

### **Unit Goals:**

*Students will be able to:*

- Read notes on a treble clef staff
- Identify and fix mistakes regarding proper recorder technique.
- Use air appropriately to play recorder
- Memorize fingerings for D, E, G, A, and B on soprano recorder
- Read, play, and improvise with syncopated rhythms
- Read, sing, play, and improvise with extended pentatonic melodies

### **Lesson Learning Targets:**

*Students will be able to:*

- Echo sing patterns with head voice on s-m-r-d with proper posture as a group
- Vocally improvise answers to questions using s-m-r-d individually
- Lead and follow a student led, research-backed body and brain warm up
- Identify and locate notes on the lines of the treble clef staff
- Create their own mnemonic device to help remember the order and placement of notes on the treble clef staff
- Use proper air support to play the soprano recorder
- Demonstrate the fingerings for G and B on the soprano recorder
- Play known rhythms with syncopation on G and B on the soprano recorder

### **Assessment Data**

*Assessment data examined:*

- Formal individual singing assessments (ongoing)
- Informal rhythm reading assessment (ongoing)
- Formal rhythm writing assessment (Early January)

### **Student Prior Knowledge:**

- Placement of notes on the lines of the treble clef staff
- Ability to read, write, and say rhythms in simple meter from half note-sixteenth notes, including syncopated rhythms, not including dotted rhythms
- Ability to sing, read, identify, and write extended pentatonic melodies with solfege on the staff
- Ability to blow soft, warm air into the recorder
- Ability to demonstrate and identify the fingerings for B and G on the soprano recorder.

### **Student Future Learning**

- Fingerings for C, A,E, and D, on the recorder.
- Dotted rhythms
- Low So and low la on the staff

- Absolute note names on the spaces of the staff
- Improvising with syncopated rhythms
- Improvising on the recorder

**Lesson Delivery:**

See attached plan

**Differentiation:**

*High achieving:*

- Students who finish their mnemonic device worksheet early will have the opportunity to share with others and help other students create their mnemonics.
- Students who have mastered fingerings for B and G on recorder will be given flashcards to read more complicated rhythms off the staff using both notes.

*Low achieving:*

- Students who are struggling to create a mnemonic device will receive guidance from both the teacher and other students
- Students who have not mastered fingerings for B and G on soprano recorder will be asked to read simpler patterns using only one note at a time.
- Students with low fine motor skills are given a flutophone instead of a recorder

**Resources:**

- Soprano Recorders
- Flashcards
- Staff Wars Game on computer
- Mnemonic device worksheets

**Assessment of Student Learning:**

- Formal assessment- Mnemonic device worksheets
- Formal assessment- individual singing
- Informal assessment- observation during centers

**Daily Lesson Plan- 4th Grade**  
**Lesson: 4.33**

4th grade Ohio Music Standards met:

- Describe the way sound is produced by various instruments and the human voice.
- Identify elements of music using developmentally appropriate vocabulary.
- Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.
- Play a variety of classroom instruments with proper technique.
- Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.
- Read, write and perform in treble clef extended pentatonic melodies G, F, and C.

**SWBAT:** We can read notes on a treble clef staff. We can play G and B on recorder. We can work independently.

Time	Activity	Procedures	Materials
4	Brain Dance	Student led warm up	
4	Greetings	T. sings greetings to students as group and then individually on s-m-r-d. Assess 4-5 individuals.	
6	Center explanation/organization. <i>All centers focus on note identification.</i>	Explain centers, split S. into 4 groups, establish switch signal.	Students split into 4 groups, written on board. Center instructions printed out at each center.
6	Center 1 <i>Visual practice</i>	<b>Staff Wars.</b> Students will play note identification game on computer as a team.	Program installed on computer
6	Center 2 <i>Visual practice</i>	<b>Worksheet</b> Students will identify notes on the staff, and then create their own "silly sentences" to help remember the notes on the staff	Worksheets
6	Center 3 <i>Aural practice</i>	<b>Recorder.</b> Students will practice known notes and known rhythms on recorder with T. guidance.	Rhythm flashcards on staff
6	Center 4 <i>Kinesthetic practice</i>	<b>Bean Bag Toss.</b> S. Will practice note identification by tossing bean bags onto identified notes.	Bean bags, staff tape sheet. Letter flashcards.
2	Closing	wrap up/Choose rock star/line up	