

**Lesson Plan:** 1st Grade In Person

**Teachers:** Colleen LaFlamme, Colleen Gilgan

**Standards:**

- MU:Cr1.1.1a: With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
- MU:Cr2.1.1b: With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.
- MU:Cr3.2.1a: With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audiences.
- 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.

**Objectives:**

**Behavioral**

1st grade general music students will sing, play, and move independently with a success rate of 90%.

1st grade general music students will compose and perform their own rhythm patterns using quarter and eighth notes with a success rate of 80%.

**Cognitive**

1st grade general music students will differentiate between quarter and eighth note sounds and notation as demonstrated through imitation, composition, and individual performance.

**Materials:**

Speaker, audio of songs listed below, egg shakers, rhythm sticks

Steady Beat (I Wanna Dance With Somebody)

<https://www.youtube.com/watch?v=2dzf4T3RbEc>

Movement (Old McDonald, Love Train)

[https://www.youtube.com/watch?v=jh2Wa-7pqlc&list=OLAK5uy\\_ldvx7mi\\_IfgreWnVOVDWKf\\_xrQkyDdtsM&index=1](https://www.youtube.com/watch?v=jh2Wa-7pqlc&list=OLAK5uy_ldvx7mi_IfgreWnVOVDWKf_xrQkyDdtsM&index=1)

<https://www.youtube.com/watch?v=TH7zezZbgMk>

Instruments/Scarf (Shake!, Stick Tune, Rocketship Run)

<https://www.youtube.com/watch?v=pPrwQ9L42cs>

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

<https://www.youtube.com/watch?v=kXKOA4ojGrg>

Playalong (Higher Love)

<https://www.youtube.com/watch?v=qptYbFBzo8U>

## 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><b>Introduction,</b> <b>Tuesday/Wednesday/Thursday</b></p> <ol style="list-style-type: none"><li>1. Ask the students to sing the “Hello Song” and think about their steady beat while singing. Sing the “Hello Song” with the class.</li><li>2. Go around the class and ask each student to sing the song with their name.</li><li>3. Ask the students to practice their steady beat during the song.</li><li>4. Play “I Wanna Dance With Somebody” 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:Cr1.1.1a: With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p> <p>MU:Cr2.1.1b: With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p> <p>MU:Cr3.2.1a: With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audiences.</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><b>A Group, Tuesday</b></p> <ol style="list-style-type: none"><li>1. Ask students to stand up in front of their seats. Ask the students what movement they would use to represent a chicken, duck, pig, etc.</li><li>2. Ask the students to follow along to your movements or feel free to use their own.</li><li>3. Move along to “Old McDonald” using students’ chosen movements.</li><li>4. When finished, ask students to take out their egg shakers and listen to the song.</li><li>5. Play “Shake! (Your Shaker Eggs)” and play along with the students. The students will listen for the directions in the song.</li><li>6. Ask students to put away their egg shakers and take out their rhythm</li></ol>

	<p>sticks.</p> <ol style="list-style-type: none"> <li>7. Play “Stick Tune” and play along with the students. The students will listen for the directions in the song.</li> <li>8. When finished, ask the students to listen and repeat rhythm patterns.</li> <li>9. Play rhythm patterns with the rhythm sticks and gesture to students to follow. Repeat as necessary.</li> <li>10. Ask students if they would like to share their own rhythm pattern for the class to copy. Go around to each student once.</li> <li>11. Students will learn quarter and eighth note sounds (Mrs. LaFlamme).</li> <li>12. Students will compose their own patterns of quarter and eighth note sounds using erasers (Mrs. LaFlamme).</li> <li>13. Students will use scarves in movement to “Rocketship Run” (Mrs. LaFlamme).</li> <li>14. Students will sing the “Goodbye Song” and pack up to leave.</li> </ol>
<p>MU:Cr1.1.1a: With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p> <p>MU:Cr2.1.1b: With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p> <p>MU:Cr3.2.1a: With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audiences.</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><b>B Group, Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Ask students to stand up in front of their seats. Ask the students what movement they would use to represent a chicken, duck, pig, etc.</li> <li>2. Ask the students to follow along to your movements or feel free to use their own.</li> <li>3. Move along to “Old McDonald” using students’ chosen movements.</li> <li>4. When finished, ask students to take out an instrument and play along to the song.</li> <li>5. Play “Higher Love” and play along with the students.</li> <li>6. When finished, ask the students to listen and repeat rhythm patterns.</li> <li>7. Play rhythm patterns with the rhythm sticks and gesture to students to follow. Repeat as necessary.</li> <li>8. Ask students if they would like to</li> </ol>

	<p>share their own rhythm pattern for the class to copy. Go around to each student once.</p> <ol style="list-style-type: none"> <li>9. Students will review quarter and eighth note sounds and learn the stick notation and rhythm syllables (Mrs. LaFlamme).</li> <li>10. Students will compose their own patterns of quarter and eighth notes with stick notation using whiteboards (Mrs. LaFlamme).</li> <li>11. If time allows, students will use scarves in movement to “Rocketship Run” (Mrs. LaFlamme).</li> <li>12. Students will sing the “Goodbye Song” and pack up to leave.</li> </ol>
<p>MU:Cr1.1.1a: With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p> <p>MU:Cr2.1.1b: With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p> <p>MU:Cr3.2.1a: With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audiences.</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><b>B Group, Thursday</b></p> <ol style="list-style-type: none"> <li>1. Ask students to stand up in front of their seats.</li> <li>2. Ask the students to follow along with your movements or feel free to use their own.</li> <li>3. Move along to “Love Train.”</li> <li>4. When finished, ask students to take out an instrument and play along to the song.</li> <li>5. Play “Higher Love” and play along with the students.</li> <li>6. When finished, ask the students to listen and repeat rhythm patterns.</li> <li>7. Play rhythm patterns with the rhythm sticks and gesture to students to follow. Repeat as necessary.</li> <li>8. Ask students if they would like to share their own rhythm pattern for the class to copy. Go around to each student once.</li> <li>9. Students will review quarter and eighth note stick notation and rhythm syllables (Mrs. LaFlamme).</li> <li>10. Students will compose their own patterns of quarter and eighth notes with stick notation using whiteboards (Mrs. LaFlamme).</li> <li>11. Students will choose an instrument</li> </ol>

	<p>and perform their songs (Mrs. LaFlamme).</p> <ol style="list-style-type: none"><li>12. If time allows, students will use scarves in movement to “Rocketship Run” (Mrs. LaFlamme).</li><li>13. Students will sing the “Goodbye Song” and pack up to leave.</li></ol>
--	--

**Assessment:**

Formative:

Teacher will listen to and observe students singing, moving, and playing along to music.

Summative:

Students will present and perform compositions to the class.

**Adaptations:**

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

Students may sing their own versions of the “Hello Song” and use their own movements for movement activities.

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.