

**Lesson Plan:** 3rd Grade, in person

**Teachers:** Colleen LaFlamme, Colleen Gilgan

**Standards:**

MU:Cr2.1.3b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

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 demonstrate correct playing technique on the recorder with a success rate of 80%.

3rd grade general music students will perform “Walk Like a Mummy” and “AAA” with correct playing technique and correct rhythm with a success rate of 80%.

3rd grade general music students will compose melodies for the recorder using notes B and A with a success rate of 90%.

**Materials:**

Speaker, audio/video of songs below, recorders, projector

Steady Beat

[https://www.youtube.com/watch?v=CI-0E\\_jses](https://www.youtube.com/watch?v=CI-0E_jses)

Movement (Body Percussion)

<https://www.youtube.com/watch?v=92gf8dAlhUw>

<https://www.youtube.com/watch?v=Pva7JQfxYwU>

[https://www.youtube.com/watch?v=HR\\_R90YxNc](https://www.youtube.com/watch?v=HR_R90YxNc)

Quaver White Belt (Walk Like a Mummy)

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

Quaver Yellow Belt (AAA)

<https://www.quavermusic.com/classplay/Default.aspx?aid=3428&hm=0>

**Standards****Procedures**

	<b>Introduction</b> <ol style="list-style-type: none"><li>1. Greet students at the beginning of class.</li><li>2. Ask the students to practice their steady beat during the song.</li><li>3. Play “In the Mood” audio and demonstrate a steady beat to the students in different ways (shoulders, hands, head, face, etc).</li><li>4. Encourage students to show the steady beat of the song.</li></ol>
<p>MU:Cr2.1.3b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</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>	<b>Monday/Wednesday</b> <ol style="list-style-type: none"><li>1. Ask students to stand up in front of their seats.</li><li>2. Students will follow along to “Can’t Stop the Feeling” body percussion video.</li><li>3. When finished, ask students to take a seat.</li><li>4. Bring up good examples of “Walk Like a Mummy” playing and watch a few examples.</li><li>5. Review “Walk Like a Mummy” and have students speak the rhythm and use proper playing technique while holding their recorders.</li><li>6. Introduce recorder composition (LaFlamme)</li><li>7. Students compose (LaFlamme)</li><li>8. Recorder Detective clue (LaFlamme)</li><li>9. Review Flipgrid procedures, notebook, answer questions (LaFlamme)</li></ol>
<p>MU:Cr2.1.3b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p> <p>MU:Pr4.2.3b: When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p>	<b>Tuesday/Thursday</b> <ol style="list-style-type: none"><li>1. Ask students to stand up in front of their seats.</li><li>2. Students will follow along to “Toss the Feathers” body percussion video.</li><li>3. When finished, ask students to take a seat.</li><li>4. Teach finger position for the note A, by asking students to hold the position for note B and transitioning to A.</li></ol>

<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>	<ol style="list-style-type: none"> <li>5. Bring up “AAA” song and ask students to look at the song and audiate the rhythm.</li> <li>6. Play the song and have students speak the rhythm aloud while holding the finger position for the note A.</li> <li>7. Give students a few minutes to finish their recorder compositions. When students are ready, they can share them with the class.</li> <li>8. Recorder Detective clue (LaFlamme)</li> <li>9. Review Flipgrid procedures, notebook, answer questions (LaFlamme)</li> </ol>
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**Assessment:**

Formative:

Students will show correct playing technique on the recorder, which will be assessed through a checklist.

Student 1	✓
Student 2	

Students will perform “Walk Like a Mummy” and “AAA” in class and will be assessed on correct playing technique and correct rhythm through a rubric.

	Incorrect playing technique and incorrect rhythm	Correct playing technique OR correct rhythm	Correct playing technique AND correct rhythm
Student 1			
Student 2			

Students will present recorder compositions to the class and will be assessed on use of notes B and A through a checklist.

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.

Instructions and music will be repeated as necessary.

**Lesson Plan:** 3rd Grade, Zoom class

**Teachers:** Colleen LaFlamme, Colleen Gilgan

**Standards:**

MU:Cr2.1.3b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

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:**

3rd grade general music students will demonstrate correct playing technique on the recorder with a success rate of 80%.

3rd grade general music students will perform “Walk Like a Mummy” and “AAA” on the recorder with correct playing technique, proper tone production, and correct rhythm with a success rate of 80%.

3rd grade general music students will compose melodies for the recorder using notes B and A with a success rate of 90%.

**Materials:**

Audio/video of songs below, recorders

Steady Beat

[https://www.youtube.com/watch?v=\\_CI-0E\\_jses](https://www.youtube.com/watch?v=_CI-0E_jses)

Movement (Body Percussion)

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Quaver White Belt (Walk Like a Mummy)

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Quaver Yellow Belt (AAA)

<https://www.quavermusic.com/classplay/Default.aspx?aid=3428&hm=0>

**Standards****Procedures**

	<b>Introduction</b> <ol style="list-style-type: none"><li>1. Greet students at the beginning of class.</li><li>2. Recorder Detective clue (LaFlamme)</li><li>3. Ask the students to practice their steady beat during the song.</li><li>4. Play “In the Mood” audio and demonstrate a steady beat to the students in different ways (shoulders, hands, head, face, etc).</li><li>5. Encourage students to show the steady beat of the song.</li></ol>
<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>	<b>Monday</b> <ol style="list-style-type: none"><li>1. Ask students to stand up in front of their seats.</li><li>2. Students will follow along to “Can’t Stop the Feeling” body percussion video.</li><li>3. When finished, ask students to take a seat.</li><li>4. Ask students to share the elements of good recorder playing technique. Call on a few students to unmute and share.</li><li>5. Bring up good examples of “Walk Like a Mummy” playing and watch a few examples.</li><li>6. Review “Walk Like a Mummy” and have students play the song on mute with proper playing technique.</li><li>7. Introduce yellow belt (LaFlamme)</li></ol>
<p>MU:Cr2.1.3b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</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>	<b>Tuesday</b> <ol style="list-style-type: none"><li>1. Ask students to stand up in front of their seats.</li><li>2. Students will follow along to “Toss the Feathers” body percussion video.</li><li>3. When finished, ask students to take a seat.</li><li>4. Review “AAA” and have students play the song on mute with proper playing technique.</li><li>5. Recorder composition (LaFlamme)</li></ol>

<p>MU:Pr6.1.3a: Perform music with expression and technical accuracy.</p>	
<p>MU:Cr2.1.3b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</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><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Ask students to stand up in front of their seats.</li> <li>2. Students will follow along to “Can’t Stop the Feeling” body percussion video.</li> <li>3. When finished, ask students to take a seat.</li> <li>4. Recorder composition breakout rooms (LaFlamme)</li> </ol>
<p>MU:Cr2.1.3b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</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><b>Thursday</b></p> <ol style="list-style-type: none"> <li>1. Ask students to stand up in front of their seats.</li> <li>2. Students will follow along to “Toss the Feathers” body percussion video.</li> <li>3. When finished, ask students to take a seat.</li> <li>4. Depending on students’ achievement during the week, introduce the note G. Transition from the finger position of A to the position of G.</li> <li>5. Share Flipgrid compositions (LaFlamme)</li> <li>6. Practice/recording breakout rooms (LaFlamme)</li> </ol>

**Assessment:**

Formative:

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