

K-12 MUSIC EDUCATION LESSON PLAN TEMPLATE

Name: _____ Karen Yonkers _____ School: _____ River City Scholars _____

Grade/Class: _____ Kindergarten _____ Date: _____ week of Feb 26-March 2 _____

Learning Objectives

What is the main focus of this lesson? Responding to musical patterns and understanding differences.	
Objective(s): Students will follow a dance pattern while singing. Students will match syllables with rhythms. Students will recall opposites in music.	Standard(s): ART.M.I.K.1 Demonstrate uses of the voice, proper instrumental technique, and steady beat. ART.M.I.K.3 Sing and play expressively utilizing extreme opposites of dynamics and interpretation. ART.M.I.K.7 Replicate short rhythmic and melodic patterns. ART.M.II.K.6 Add vocal and physical responses to a selection presented in kindergarten. ART.M.V.K.2 Observe and identify cross-curricular connections within the kindergarten curriculum.
Essential Question or Big Idea: How can we show patterns in our bodies, through clapping and rhythm instruments?	Cornerstone Assessment:

Materials & Technology

What is needed (e.g., additional instruments, recordings, piano/keyboard, whiteboard, tech cart)? K Game Plan book: page 77, 68, 79, rhythm eggs for class, one small drum	Classroom set-up (e.g., rows of chairs, standing, sitting on floor, in sections):
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Modifications

What related knowledge and skills do students already have that will ensure their success? Circle Round Zero dance already introduced last week. Rhythms listening and reading already known. Opposites (hi, low, fast, slow, long short) introduced 2 weeks ago.	What individual modifications do you anticipate having to make? Reminders to individuals to participate. Simplifying rhythms to copy. Scaffolding new song. Individual assisting/guidance May have time only to introduce
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	1,2,3
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Instructional Sequence (consider: engagement – development – closure)

5 min Entry: song, sing hello together, echo SML who has	Assessment of understanding: Students can walk in singing. Students participate in songs and echo appropriately.
8 min Students in circle on carpet, sitting. Circle Round the Zero: 1) review song by playing/singing through 2) review pattern of movement with slides students stand 3) Sing/dance with modified partner dance from last week.	Assessment of understanding: Students can move appropriately with the music.
8 min Students in circle on carpet, sitting. Review proper way to play rhythm eggs. Present expectations. 1) choose quietist students to pass out eggs. 2) teacher presents rhythm eggs. 3) Students echo with eggs. 4) teacher varies tempo and duration, reviewing terms: fast, slow and long, short: swish eggs for long notes. 5) Teacher sings high: “I can sing high”, holding eggs up. 6) students copy 7) Teacher sings low: “I can sing low”, putting eggs on floor. 8) Repeat, mixing various opposites, and identifying them. Students remain seated while quietest students collect eggs. Simon says during collection.	Assessment of understanding: Students show understanding of music opposites with their movement and voices.
(7 min) Play through to review Alphabet Fun song. (tune: EIEIO) If students aren't familiar scaffold measure by measure. Students stand in circle. Add motions. (scaffold again, if necessary) Refer to slide: choose student to choose letter. Everyone then form the shape of that letter. Repeat.	Assessment of understanding: Students sing with motions. Students can form letter with body/hands
(7 min) Students seated in circle: display slide Classroom Friend (modified from Honeybunch) Teacher chants entire song Teacher speaks pattern, measure by measure Teacher models drum/student name. Students guess whose name?	Assessment of understanding: Students chant appropriately Students can play syllables of names



Pass drum along and repeat	
5 min (if time) 1,2,3 dance Teacher sings Teacher chooses student to demonstrate movement Use interlude countdown to: Choose new partners: repeat until 3 minutes to end of class or everyone is chosen	Assessment of understanding: Ability of students to sing accurately. Ability of students to follow clapping and partner dancing Ability to sing and dance simultaneously
Last three minutes: Quiet Game	

Reflection

<p>What do you think went well?</p> <p>I followed up on a song I introduced last week: Circle Round the Zero, with dance steps. Then, I reviewed opposites in Music with eggs. The classroom friend thing with syllables for names didn't seem to go well. They couldn't catch on to what we were doing. I ran out of time for the 123 dance with them.</p> <p>There were various behavior issues, rolling around, talking, etc. I went over and spoke directly to these kids, and used their names. If I didn't know it, I just asked the class. Then we did beat vs. rhythm and moving to shapes.</p> <p>There was plenty of moving around for them. I started ending with "quiet game" the first week with them, and now when they see the slide with the girl, they know to sit like her. It's a good way to settle them down before going back to class, and to reinforce the proper way to sit in class.</p>
<p>What changes would you like to make?</p> <p>I think in the future, Circle Round the Zero, at least for K, should involve partner dancing instead of the dance around the outside. That was too confusing for them. When I have my own classroom, I will spend much more time at the beginning of the year to learn names: incorporate name with rhythm type games to learn them.</p>
<p>What is next?</p> <p>I am glad that my supervising teacher suggested more visuals with the younger grades. I have enjoyed putting together these slide shows. When I have my own program, I hope it is in a school that has projector resources. If not, I will be making many poster board signs. That could be another student involvement and classroom job! Holding the visuals. I am a big believer of helping students be involved and have ownership of their own learning. Anything that helps them move to the beat would be a good follow up. I really like these curriculum that Katie uses. However, I do need to remember that curriculum at the school I work at may already be set. Depending on the resources (instruments, space, tech), everything needs adapting to the students, of course.</p>

