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Week 4 Lesson Plan

Class: Dever 3rd grade class

Date: December 5th, 2019

Duration: 30 mins

Objectives (“I can” statements):

1. Move around the room safely.
2. Perform a song with movement and instruments in an ABA form
3. Have fun with the BU students one last time!

Materials:

- Tubanos
- Rhythm sticks
- Barred instruments and mallets
- SmartBoard with correct documents
- Timer

Additional Classroom set-up:

Have Tubanos (13- for class and teacher) around left side of carpet for easy access (have rhythm sticks bin up front as well)

Outline of Lesson Steps:

Putting together the tubanos rhythm, rhythm sticks, barred instruments, and dance to make a big performance!

Ana-Sofia: (6 mins)

- Teachers perform demo(with new scarf element)
- Jessie, Luke, Star go to four corners of the rug
- “Now I am going to break you up into groups” (four groups total)
- “1,2,3,4,5,6. Please join Jessie and form a circle with her” (repeat for each teacher)
- Teacher pulls out one student per circle to be the “leaf tosser” and hands them hand full of scarves
- “Students with the scarves will be our leaf tossers. Everyone else will be doing the dance. Leaf tossers if you run out of scarves to toss you can get more from the basket in the middle of the rug.”
- “Dance and sing now”
- Repeat if time allows

Luke and Jessie: (6 mins)

(Have B rhythm section on SmartBoard)

-**Jessie** divides groups into 2 again: “Friends in the back row plus 1, 2, 3, 4 (point to 4 students in second row) please show me rest position behind the tubanos. The rest of my friends, come grab rhythm sticks and show me rest position on the rug.”

-**Luke**: (Directed to Tubanos (Group B)): “Let’s practice our part. I will first demonstrate on the tubanos. Pay attention to my hands while I play and also chant your du-de’s with me!” ...after demonstration... “Friends sitting on the rug, please practice with us by patting on your laps, like you are pretending to play the tubanos.”

- practice 2 times. Chant Du-de’s! Small motions on rests.

-**Jessie**: “Let’s add in our rhythm sticks to form the ABAB pattern like we did last week. Remember, rhythm sticks are played like this as we sing: (quick demo of playing on beat 1 of every measure) except which part is different? (tweet tweet tweet is different, rhythm sticks are played with each ‘tweet’)”

-**Jessie** cues rhythm sticks while **Luke** supports tubanos. **Jessie** give verbal cue “Tubanos get ready” on measure 7, and **Luke** takes over, giving cue back to rhythm sticks “Rhythm sticks get ready”, and **Jessie** again cues in Tubanos the same way as the first.

-**Jessie** “When I say go, rhythm sticks group leave your sticks on the rug and walk around this way (point) to the Tubanos, and Tubanos group walk around this way (point) sit in front of a set of sticks. Show me rest position once you are at your new instrument.”

-Play through ABAB pattern again, cuing Tubanos and rhythm sticks to come in.

-If fixing is needed: slow down the song and rhythm, do tubano movements with students. Talk about how the transition from A to B works.

- “Please give your full attention to Ms. D. Leave instruments where they are. Thank you!”

Starr: (6 mins)

Review mallet parts!

Have students move back to their seats, and pull up mallet score.

Ask class if they remember: Which word we switch on to move to F&C

Choose a volunteer to show how we walk over to the mallets and demonstrate rest position

The have Row 3- Row 2- Row 1 move over to the mallets

Play through mallet part during remaining time, addressing any mishaps that may happen.

All: (12 mins)

-[**Ana-Sofia**] count kids off by 6’s and send them to corresponding stations:

-breaking class up into 4 groups:

mallets (station 1: Starr)

movement (station 2 on rug: Ana-Sofia)

rhythm sticks (station 3 behind rug: Jessie)

tubanos (station 4 along outside of rug: Luke)

-[**Ana-Sofia**] explain that we will put all the parts together in ABA form. The letter parts are (have ABA form explanation slide on board:

A = mallets - singing - rhythm sticks - movement (everyone sings)

B = tubanos

-play through the form 2 times, then have the groups switch. Everyone will be able to play each part twice.

Accommodations:

Classroom Management Ideas:

1. Sing 5-4-3-2-1 *clap,clap* (all quarter notes) in F lydian, class is echo. Leave out a random note or two after first repetition. Diminuendo to level 0.
2. “Show me level zero” with hand signaling ‘0’
3. Reference a letter from HAWKS (below whiteboard)