

Lesson Plan: 2nd Grade, in person/Zoom

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Standards:

MU:Pr4.1.2a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

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.

MU:Pr6.1.2a: Perform music for a specific purpose with expression and technical accuracy.

Objectives:

Behavioral

2nd grade general music students will perform rhythm patterns and movement with a steady beat with a success rate of 85%.

Cognitive

2nd grade general music students will identify different parts of Irish culture through dance, music, and videos.

Materials:

Speaker, audio/video of songs below, projector

Steady Beat

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

Movement

https://www.youtube.com/watch?v=t8e4Xtr5_W0

Body Percussion

https://www.youtube.com/watch?v=k69PnH_kY8g

https://www.youtube.com/watch?v=4AiiXR_cTsY

Shamrock Song

Shamrock,   growing in my garden.

Shamrock,   growing all day.

Shamrock,   growing in my garden.

It's St. Patrick's Day!  



Leprechaun,    hiding in my garden.

Leprechaun,    hiding all day.

Leprechaun,    hiding in my garden.



It's St. Patrick's Day!   



Rainbow,   shining in my garden.

Rainbow,   shining all day.

Rainbow,   shining in my garden.

It's St. Patrick's Day!  

Standards**Procedures**

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>MU:Pr6.1.2a: Perform music for a specific purpose with expression and technical accuracy.</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>Monday</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. Ask the students to take out their rhythm sticks. Give the students about 30 seconds to play their sticks.4. Ask the students to listen to patterns and repeat them.5. Introduce the Stick Game. Explain the different things they will have to do with their rhythm sticks.6. Try out the game a few times.7. Play Poison Rhythm. Explain the rules of the game and try a few rounds.
<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>MU:Pr6.1.2a: Perform music for a specific purpose with expression and technical accuracy.</p>	<p>Tuesday</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. Introduce the “Rattlin’ Bog” song. Sing the chorus for the students.4. Explain that there are different things that happen in the song and we will use movement to show all the different things.5. Go through each movement for the different animals or things.6. Try a few different verses slow for practice.

	<ol style="list-style-type: none"> 7. Students will listen to the full song and perform the movements. 8. If time, students can create their own version of the song.
<p>MU:Pr4.1.2a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <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>MU:Pr4.2.2b: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p>MU:Pr6.1.2a: Perform music for a specific purpose with expression and technical accuracy.</p>	<p>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 Mallow” folk dance. 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.
<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>MU:Pr6.1.2a: Perform music for a specific purpose with expression and technical accuracy.</p>	<p>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. Introduce different Irish instruments. Show videos and listening examples of the different instruments. 4. Allow students to share their opinions and discuss what they hear. 5. Play a video using Irish instruments and allow students to play along with homemade instruments or instruments in the classroom. 6. Introduce the Shamrock song. Sing the full song for the students. Ask the students what part of the song is always the same in each verse. 7. Ask the students to listen again and sing the part that is always the same - “It’s St. Patrick’s Day!”

	<ol style="list-style-type: none"> 8. Sing the song again and ask the students to incorporate the body percussion as well. 9. If time, students can then sing the full song together with body percussion.
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Assessment:

Formative:

Students will perform rhythm patterns and movement to music with a steady beat. This will be assessed 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 or imitate the video or teacher.

Instructions and music will be repeated as necessary.