

## Music Lesson Plan

Teacher: Danica Dagg

Class/Course: Beginning Band

Grade Level: 4

### A. National Music Standards

1. Creating: Generating new musical ideas using eighth notes in standard musical notation
2. Performing: Demonstrating understanding of eighth note rhythms through performance

Core standards focused on in this lesson:

- MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.
- MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
- MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.

### B. Illinois State Music Standards

- MU:Cr2.1.4b Use standard and/ or iconic notation and/ or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
- MU:Cr3.1.4a Refine and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.

### C. TI:ME Technology Areas of Competency

1. Music Notation Software:
  - a. Enter notes using various approaches including typing and point-and-click
  - b. Integrate notation files into word processing software for text handouts
  - c. Guide students in the use of notation software as a creative tool for composition
  - d. Guide students in learning the basics of notation
  - e. Teach students to hear what they write.
2. Technology-Assisted Learning
  - a. Guide students in better use of them in their personal practice sessions.
  - b. Create additional materials for student practice

**D. Objective(s):** as a result of this lesson, students will be able to...

1. Demonstrate the counting and function of eighth notes within a piece of music
2. Create a short composition using eighth notes

3. Perform short composition on their main instrument

**E. Required Prior Knowledge and Skills:**

- How to count music within a 4/4 measure using quarter and half notes and numbers as well as rhythm words
- How to play the first 5 notes on their instrument (concert Bb, C, D, Eb, and F and referring to them in concert pitch)
- Basic understanding of the music staff and music notation
- Basic use of Noteflight and how to work with an activity template

**F. Materials, Repertoire, Equipment needed:**

- Instruments, ready to play
- Computer/tablet with internet access
- [Learning Eighth Notes](#) worksheet
- [Eighth Note Composition](#) worksheet

**G. Modifications/Accommodations:**

- Work with a neighbor in your section, neighbor checks rhythm counting
- Frequent individual check-in for certain students
- Headphones
- Can play on their own instrument if preferred

**H. Assignments:**

- Whatever is not completed in class is homework. (Ideally steps 3 and 4 on Composition sheet)
- Play song on instrument in preparation to perform for the group at the next class

**I. Evaluation**

- Students will be evaluated on following directions, cleanliness of score, and performance of their song out of 17 points. +1 point available for extra credit of adding dynamics, articulations, or other musical markings.
- Rubric: (on next page)

CATEGORY	3	2	1	R - Redo
<b>Meter and Rhythm</b>	All measures have the correct # of beats and a variety of rhythms are used, including the use of eighth notes.	85% of measures have the correct # of beats and a variety of rhythms are used, including the use of eighth notes.	70% of the measures have the correct # of beats. Eighth notes are scarce.	Under half of the measure have the correct # of beats. Eighth notes are missing. Composition needs to be re-submitted.
<b>Counting</b>	All measures are counted appropriately, using 'and' for eighth note pairs, R for rests and parenthesis for long notes.	85% of measures are counted appropriately, using 'and' for eighth note pairs, R for rests and parenthesis for long notes.	70% of measures are counted appropriately, using 'and' for eighth note pairs, R for rests and parenthesis for long notes. Maybe missing one of these elements entirely.	Under half of the measures use incorrect counting. Composition needs to be re-submitted.
<b>Notes</b>	All 5 notes are used in the song. The composition ends on Concert Bb.	Less than 5 notes are used in the song, or the composition does not end on Bb.	Barely any variety of notes. Simplistic and not showing performance potential.	Letters are not written in above the rhythm line. Composition needs to be re-submitted.
<b>Music Notation</b>	All notes are written neatly using proper barline placement.	Most notes are written clearly using the proper barline placement.	Notes are written clearly, but barline placement is often incorrect.	Notes are written in a sloppy and illegible manner. Barline placement is not correct. Needs to be resubmitted.
<b>Music Score</b>	Music Score is very neat and all required elements are included: Title, key signature or accidentals, also included dynamics and articulations.	Music score is neat. Student forgot title or page is slightly messy, or page is fine and did not include dynamics/articulations.	Music score is legible. Student forgot key signature or accidentals.	Music Score is illegible and many of the required musical score elements are missing. Composition needs to be re-submitted.
<b>Performance of Piece</b>	Piece was well prepared and thought out. Student demonstrated all musical aspects and displayed them correctly.	Piece was mostly prepared. Student did not do markings indicated on the music.	Student missed notes, had unsteady rhythm, or showed little practice.	Student was unprepared for class performance.

## J. Lesson Sequence

**Activity 1:** Use [Learning Eighth Notes](#) worksheet to teach eighth notes. Worksheet is just a reference for the students or for extra practice at home. (10-15 minutes)

1. Clap and count first rhythm line to revisit quarter and half notes (with quarter rests).

1 2 3 4 | 1 2 3 4 | 1 R 3 R 1 2 3(4)

2. Show on the board a rhythm tree; use analogy of breaking a cookie in half. (One cookie broken in half gives two halves of a cookie. It's still a cookie, but there are now two pieces of the one cookie.)

3. Demonstrate by rote how eighth notes sound by clapping and counting second rhythm line.

1 2 3 4 | 1 2 and 3 4 and | 1 R 3 R 1 2 and 3(4)

4. Together, clap and say the rhythm words using third rhythm line.

pie pie pie pie | pie ice cream pie ice cream pie R | pie R pie ice cream piiiizza

5. Play third rhythm line on a Concert Bb in unison.

**Activity 2:** Once students understand eighth notes and their relation to quarter notes in 4/4, they will write their own composition. (15-20 minutes)

1. Open Noteflight Learn and select the [Eighth Note Composition](#) activity template.
2. Read instructions all together as a group.
3. Walk through each instruction with students.
  - a. Write the rhythm on the line: review the value of each type of note to add up to 4, writing in the counts
  - b. Add the letters over the rhythm using that instrument's 5 note scale: needs to end on Concert Bb
  - c. Rhythm on the line should match the rhythm on the music staff, notes in proper places
  - d. Reminder to use the 'play' function to listen before they finish their song
  - e. Show each step through my color-coded example:

The image shows a musical score for a 4/4 piece, divided into two parts: Rhythm and Song.

**Rhythm Staff:** This staff uses purple stems to represent rhythmic patterns. Above the stems are chord symbols: B $\flat$ , C, D, E $\flat$ , F, F, F, F, D, E $\flat$ , F, E $\flat$ , D, C, F, and B $\flat$ . Below the stems are counting cues: "1 2 3 4", "1 2 and 3 4", "1 and 2 and 3 4", and "1(234)".

**Song Staff:** This staff uses green notes on a treble clef. Dynamics are indicated as *p* (piano), *f* (forte), and *sub p* (sub-piano). A crescendo hairpin connects the *p* and *f* markings, and a decrescendo hairpin connects the *f* and *sub p* markings.

4. Students do rhythm line in class. Neighbor checks to make sure that each measure adds up to 4. May go on if done quickly. (10 minutes for this step or whatever class time is remaining.)