

Lesson Plan: 3rd Grade, in person

Teachers: Colleen LaFlamme, Colleen Gilgan

Standards:

MU:Cr1.1.3b: Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Pr4.2.3b: When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr5.1.3b: Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

MU:Pr6.1.3a: Perform music with expression and technical accuracy.

Objectives:

Behavioral

3rd grade general music students will read and perform rhythm patterns from standard notation with a steady beat and correct rhythm with a success rate of 90%.

3rd grade general music students will demonstrate proper hand and finger position on the recorder with a success rate of 90%.

Cognitive

3rd grade general music students will identify notes on the lines and spaces of the treble staff through discussion and written assessment.

Materials:

Speaker, audio of music, Quaver video

Steady Beat (Happy)

<https://youtu.be/cmCDqX3ngfA>

Quaver Video

<https://www.quavermusic.com/classplay/Default.aspx?aid=4065&hm=0>

Standards

Procedures

Standards	Procedures
	<p>Introduction</p> <ol style="list-style-type: none"><li data-bbox="873 1591 1354 1661">1. Greet students at the beginning of class.<li data-bbox="873 1667 1338 1736">2. Ask the students to practice their steady beat during the song.<li data-bbox="873 1743 1419 1877">3. Play “Happy” audio and demonstrate a steady beat to the students in different ways (shoulders, hands, head, face, etc).

	<ol style="list-style-type: none"> 4. Encourage students to show the steady beat of the song.
	<p>Monday/Wednesday</p> <ol style="list-style-type: none"> 1. Introduce to students that they will be going over the lines and spaces of the staff. 2. Play the “Lines and Spaces Rap” Quaver song. 3. When finished, ask students if anyone remembers the notes for the spaces of the staff. Remind students that they spell a word (that rhymes with “space.”) Write the notes on the staff on the board. 4. Ask students if anyone remembers the notes for the lines of the staff. Remind students there are sayings to go with the note names. Write the notes on the staff on the board. 5. Explain to students that besides the devices to remember the notes, they can also use the musical alphabet. Write this on the staff. 6. Give a few examples of notes and ask students to say the note name. 7. Once students grasp the concept, explain that they will complete the worksheet. Pass out the worksheets to the students. Walk around and help students as necessary while they are completing the worksheets. 8. Recorder detective clue (LaFlamme) 9. Review virtual notebook/Flipgrid procedures (LaFlamme)
<p>MU:Cr1.1.3b: Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p>MU:Pr4.2.3b: When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p>	<p>Tuesday/Thursday</p> <ol style="list-style-type: none"> 1. Recorder detective clue (LaFlamme) 2. Ask students to listen and repeat rhythm patterns. 3. Speak echo patterns using rhythm syllables. Use patterns from the recorder song, “Walk Like a Mummy,” and gesture to students to follow. Repeat as necessary. 4. Bring up the video of the song, “Walk

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- Like a Mummy”. Ask students to look at the notation and think about how they would read the rhythms.
5. Play the video and have students say the rhythm out loud using rhythm syllables. Isolate any problem areas.
 6. Ask students to find the correct hand and finger position for the note B on the recorder.
 7. Ask students to play the song silently while holding the correct hand and finger position.
 8. Review tone production (LaFlamme)
 9. Watch Flipgrid examples of good tone (LaFlamme)
 10. If time, play Staff Champion game (LaFlamme)

Assessment:

Formative:

Teacher will listen to students when performing rhythm patterns. Students will be assessed on using correct rhythm syllables and a steady beat.

Students will show and explain proper hand and finger position on the recorder in class.

Summative:

Students will complete a worksheet on the lines and spaces of the staff.

Adaptations:

Students may speak and play along when comfortable.

Students can use different parts of their body or different ways to show a steady beat. Students can also imitate the teacher.

Instructions and music will be repeated as necessary.

Lesson Plan: 3rd Grade, Zoom class

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Objectives:

Behavioral

3rd grade general music students will produce a clear, steady tone on the recorder with a success rate of 90%.

3rd grade general music students will use proper hand and finger positions to play the note B with a success rate of 90%.

Materials:

Quaver Video

<https://www.quavermusic.com/classplay/Default.aspx?aid=4065&hm=0>

<https://www.quavermusic.com/classplay/Default.aspx?aid=3742&hm=0>

	<p>Introduction</p> <ol style="list-style-type: none">1. Greet students at the beginning of class.2. Ask the students to practice their steady beat during the song.3. Play “Happy” audio and demonstrate a steady beat to the students in different ways (shoulders, hands, head, face, etc).4. Encourage students to show the steady beat of the song.
<p>MU:Cr1.1.3b: Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p>MU:Pr4.2.3b: When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p>	<p>Monday</p> <ol style="list-style-type: none">1. Recorder detective clue (LaFlamme)2. Go over hand position, gentle air, covering holes for B (LaFlamme)3. Ask students to volunteer to play the note B for the class. Call on students and have them unmute to share.4. Remind students to share their first

<p>MU:Pr5.1.3b: Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p>MU:Pr6.1.3a: Perform music with expression and technical accuracy.</p>	<p>recorder sounds on Flipgrid and get their first badge.</p> <ol style="list-style-type: none"> 5. Pull up the Flipgrid page and show students how to post.
<p>MU:Cr1.1.3b: Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p>MU:Pr4.2.3b: When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p> <p>MU:Pr5.1.3b: Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p>MU:Pr6.1.3a: Perform music with expression and technical accuracy.</p>	<p>Tuesday</p> <ol style="list-style-type: none"> 1. Recorder detective clue (LaFlamme) 2. Review hand position, gentle air, covering holes for B (LaFlamme) 3. Ask students to volunteer to play the note B for the class. Call on students and have them unmute to share. 4. Introduce to students that they will be going over the lines and spaces of the staff. 5. Play the “Lines and Spaces Rap” Quaver song. 6. Intro “Walk Like a Mummy” song (LaFlamme)
<p>MU:Cr1.1.3b: Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p>MU:Pr4.2.3b: When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p> <p>MU:Pr5.1.3b: Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p>MU:Pr6.1.3a: Perform music with expression and technical accuracy.</p>	<p>Wednesday</p> <ol style="list-style-type: none"> 1. Recorder detective clue (LaFlamme) 2. Review hand position, gentle air, covering holes for B (LaFlamme) 3. Ask students to volunteer to play the note B for the class. Call on students and have them unmute to share. 4. Bring up “Walk Like a Mummy” song and ask students to play the song together with the video. 5. Play “Walk Like a Mummy” video. 6. Review recorder notebook/Flipgrid procedures (LaFlamme)
<p>MU:Cr1.1.3b: Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p>MU:Pr4.2.3b: When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p>	<p>Thursday</p> <ol style="list-style-type: none"> 1. Recorder detective clue (LaFlamme) 2. Review recorder notebook/Flipgrid procedures (LaFlamme) 3. Bring up “Walk Like a Mummy” song and ask students to play the song together with the video. 4. Play “Walk Like a Mummy” video. 5. Give time to record on Flipgrid (LaFlamme)

MU:Pr5.1.3b: Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. MU:Pr6.1.3a: Perform music with expression and technical accuracy.	
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Assessment:

Students will unmute and share their note B with proper hand and finger technique and a clear, steady tone.

Adaptations:

Students may speak and play along when comfortable.

Students can use different parts of their body or different ways to show a steady beat. Students can also imitate the teacher.

Instructions and music will be repeated as necessary.