

Music Lesson Plan Form

Teacher: Sarah Harrison

Class/Course: 4th Grade Recorder

Grade Level: 4th Grade

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

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

1. Creating
 - a. MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
2. Performing
 - a. MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
3. Responding

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

<https://ti-me.org/index.php/home/tapsu.html>

1. Music Instruction Software
2. Computer Music Notation
3. Multimedia Development
4. Productivity Tools, Classroom and Lab Resources
5. Electronic Music Production
6. Live Sound Reinforcement

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

1. perform their White Belt Song on the recorder and record it for mastery.
2. compose a piece of music using the notes BAG and rhythms of quarter, half, and whole notes or rests.

E. Required Prior Knowledge and Skills:

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

Students will need to be able to play BAG on their recorders and understand the differences between quarter, half, and whole notes or rests.

F. Materials, Repertoire, Equipment needed:

What materials do you need to accomplish this lesson?

Recorders and Chromebooks, IWB for teacher instruction.

G. Modifications/ Accommodations:

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

Students will be paired up for this assignment and I always have seating charts that are modified. Any paraprofessionals in the room will help with any computer issues with students with IEPs. Students who cannot play recorders for physical issues perform on xylophones.

H. Assignments:

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

Students will be encouraged to practice their White Belt and composition they created online at home. All students may take their Chromebooks home OR we can print their compositions off for at home practice.

I. Evaluation

(optional: include a grading rubric <http://rubistar.4teachers.org/index.php>)

Music - Composition : BAG Composition

Teacher Name: **Mrs. Harrison**

Student Name: _____

| CATEGORY | 3 | 2 | 1 | R - Redo |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Music Score | Music Score is very neat and all required elements are included: Song Title, Composer Name, Instrument, Clef Sign, Time Signature, Key Signature, and Copyright. | Music score is neat. Two or less of the required elements are missing from the musical score. | Music score is legible. Three to four of the required elements are missing from the musical score. | Music Score is illegible and many of the required musical score elements are missing. |

| | | | | |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Meter and Rhythm | All measures have the correct # of beats and a variety of rhythms are used. Including the use of Whole, Half, Quarter, eighth, and sixteenth notes. | 85% of measures have the correct # of beats and a variety of rhythms are used. Including the use of Whole, Half, Quarter, and eighth notes. | 70% of the measures have the correct # of beats. Rhythms are very basic and do not expand beyond quarter notes. | Under half of the measure have the correct # of beats. Composition needs to be edited and resubmitted. |
| Overall Performance | The composition was creative, clean/easy to read, and included all required elements. | The composition was somewhat creative and legible. Most of the required elements were included. | The composition was very basic and somewhat legible to read. At least half of the required elements were included. | The composition was not complete, and very difficult to read. Under half of the required elements were included. Project will needs to be revised. |

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: Students will practice and record the White Belt song for mastery. (15-25 minutes)

Recorder Karate: White Belt

(Subtitle)

(Lyricist)

(Composer)

Record yourself playing the recorder. Submit your best recording for mastery. Please see Google Classroom for the Recorder Rubric for grading.

♩ = 120

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Activity 2: Students will compose music with a partner. (25 minutes)

B-A-G Compostion

(Subtitle)

(Lyricist)

(Composer)

Finish composing measures 2 and 4 using quarter notes or half notes and the notes B-A-G we have learned on the recorder. After you have written your music, make sure you listen to what you have written and try to play it on your recorder too.

