

Lesson Plan: 2nd Grade, in person

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Standards:

MU:Pr4.2.2a: Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

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

1.1.2.B.1: Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.3.2.B.1: Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.

Objectives:

Behavioral

2nd grade general music students will perform rhythm patterns with a steady beat and correct note durations through clapping and speaking with a success rate of 80%.

Cognitive

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

Materials:

Speaker, audio/video of songs below, projector, “lightsabers,” whiteboards, whiteboard markers and erasers

Steady Beat

https://www.youtube.com/watch?v=_CI-0E_jses

Movement

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

<https://www.youtube.com/watch?v=dh-9k8XfLzY>

Rhythm Practice

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

<https://www.youtube.com/watch?v=568boL3fPgA>

Standards**Procedures**

<p>MU:Pr4.2.2a: Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p> <p>1.1.2.B.1: Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</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 “In the Mood” 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.
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*Revised after Monday's lesson.

Assessment:

Formative:

Students will perform rhythm patterns through clapping, speaking, and using a lightsaber. Students will be assessed on ability to perform with a steady beat and correct note durations through a rubric.

	No steady beat and incorrect note durations	Steady beat OR correct note durations	Steady beat AND correct note durations
Student 1			
Student 2			

Students will write rhythm patterns from dictation on their whiteboards. Students will be assessed on correct notation 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.

Physical disability:

Students can use one hand to use the lightsaber.

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 choose to speak rhythms instead of clap.