Brookland Elementary Music

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February 24-28, 2020 Lesson Plans

**Kindergarten:**

Objective: Review notes on the caterpillar and the solfa song. Sing “Phoney Baloney,” and have students lead the song at the front of the class. Sing “Keep the Beat,” and apply instruments to keep the beat. Allow students to play the beat and copy rhythm patterns we create. Discuss an ostinato and allow students to create ostinatos and play on instruments. Sing and move around the room to “Ha Ha This away.” Students will create new verses to play with the song.

Materials Needed: iTunes playlist, PowerPoint

Frameworks: CR.1.K.1, CR.1.K.2, CR.2.K.1, CR.2.K.2, CR.2.K.3, CR.2.K.5, CR.3.K.2, P.4.K.1, P.4.K.2, P.4.K.4, R.7.K.2

PGP/TESS: Encouraging students to feel confident in their song knowledge and feeling comfortable to sing with their class. Reflect on the instruments used last week in the jazz kitten book and how to play them. Assess students by seeing if they remember how to play each of the five jazz instruments.

Notes:

**1st Grade:**

Objective: Discuss tempo and songs they know at varying tempos. Sing “Head and Shoulders” and perform at different tempos. Sing “Miss Lucy,” and add motions. This is a very silly song, and allows a lot improvisation. Write eighth notes and quarter notes, along with the power point, the help the students identify what notes are in the song. Sing “Un Deux Trois,” and discuss music in different cultures. Have students guess what language the song is in and what their interpretation is. Discuss the phrasing of the songs and add hand motions to move their hands with the phrases.

Materials Needed: iTunes Playlist, MusicPlay PowerPoints

Frameworks: CR.1.1.1, CR.1.1.2, CR.2.1.3CR.2.1.4, CR.2.1.5, CR.3.1.1. CR.3.1.2, P.4.1.1, R.7.1.2, R.8.1.1, CN.11.1.2

PGP/TESS: Encourage student’s music knowledge and confidence as performers.

Notes:

**2nd Grade:**

Objective: Student teacher will teach her lesson she has created about composition.

Materials Needed:

Frameworks

PGP/TESS: Encourage student’s music knowledge and confidence as performers.

Notes: