

Peer Teach #2 Lesson Plan	
<b>Name:</b> Starr Desmond	<b>Date:</b> March 8, 2021
<b>Lesson Title:</b> Best Day of My Life	
<b>Lesson Objectives/Instructional Outcomes.</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>-be asked to reflect on Happy Memories and The Best Days of their life in our introduction exercise</li> <li>-participate in guided rhythm exercises</li> <li>-participate in call and response rhythm patterns</li> <li>-sing and work on their “oh’ shaped vowel</li> <li>-participate in call and response vocal patterns</li> <li>-sing mm7-8 in the “Best Day of My Life” arrangement</li> </ul>	
<b>Relationship to Overarching Learning Goals</b> <ul style="list-style-type: none"> <li>-This song will expand the students musical repertoire in singing a more modern Pop/Rock piece</li> <li>-This song will help students work on the “Oh” shaped vowels and melismas</li> <li>-This lesson will introduce students to a call and response style of singing and help the students practice 8th and 16th note rhythms patterns</li> <li>-This lesson supports the next lesson in the instructional sequence by introducing the students learn the feel, mood, and common rhythms in the song. This lesson also helps introduce the call and response sequences that occur in this song.</li> </ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>-Computer and access to ZOOM</li> <li>-Audrey Snyder’s arrangement of the “2014 Pop Hit by American Authors titled Best Day of My Life” (3-Part Mixed Voices)</li> </ul>	
<b>Anticipated Student Misconceptions:</b> <ul style="list-style-type: none"> <li>-Connection Issues and Lagging over ZOOM</li> <li>-The syncopated 16th notes in the Drum Rhythm</li> <li>-The syncopated 16th notes in mm7-8 Vocal Lines</li> <li>-Maintaining the “Oh” shape while singing mm7-8</li> </ul>	
<b>Concept Prerequisites (previous knowledge required):</b> <ul style="list-style-type: none"> <li>-How to access and work ZOOM</li> </ul>	
<b>Introduction/Doorway in:</b> Start with guided meditation to help center the focus of the class: <ul style="list-style-type: none"> <li>-Have students sit up straight with their feet planted onto the ground</li> <li>-Have students rub their hands together and place them over their eyes, then close their eyes</li> <li>-Remind students to breathe in and out</li> <li>-As they are doing this ask them to thin about some of their favorite memories (aka the <i>Best Days of their Lives</i>)</li> <li>-After 30 seconds, have the students open their eyes behind their hands, then remove their hands</li> <li>-In last 30 seconds have the students type their memory that they thought of (if comfortable)</li> </ul> <p>^This door way in connects to the song topic and feel of the ‘Best Day of My Life’ song^  This Doorway in is also a great centering exercise to help ground the students in class</p>	

## Instructional Activities:

### 1 minute 30 seconds:

Start with guided meditation to help center the focus of the class:

- Have students sit up straight with their feet planted onto the ground
- Have students rub their hands together and place them over their eyes, then close their eyes
- Remind students to breathe in and out
- As they are doing this ask them to think about some of their favorite memories (aka the *Best Days of their Lives*)
- After 30 seconds, have the students open their eyes behind their hands, then remove their hands
- In last 30 seconds have the students type their memory that they thought of (if comfortable)

### 2 minutes 30 seconds:

Rhythm Warm Up:

- Have students place a hand on their chest and pat a solid beat with me at tempo of song
- make sure that the students have it so that I can see their hands, so that I know that they are participating
- as we are all patting together have students listen to me ti-ta a rhythm (the intro drum rhythm) then have them join in
- try intro drum rhythm as a call and response, me first students second  
(ask students with thumbs up and down how the rhythm felt, repeat if necessary)
- as we are all patting together have students listen to me ti-ta a rhythm (mm7 vocal rhythm) then have them join in
- try mm 7 vocal rhythm as a call and response, me first students second  
(ask students with thumbs up and down how the rhythm felt, repeat if necessary)

### 3 minutes:

-Vocal Warm Ups:

- 2 yawn stretched to open up the vocal chords
- Rollercoaster Modified - pretend like you're on a rollercoaster and say "woah" (*then do rollercoaster exercise*)
- Ask for a volunteer to lead us in a rollercoaster (*when doing this exercise mention how rollercoasters are fun memories*)
- Have everyone sing an F major scale on the word "woah" and emphasizing the "oh" on each note  
(ask students with thumbs up and down how the rhythm felt, repeat if necessary)
- Singing exercise on "woah" going: do-mi-re-fa-me-sol-fa-re-do (*still emphasizing the oh*)  
(ask students with thumbs up and down how the rhythm felt, repeat if necessary)

### 2 minutes:

-Guided listening question and listening to song:

- Ask question 2 questions: (then put questions in the chat)
  - #1 Do you hear any rhythms that we did in our warm ups in the song? If so where and who's playing it?
  - #2 How would you describe the mood of this song? How did you come up with your answer?

-Play first minute of the song, and have the students punch their answers into the chat

### 2 minutes:

- Music Time, mm 7-8
- Have students bring pat back on chest like warm up
- Review Rhythm in call in response
- Have students sing mm7-8 with me 2 times  
(ask students with thumbs up and down how the rhythm felt, repeat if necessary)
- Have them call and response with me, me first then second (2 times)

## Assessment (Formative and Summative):

- Showing that they are participating with their ZOOM video on during the 11 minute class
- Participating in the Thumbs Up or Down exercise to help me assess how much/ how fast that they are learning
- By answering the guided listening questions in the chat box, and participating in chat box activities

**Differentiation According to Student Needs:**

Indicate the strategies you will use to address diverse student learning needs. Include accommodations for students with an IEP or 504, cultural, or linguistic needs.

- Send out lesson plan to student a head of class so that they have more time to prepare
- Send out practice videos to students who may need more time with certain exercises
- Type out directions in the chat, so that students can refer back to it at any time during the activities in class

**Framework Alignment:**

Select, analyze and interpret artistic work for presentation. Identify basic strategies musicians use to practice and employ them in readying a musical work for performance. (7-8.M.P.04)

Convey meaning through the presentation of artistic work. Match a musical performance or composition with expressed intent (e.g., wanting the audience to feel a particular emotion). (7-8.M.P.06)

Interpret intent and meaning in artistic work. Explain how a musical work is connected to the particular cultural and historical context where it was created. (7-8.M.R.08)