*Students are in grade 2. They have experience Do, Sol, Mi, and La and ready to be introduced to Re. Students are also working to distinguish beat from rhythm. The teacher has begun asking students “big question” about music. Students are being educated on the different types, genres, and uses for music.*

*I believe that this is an appropriate lesson for grade two as it further develops their knowledge of solfege syllables by introducing them to Re. It also works on acknowledge the difference between beat and rhythm which I believe students in grade two still need to work on. My lesson also has numerous activities as students in grade two can have a short attention span. Additionally, there are numerous instances where student can and opportunities to move as well as create their own movements. However, these movement activities are given with some parameters to ensure that students behave and to help with classroom management.*

Grade 2

30 Minute Lesson

Materials: Non-pitched percussion instruments, sheet music, recorder to give starting pitch

**Outcomes of Learning**

**Music Language and Performance Skills**

*Students develop understanding of and facility with elements, concepts, and techniques for making music.*

 **M-L1:** students develop skills for making music individually and as part of an ensemble

* match pitch with increasing accuracy and sing expressively, using simple textures (e.g., canon, ostinato) (A)
* use movement to explore music concepts, enhance music making, and express ideas (B)

**M-L3:** students demonstrate understanding of and facility with rhythm, melody, texture, and harmony in a variety of musical contexts

* describe and reproduce changes in pitch, melodic contour, and simple melodies (C)

**Creative Expression In Music**

*Students collaboratively and individually generate, develop, and communicate ideas in creating original and interpretive music for a variety of purposes and audiences.*

 **M-C1:** students generate and use ideas from a variety of sources for creating music

* + experiment with music to communicate ideas derived from a variety of stimuli (e.g., visual stimuli such as artworks or an aquarium; a remembered or an imaginary experience; a poem or a story; music-listening experiences; themes or concepts from other subject areas (D)

**M-C2:** Students develop ideas in music, creatively integrating music elements, techniques, and compositional tools.

* + select and organize, with teacher guidance, sounds and/or musical ideas as a class, as a group, or individually (e.g., make patterns with a low and a high sound, choosing from a range of instruments and sound sources) (E)
	+ describe decisions about the selection and use of music elements, techniques, expressive devices, forms, and principles of composition in own ongoing work (F)

**Understanding Music in Context**

*Students connect music to contexts of time, place, and community, and develop understanding of how music reflects and influences culture and identity.*

**M-U2:** *Students experience and develop awareness of a variety of music genres, styles, and traditions.*

* + demonstrate awareness that there are many different kinds of music (G)
	+ demonstrate understanding that musical works can be categorized according to common characteristics

**M-U3:** students demonstrate understanding of the roles, purposes, and meanings of music in the lives of individuals and in communities

* + demonstrate awareness of the meanings and/or purposes (e.g., for relaxing, working, dancing, celebrating) of music encountered in own performance and listening experiences
	+ demonstrate awareness that different groups of people have their own characteristic music (ideally, this awareness extends to the music of own cultural or social groups)

**Valuing Musical Experiences**

*Students analyze, reflect on, and construct meaning in response to their own and*

*others’ music.*

**M-V2:** *Students analyze their own and others’ musical excerpts, works, and performances.*

* + describe, with teacher guidance, own and others’ musical excerpts and/or works in terms of grade-appropriate concepts (e.g., identify fast and slow parts, high and low sounds, a steady beat) (I)

**M-V3:** *Students form personal responses to and construct meaning from their own and others’ music.*

* + reflect on, share, and explain personal responses (e.g., feelings, thoughts, images) evoked by various pieces of music and music-making experiences (J)

**Welcome and Attendance**

 **Activate**

* *Down in the Meadow* (A, B, C, G)
	+ This is a song that the student have song before, “play name that tune” with the students by playing the first measure on recorder and having the student guess what song it is
	+ Sing the song through with students, this may be done multiple times to ensure in tune singing
		- Have the students some student clap the rhythm while other students stamp the beat. (We would have worked on this in prior classes so this would be a new concept)
	+ Ask the students what solfege syllables they think are in the song
		- Hopefully they would say Do Mi Sol and La
		- They may think not recognize that Do is the high Do. Make sure the discuss this with them and demonstrate how Do and Do’ sound different
	+ Fill in the solfege syllables in on the solfege latter
	+ Ask the student what solfege syllable the song starts and ends on
		- Discuss how not every song will end with do
	+ Sing the song on solfege phrase by phrase for the students with them being your echo
	+ Sing the song on solfege the entire way through
	+ Add the hand signs and sing the song.

**Acquire** (A, C, G)

* Baby Bumblebee
	+ Teach the song phrase by phrase (expect that many of them know this song already)
* Talk about how this song a traditional American Folk song. Ask to students what they think this song could be used for? Discuss the different ways that songs can be used.
	+ Teach the actions to the students and have them sing this song all the way through with the actions
	+ Ask the students what solfege syllables they think are in the song
		- Assume they would say Do Mi Sol and La
		- Ask the student whether this song using high Do or “normal” Do
	+ Fill in these solfege syllables in on the solfege latter
	+ Ask the student what solfege syllable the song starts and ends on
		- Prompt students to compare the Down in the Meadow started on Do but ended on La. Where as Baby Bumblebee starts and Sol and ends on Do.
		- Reiterate that songs will not always begin and end on Do.
	+ Tell the students that the pitches they came up with were correct but there is also a new “mystery pitch”
	+ Sing the song for the student on solfege and leave out the mystery pitch
		- Have the students sing the song of solfege and leave out the mystery pitch
	+ Ask students if they know what notes are higher sounding then the mystery pitch, what notes are lower sounding
	+ Call the mystery pitch Re and label Re on the solfege latter and provide hand signal
		- Confirm that this pitch is between Do and Mi
	+ Sing the song on solfa phrase by phrase for the students with them being your echo
	+ Sing the song on solfa the entire way through
	+ Add the hand signs and sing the song

**Apply**

* *Solfege Flash Cards*
	+ Lead the students through singing echo patterns that include RE.
		- This will help the students use the new solfege syllables in different contexts.
		- Examples have been attached

**Acquire** (D,I, E, F)

* *A Walk in the Woods*
	+ Have the students move to the sounds of the following non-pitched percussion instrument: wood block, cabasa, and glockenspiel
	+ Encourage the students to move in many different ways to “show the sound” in their bodies
		- Ask some student why they chose to move in that manner
	+ Ask the students what insects these sounds could resemble

**Apply**

* *A Walk in the Woods* (A, B)
	+ Teach the song to the students phrase by phrase
	+ Project the words on the smartboard and have the students sing the entire song
	+ Ask the students what solfege syllables are in this song
		- Some may recognize that there is a Re, others may not
	+ Sing the song on solfege phrase by phrase for the students with them being your echo
	+ Sing the song on solfege the entire way through
	+ Add the hand signs and sing the song
	+ Sing the song one more time all the way through adding in the wood block as the woodpeckers “voice”.

**Closure**: (J)

Ask students how many solfege syllables they now know. Congratulate them for knowing so many. Tell the students that next class we are going to add more woodland animals and insects into our new song. Can they think of any more animals and what instrument they would use to talk?

**Assessment for Learning:**

Will singing Down in the Meadow I would observe the student ability to distinguish between rhythm and the beat. I would observe if the students who were playing the rhythm and if they could play it correctly I would indicate so in a table. I envision that this would take multiple days to assess as only half of the class would be realizing the rhythm at a time.

**Assessment of Intune Rhythm**

|  |  |  |
| --- | --- | --- |
| **Student Name**  | **Student has met this outcome**  | **Student is still working towards this outcome**  |
| Avery  |  |  |
| Bronson  |  |  |
| Annika  |  |  |
| Ayden  |  |  |
| Matthew  |  |  |