

Music Lesson Plan Form

Teacher: **Kristin Brandt**

Class/Course: **General Music**

Grade Level: **3rd Grade**

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

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

Creating:

MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU: Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

Performing:

MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.

Responding:

MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Connecting:

MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

2. Computer Music Notation

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

1. compose a short motif using known rhythms and pitches
2. connect the melodic movement to an image
3. perform a motif they created on an Orff instrument
4. discuss melodic, rhythmic, tempo, and dynamic composition choices

D. Required Prior Knowledge and Skills:

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

*Solfège Syllables and Treble Clef Notes (Do, Re, Mi, Fa, So in F Major = F, G, A, B-flat, C)

*Rhythm Values: quarter notes/rests, eighth note pairs, half notes/rests, whole notes/rests

*Dynamics terms: piano, mezzo-piano, forte, mezzo-forte, crescendo, decrescendo

*Tempo terms: Largo, Moderato, Presto

*Understanding of 4/4 Meter

*Knowledge of terms: bar lines, double bar line, motif

*Orff Mallet technique

E. Materials, Repertoire, Equipment needed:

What materials do you need to accomplish this lesson?

*Chromebook/ Connect to Noteflight through Google

-Worksheet “A Day in the Live of Jack the Cat

*Orff instruments (with bars for F, G, A, B-flat, C) and mallets (One instrument and 2 mallets per group)

*Ice Cream Cone Activity – Dynamics

*Discover Music Tempo Posters

*Music K-8 Presto Largo, Volume 15, no. 2 CD

F. Modifications/ Accommodations:

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

Accommodate needs as specified in IEPs.

G. Assignments:

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

*Practice the motif you created

-Sing (on solfege) **or** play on an instrument you have at home

*Be prepared to tell about the choices you made regarding melodic shape, rhythms, dynamics and tempo

H. Evaluation

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

RUBRIC for Creating a Motif Activity

	1	2	3
Pitches	Composition did not use assigned pitches	Composition used the assigned pitches	Composition used the assigned pitches creatively
Rhythms	Composition did not use assigned rhythmic values	Composition used the assigned rhythmic values	Composition used the assigned rhythmic values creatively
Dynamics and Tempo	Dynamics and Tempo choices did not support the expressive intent	Dynamics and Tempo choices were appropriate	Dynamics and Tempo choices were meaningful
Connections	The expressive intent of the motif was not evident	The motif connected to the theme	The motif matched the expressive intent of the theme
Use of Technology	Technology was used with numerous difficulties	Technology was used correctly with few difficulties	Technology was used with no difficulties

GRADING:	15 points	4 – Exemplary
	12-14 points	3 – Accomplished
	9-11 points	2 – Progressing
	0-8 points	1 – Emerging

I. Lesson Sequence - “A Day in the Life of Jack the Cat”

(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: Small Group Discussion: **5 minutes**

*Divide into groups of 3 students

*Pretend you have a cat at your house named Jack!

Each person in your small group shares something that Jack loves to do.

Activity 2: Composition Worksheet: A Day in the Life of Jack the Cat (**15 minutes**)

*Open your Chromebook and sign into Noteflight

*Find Worksheet labeled “A Day in the Life of Jack the Cat”

*Complete Part 1 of the Worksheet

Type your name where it says composer

Type your idea about what Jack loves to do on the subtitle Line

Part 1: Create a short melodic motif (2-4 bars) that represents one of Jack’s activities

A. The first note is red and the pitch and rhythm should remain the same

B. The red note is DO

C. Use the notes Do, Re, Mi, Fa, So (F, G, A, B-flat, C) to create your motif

*Reminder: You don’t have to add a flat to the B, because it is already in the key signature

D. Rhythms: eighth note pairs, quarter notes/rests, half notes/rests, whole notes/rests

E. Delete any measures that you didn’t use

F. Save your work



Activity 3: Perform

*Each Small group gets one Orff Instrument and two mallets

*Take turns playing your motif on Orff for your small group (**10 min.**)

Peers comment on how the motif fits the theme

Activity 4: Tempo – Review as a large group (5 minutes)

*Discover Music Poster and metronome

Largo – Broad and Stately - 48

Moderato – Moderate Pace - 80

Presto – Fast - 140

*Presto/Largo song (Music K-8 Volume 15, no. 5)

Sing with CD and add movement - running arms on Presto, slow motion arms on Largo

Activity 5: Dynamics - Review in small groups (5 minutes)

*Ice Cream Cone Stack Activity

Activity 6: Composition Worksheet PART 2 (10 minutes)

*Follow the instructions on part 2 of the Worksheet (add Tempo and Dynamics markings)

Part 2:

A. Add a tempo marking that reflects Jack's activity

B. Add dynamics that reflects Jack's activity

C. Save your work

*Share with teacher and classmates