

Lesson Plan: 1st Grade, in person

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Standards:

MU:Pr4.1.1a: With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr6.1.1a: With limited guidance, perform music for a specific purpose with expression.

Objectives:

Behavioral

1st grade general music students will perform movement to music with a steady beat with a success rate of 85%.

Cognitive

1st grade general music students will identify different parts of Irish culture through dance, music, and videos.

Materials:

Audio/video of songs below

Steady Beat

<https://www.youtube.com/watch?v=wQ11ApMT54o&list=PLmm4XxIkMErkVx1eR6xROtnGY60Q0-UJ3&index=3>

Movement

<https://www.youtube.com/watch?v=b02mysV9IPI>

<https://www.youtube.com/watch?v=WZxoE2Rj49I&list=PLmm4XxIkMErkVx1eR6xROtnGY60Q0-UJ3&index=2>

Book Activity

https://www.youtube.com/watch?v=tlXMnA3_Byw&t=126s

Songs/Video

https://www.youtube.com/watch?v=_EPsuOEH1fY

<https://www.youtube.com/watch?v=fKPmb5XznFE&list=PLmm4XxIkMErkVx1eR6xROtnGY60Q0-UJ3&index=1&t=155s>

Standards**Procedures**

<p>MU:Pr4.2.1a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>	<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 “Irish Washerwoman” 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:Pr4.2.1a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p> <p>MU:Pr6.1.1a: With limited guidance, perform music for a specific purpose with expression.</p>	<p>Monday/Thursday</p> <ol style="list-style-type: none">1. Ask students to stand up in front of their seats.2. Students will follow along and move to the video. When finished, students will take a seat.3. Students will listen to and watch “It’s Not All Rainbows” read aloud. When finished, discuss the ideas in the book with the students.4. Introduce “The Unicorn Song” and the context of the song. Teach the animal movements to the students and practice a couple of times.5. Ask the students to keep a steady beat on their laps during the verses, and then during the chorus perform the animal movements.6. Students will listen to “The Unicorn Song” and perform the movements.
<p>MU:Pr4.1.1a: With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>MU:Pr4.2.1a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>	<p>Tuesday/Wednesday</p> <ol style="list-style-type: none">1. Ask students to stand up in front of their seats.2. Students will follow along and move to the video. When finished, students will take a seat.3. Students will watch the “Irish Step Dance School” video.4. Students will discuss what they saw in the video.5. Teach the students the “Rakes of

<p>MU:Pr6.1.1a: With limited guidance, perform music for a specific purpose with expression.</p>	<p>Mallow” folk dance.</p> <ol style="list-style-type: none"> 6. Practice the steps with the students. When they feel comfortable, turn on the music and perform the dance to the song. 7. Students will watch examples of Irish step dancing.
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Assessment:

Formative:

Students will perform movement to music with a steady beat. This will be assessed through a checklist.

Perform with a steady beat? (Yes/No)	
Student 1	✓
Student 2	

Adaptations:

ADHD/ASD/Learning disabilities/Etc:

Students may sing, move, and play along when comfortable.

Students may use their own movements for movement activities or imitate the teacher.

Instructions and music will be repeated as necessary.