers typically use Italian words to express how loud or soft they want the music to be played.

The Italian words for these dynamic levels are:

Piano (Soft)

Forte (Loud)

We will focus on two dynamic levels today:

Piano (Soft)

Forte (Loud)

Step 2

Tell students, I am going to teach you a funny rhyme. I'll say a phrase, and then I would like for you to repeat it. If I say it *forte* - loud, I would like you to say it *forte*. If I say it *piano* - soft, I would like you to say it *piano*."

Step 3

Boom chicka boom! (*forte*)

(Students repeat)

I said a boom chicka boom. (*piano*)

(Students repeat)

I said a boom chicka rocka chicka rocka chicka boom! (*forte*)

(Students repeat)

Oh yeah, (*forte with jazz hands over your head*)

(Students repeat)

Uh huh, (*piano with jazz hands beside your face*)

(Students repeat)

I said a boom chicka rocka chicka rocka chicka boom. (*forte*)

(Students repeat)

Step 4

Tell students, "Awesome! Now I am going to give you a chance to show me what you have learned about dynamics. Each one of you will receive a sandwich bag with 8 radios." Show students the radios. "The big radios are for the *forte* sounds - the loud sounds, and the small radios are for the *piano* sounds - the soft sounds." Pass the radios out.

Step 5

Tell students, "I would like for you to take your radios out of the sandwich bag and place them in a pile beside you, and the bag behind you."

Step 6

Tell students, "I am going to say the first phrase of *Boom Chicka Boom*, and then I would like for you to repeat it. Listen closely to how loud or soft I am saying the rhyme because you will be choosing a radio to represent that dynamic level." Perform the phrase.

Step 7

Tell students, "Choose a radio based on the what you just heard." They should choose a big radio for *forte*, or a small radio for *piano*, and then place it on the floor in front of them. Follow by taping the correct radio to the white board.

Step 8

Tell students, "Here's the second phrase." Chant the second phrase. "Select a radio and place it to the right of the first radio." Follow by taping the correct radio to the white board.

Continue this routine until the students have correctly selected one radio to represent the dynamic level for each phrase of the rhyme.

Step 9

Tell students, "Now that you have chosen a radio for each phrase of the rhyme, and placed them in order from left to right, let's perform the rhyme. As we say each phrase, put your finger on the radio that goes with that phrase."

Perform rhyme.

Step 10

Tell students, "I would like for you to suggest a different arrangement of the dynamic levels." Rearrange the cards on the whiteboard to reflect their suggestion, and perform the rhyme again.

3. Management procedures/groupings:

Students will stand up, push their chairs in, grab their musical instruments (not making noise) and follow the teacher to sit in a circle.

Students will set their instruments on the floor and fold their hands in their lap.

Students will actively listen to the mini lessons on beat and dynamics, raising their hands and playing their instruments when instructed.

At the conclusion of the lesson, if time permits, students may continue decorating their musical instruments, then collect the materials used and return them to their proper location.

Students will follow a teacher upstairs quietly and return to their parents.

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

Students are able to show two different dynamics (piano and forte) when playing their instruments.

Students will jump to the beat to show rhythm.

Transition statement or procedure: You can ask the students how they felt about making this today.

5. Closure and clean up

At the conclusion of the lesson, if time permits, students may continue decorating their musical instruments, then collect the materials used and return them to their proper location.

Students will follow a teacher upstairs quietly and return to their parents.

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?)

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Minutes

5 Min.

