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## **Week 1 Lesson Plan**

**Class: Dever 3rd grade class**

**Date: November 7th, 2019**

**Duration: 30 mins**

### ***Objectives:***

1. Students will be able to decode the rhythm, note names, and musical patterns (repetition or new material) in the song “In the Forest” by Starr Desmond
2. Students will practice audiation while working with “In the Forest”
3. Students will learn to sing “In the Forest” without guidance from BU teachers

### ***Outline of Lesson Steps:***

#### **1. Working with Rhythm (Teacher: Ana-Sofia) (approximately 7-8 minutes)**

-\*\*\*Without presenting the score\*\*\*:

- Greet class

- **Warm Up:** Students echo du/du-de rhythms (1 bar echos):

- Simple rhythmic bars first then sequentially to complex rhythmic bars (mix half, quarter and eighth notes)

-Give Feedback

- **Listening activity:** “I’m going to say a rhythm and I want someone to tell me what rhythm notes I spoke.” (3 blank measures will be on white board already for volunteers to write in the answers)

- Teacher speaks “In the Forest” rhythm. Reask question. Volunteer answers and writes it on the board. Class reads written rhythm together.

- Teacher speaks “I saw a bird” rhythm. Reask question. Volunteer answers and writes it on the board. Class reads written rhythm together.

- Teacher speaks “tweet tweet tweet” rhythm. Reask question. Volunteer answers and writes it on the board. Class reads written rhythm together.

- Repeat any of the bars if needed.

- Give Feedback

- **Present Score of song on the board (no lyrics):**

- Teacher counts off and speaks entire song rhythm with students

- Teacher counts off and let students speak the rhythm by themselves.

**\*\*\*Present Score without Lyrics on Smart Board\*\*\***

**2. Note names (Teacher: Luke) (approximately 5-7 minutes)**

Using the In the Forest Score that has lines (for writing note names) below the staff instead of lyrics:

**“Good morning, class. My name is Mr. Swanson and now we are going to decode the note names of *In the Forest*.”**

-Students form 4 groups of approximately 6 students: one group per line of music.

Groups are formed by students counting 1,2,3,4.

**“We are going to form groups. Please count off 1 through 4. Everybody needs to be silent while we count...1’s are here (back left), 2’s are here (back right)” etc.**

-Pass out clip boards with each having prepared music from one line, and lines below note heads for writing F, G, etc. Students have 3 minutes to work as a team to write note names on lines.

**...while passing out clipboards: “On these clipboards is a line of music. It is your job as a team to figure out each note name and write them on the lines below the notes. When you are finished, put both hands on the top of your head.”**

**\*\*\*Display score with lines for writing note names\*\*\***

-While still in their groups, each team will tell me which pitches to write under the noteheads on the board.

-After each line is decoded, students will chant the note names in the correct rhythm.

**“Please say the note names with the correct rhythm...1, 2, ready, go...” (point to each note as they go along)**

-With each new line, students will chant the new one, and then from the beginning of the song to the current line.

**3. Color-code rhythms and notes (Teacher: Jessie) (approximately 6-8 minutes)**

Using the In the Forest Score without lyrics:

-Have students take a minute to look at their 3 different rhythms and the score and see if they can notice any similarities.

-Identify where the rhythmic similarities occur.

- Have them look at the melodies on the score and see if they can notice any similarities.
- Break down score using volunteers, by using smart board to box off parts that have the same melody and rhythm:
  - Measure 1, 3, and 6 are the same
  - Measure 2 and 8 are the same
  - Measure 5 and 6 are the same
  - Measure 4 is different

**\*\*\*Present Score with Lyrics on Smart Board\*\*\***

- Ask class if they notice anything about the lyrics, and how that works with the boxes.
  - Measure 1, 3, and 6 have the same lyrics
  - Measure 2 and 8 have the same lyrics
  - Measure 5 and 6 have the same lyrics
  - Measure 4 is by itself

**\*\*\*Present Score with Lyrics and Mark Up on Smart Board\*\*\***

**4. Audiation activity with lyrics (Teacher: Starr) (approximately 7-8 minutes).**

Using the In the Forest Score that has the boxes marked up with lyrics.

- Sing the blue boxes following the score (In the forest)
  - with me
  - without me
- Sing the red boxes following the score (I saw a bird)
  - with me
  - without me
- Sing the green boxes following the score (Tweet tweet tweet)
  - with me
  - without me
- Sing the purple boxes following the score (I heard it say)
  - with me
  - without me

**5. Sing altogether (All BU Teachers helping) (approximately 1 minute).**

Students sing by themselves

**Accommodations:**

For students struggling to follow along, students who are not leading the lesson will scan the room and circulate to give individualized attention to those who need it.

**Angela:** any suggestions on things we can do to accommodate for Juliet in this particular setting and lesson?

**\*\*\*\*Activity just in case we have more time/to break up lesson**

**-Angela:** Do you have those colorful mesh scarves to use for some movement activity?

***Mesh Scarf Activity: Falling Leaves (ONLY IF TIME PERMITS):***

**-Kids will all get a scarf and move freely with it like a leaf floating in the wind (BU students can demonstrate) to music being played on the piano. When the music stops, they must throw the scarf in the air and wait until it touches the ground to sing the resting tone (which will be given before music on the piano). If students sing the resting tone before their scarf touches the ground, they must go to barred instruments and play the resting tone on the beat as the piano music is playing. (The resting tone will be C).**