

Music Lesson Plan Form

Teacher: Linda Pettinelli

Class/Course: General Music

Grade Level: 6th Grade

A. National Music Standards (indicate which standards are associated with this lesson)

<http://www.nafme.org/my-classroom/standards/>

Creating

MU:Cr3.2.C.11a Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

B. Optional: List your state standards that are addressed in this lesson

C. Indicate the TI:ME Technology Areas of Competency that are addressed in this lesson

<http://www.ti-me.org/index.php/home/areas-of-tapsu.html>

Computer Music Notation

D. Objective(s): as a result of this lesson students will know and/or be able to...

1. Objective 1: Students will be able to correctly perform treble clef C position notes on the keyboard.
2. Objective 2: Students will be able to play simple rhythms and songs in treble clef C position on the keyboard.
3. Objective 3: Students will be able to compose a simple melody using treble clef C position notes and basic rhythms on the keyboard.

E. Required Prior Knowledge and Skills:

What must the students know or have experienced prior to this lesson?

1. Students must know standard note values and how to perform them.
2. Students must know the names of the keys on the keyboard,
3. Students must know how to read notes on the Treble Staff, especially Middle CDEFG position.
4. Students must have an understanding of Steps, Leaps, and Repeats on the staff.
5. Students must know the correct fingering for C Position on the keyboard.

F. Materials, Repertoire, Equipment needed:

What materials do you need to accomplish this lesson?

1. Noteflight software
2. White Board and Projector
3. Chromebooks
4. Midi Keyboards/Keyboard - one for each student in the class, if possible.

G. Modifications/ Accommodations:

(for example: peer partners, visuals, preferential seating, frequent individual check-in)

1. Peer Partners- Students with advanced keyboard skills with assist those students needing help.
2. Preferential seating- Based on IEP's, 504's, and teacher observation.
3. Individual Check-ins with each student.

H. Assignments:

What must the students do after the class in preparation for the next class?

All work for this lesson will be in class.

If they have a keyboard or computer at home, they may practice the attached assignments on their own and submit them early.

I. Evaluation

(optional: include a grading rubric <http://research.franklin.uga.edu/assessment/content/rubrics>)

Rubric for C Position Compositions:

Song #1: All 5 C Position notes are used. (10 pts.) _____

Song #2: All 5 C Position Notes were used. (10 pts.) _____

Song #2: All 3 required Rhythm Values were used. (10 pts.) _____

Practice: Student stayed on task and performed to the best of their ability level. (10 pts.) _____

Total Points: ____/40

J. Lesson Sequence

(indicate the sequence of activities and the estimated time of each; include and screen shots and hyperlinks that you will reference in the lesson)

Activity 1: Rhythm and Note Review – One Day

FYI: Prior to this lesson, students will have spent several lessons reviewing rhythms, learning keyboard key names, and treble clef note names. In preparation, students will have played classroom games, sung songs, and completed assignments on google classroom, including online note & keyboard key name drills for students to be prepared for the next step.

1. Students will all be seated at assigned tables with Korg microkey keyboards attached to their chromebooks.
2. After reviewing C Position on the keyboard, students will go to the Noteflight Score, titled C Position Rhythm Review

<https://lpettinelli.sites.noteflight.com/scores/view/ea0880d82e7411bac27c044891cff87069487041>

Exercise 1



5 Exercise 2



9 Exercise 3



3. Students will practice the exercises individually and as a large group to prepare them for playing C Position songs.

Activity 2: Practice and Performance of Level C Position Songs- Two/Three Days

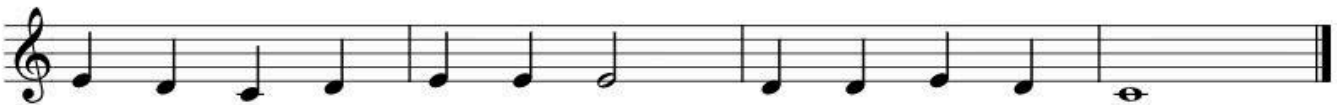
1. Using this Noteflight Score, titled C Position Songs Level 1, students will practice Level 1 songs in C position on their keyboards.

<https://lpettinelli.sites.noteflight.com/scores/view/cddc4c77196e8f658f44cf78a5fbeeec4b7ed01a>

Hot Cross Buns



Mary Had a Little Lamb



2. They will work on playing the songs with proper notes, rhythm and finger position, as practiced in the previous activity's exercises.

Activity 3: Performing a C Position Composition- Two Days

1. Once students have mastered the Level 1 songs, they will compose a simple composition of their own.
2. Explain and present this assignment on Day 2 of Activity 2. Therefore, as students finish learning the Level One songs, they can move to the Composition assignment at their own pace.
3. Here is the Activity Template for this assignment:

<https://lpettinelli.sites.noteflight.com/scores/view/beaaf6f626d4bbda8cf075a07b5696fb5b653c5b>

Write Your Own C Position Song

(Subtitle)

(Lyricist)

(Composer)

Song 1:

1. Using the rhythm on the staff, compose your own C Position (CDEFG) song.
2. Change each note to your desired melody, using any combination of C position notes.
3. You must use all 5 notes of C Position.
3. Practice your song.

Song 2:

1. Once again, you will create your own C Position (CDEFG) song.
2. The rhythm is not given for this song. Therefore, you will also choose your own combination of Quarter Notes, Half Notes, and Whole Notes.
3. You must use all 5 notes of C Position, as well as all three note values.
3. Practice your song.

Song 1:



Song 2:

