

Lesson Plan: 2nd Grade, In person

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Standards:

MU:Cr1.1.2a: Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

MU:Cr2.1.2b: Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

MU:Cr3.2.2a: Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.2.2b: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Objectives:

Behavioral

2nd grade general music students will perform body percussion with a steady beat and correct rhythm patterns with a success rate of 80%.

2nd grade general music students will compose and perform their own rhythm pattern and body percussion movement using quarter, eighth, and half notes with a success rate of 80%.

2nd grade general music students will play boomwhackers with proper playing technique with a success rate of 90%.

Cognitive

2nd grade general music students will differentiate between quarter, eighth, and half notes and quarter rests in sound and notation as demonstrated through imitation, composition, and individual performance.

Materials:

Speaker, audio of songs, whiteboards, whiteboard markers and erasers

Steady Beat/Body Percussion (Happy)

<https://youtu.be/cmCDqX3ngfA>

Movement (Ready Set Dance)

<https://youtu.be/zXEems3ayO0?t=26>

Boomwhackers (Brother John)

<https://youtu.be/PQwnkZUsvFA>

Quaver Video

<https://www.quavermusic.com/classplay/Default.aspx?aid=3487&hm=0>

Standards**Procedures**

	Introduction <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:Cr1.1.2a: Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p> <p>MU:Cr2.1.2b: Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</p> <p>MU:Cr3.2.2a: Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p> <p>MU:Pr4.2.2b: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p>	Monday/Wednesday <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.3. When finished, ask students to take a seat, then listen and repeat rhythm patterns.4. Clap about two to three patterns and then speak patterns using rhythm syllables, gesturing to students to follow. Repeat as necessary.5. Ask students the other name for ta and ti-ti. Write standard notation for quarter and eighth notes on the board.6. Ask students about any other kinds of notes they know about. If no response, prompt students with half note drawing.7. Write out a written rhythm pattern and ask students if anyone can speak or clap the rhythm. Do this with a few rhythm patterns. Repeat as necessary, until students seem to understand.8. Write rhythm patterns used in the body percussion on the board. Teach students rhythm patterns of body percussion activity, one at a time. Start with rhythm syllables and move to movement.9. When students mostly understand the body percussion movements, play “Happy” and have students perform

	<p>movements to music.</p> <p>10. When finished, ask students to compose one short rhythm and add movement to it to create body percussion. Students can write their rhythm on white boards.</p> <p>11. If time, students can share their body percussion rhythms with the class.</p>
<p>MU:Cr1.1.2a: Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p> <p>MU:Pr4.2.2b: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p>	<p>Tuesday/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. 3. When finished, ask students to take a seat, then listen and repeat rhythm patterns. 4. Speak rhythm patterns using rhythm syllables and gesture to students to follow. 5. Write a few rhythm patterns on the board and have students say them back together. 6. Bring up standard notation of “Brother John” on the board. 7. Ask students to speak rhythms. Once mastered, add words to the rhythm. Students can chant instead of sing the song, using the correct rhythms. 8. When the students feel comfortable with this, prepare boomwhackers. 9. Before giving the students the boomwhackers, explain proper playing technique and rest position. 10. Pass out boomwhackers, one to each student. 11. Explain to students they will only play their boomwhacker when their note and color is highlighted. 12. Play “Brother John” video and have students play along. 13. If student(s) do well, give them a second boomwhacker for a challenge. 14. If time, play Frere Jacques Quaver video.

Assessment:

Formative:

Students will perform given and composed body percussion. Students will be assessed on performance and use of correct rhythms and note durations.

Students will be assessed on proper playing technique while playing boomwhackers.

Adaptations:

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

Students may use their own movements for movement activities.

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

Students can use one hand to play boomwhackers.

Instructions and music will be repeated as necessary.