

Unit Goals:

Melody:

Students will be able to:

- Sing so-mi patterns from stick notation
- Sing so-mi patterns on a five line staff
- Echo sing so-mi patterns
- Match stick notation patterns with their corresponding patterns on a five line staff
- Identify so-mi patterns aurally from a singing model and a model on recorder

Rhythm:

Students will be able to:

- Echo 4 beat rhythms with quarter notes, eighth notes, and quarter rests vocally and on instruments
- Read rhythms with quarter notes, eighth notes, and quarter rests
- Write known 4 beat rhythms with quarter notes, eighth notes, and quarter rests
- Decode 4 beat rhythms with quarter notes, eighth notes, and quarter rests
- Compose 4-8 beat rhythms with quarter notes, eighth notes, and quarter rests
- Identify known songs from hearing or reading only the rhythm of the words

Lesson Learning Targets:

Students will be able to:

- Write 4 beat rhythms with quarter notes, eighth notes, and quarter rests individually (3PR, 4CE)
 - Advanced students: read and identify 4 beat patterns in pairs (3PR)
 - Lower students: identify and write a quarter note, eighth note, and quarter rest (4CE)
- Echo sing s-m patterns as a group (5PR)
- Read s-m patterns from a five line staff as a group (5PR)

Assessment Data

Assessment data examined:

- s-m copycat worksheet done in lesson 13
- rhythm identification exit ticket done in lesson 15
- informal large group s-m singing assessment in lesson 14
- Informal individual questioning about rhythm identification in lesson 14

Student Prior Knowledge:

Rhythm:

- Differentiate between beat and rhythm

- Maintain a steady beat while singing
- Tap the word rhythm to a known while singing
- Read 4 beat rhythms with quarter notes, eighth notes, and quarter rests as a large group
- Identify a quarter note, eighth notes, and a quarter rest

Melody:

- Identify higher and lower sounds
- Sing songs with interval of a minor 3rd
- Identify notes a minor 3rd apart as high and low
- Recognize so and mi on a five line staff
- Write mi when given so on a five line staff

Student Future Learning

- Read, write, identify, sing, play, and compose with quarter notes, eighth notes, quarter rests, half notes, and sixteenth notes
- Sing, play, read, write, identify, and compose in do pentatonic (do re mi so la)

Lesson Delivery:

See attached plan

Differentiation:

High achieving:

-When finished with “write the room” activity, practice reading and tapping rhythms by self and with partner.

-If mastered, teacher will instruct students to pair up and try to identify which rhythm their partner is tapping.

-While reading s-m patterns on the staff, students will have the extra challenge of audiating the pattern silently

Low achieving:

-While performing write the room activity, teacher will assist students as needed, and let them finish after writing only 4-6 rhythms if needed.

-While reading s-m patterns on the staff, students will have extra time to figure out which note is which while the class is audiating.

-While reading book, students will have the chance to practice the same s-m pattern many times

Resources:

- High Quality folk song material
- Write the room activity set up around the room
- Book: Don't let the Pigeon Drive the Bus
- s-m staff flashcards
- Recording: Washington Post

Assessment of Student Learning:

- *Write the room worksheet*
 - Informal assessment: assisting and observing students while completing the worksheet
 - formal assessment: grading the worksheet
- *s-m singing from flashcards and book:*
 - Informal assessment: observing students hand signs and singing ability while reading and echoing

Daily Lesson Plan- 2nd Grade
Lesson: 2.16

Ohio State Music Standards Met:

- Listen to and identify music of various styles, composers, periods, cultures, contrasting styles, etc
- Sing (using head voice and appropriate posture) and move to music of various styles, composers, cultures, etc., with accurate pitch and rhythm.
- Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4/ and 4/4 meter.
- Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).

SWBAT: 1. Write read 4 beat rhythms with ta, titi, and rest. 2. Read and sing patterns with so and mi.

CSP	Time	Activity	Procedures	Materials
	5	Warm up/Follow me <i>Beat awareness</i>	Brain Dance, follow the leader keeping the beat. T. leads for a while, then S. lead.	Recording: Washington Post
G	6	Naughty Kitty Cat <i>Aural practice- rest</i>	Sing and play game	
	10	Rhythms- write the room <i>Visual and Kinesthetic practice- ta, titi, rest</i>	Explain activity, have students find and copy all 10 rhythms around the room. S. done early can read and tap rhythms at their seats. S. who have mastered this can pair up with a partner and identify which rhythm their partner is reading.	Write the room set up
A	5	Apple Tree <i>Aural practice- so and mi</i>	Sing and play game.	
A	6	s-m echoing, reading from staff <i>Visual and Kinesthetic practice so and mi</i>	Read flashcards together as group. Review rules for writing s-m on staff.	Flashcards
A	5	Don't let the pigeon drive the bus <i>Aural practice- so and mi</i>	Read book, having students sing and sign s-m for every "oh-no!"	Book
		If extra time:	Statue Dance <i>Body awareness/creative movement</i>	Statue cards, recording