

General Music Lesson Plan

Grade Level: 5

Date/Cycle: Feb. 2-7

Unit Essential Question:
What form can we create and how will we perform it?

Materials: xylophones, "This Little Light" slide, recorders, piano, tambourines, "Head and Shoulder," song, recording of "Sing Sing Sing"

Lesson Essential Questions:

Word Wall Words: syncopation, jazz

1. How can we create and perform ABA form?

2. How can we perform syncopation?

3. What is jazz?

National Standards:

1. Singing alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

| <u>Activity</u> | <u>mode/meter</u> | <u>fam/unfam</u> | <u>National Standards</u> |
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| 1. Name Activity • students sing name and favorite pizza topping • assess singing voice using singing voice rubric | | familiar | 1 (PA 9.1) |
| 2. Rhythm • students put xylophones in C pentatonic (take off B and F) • students read and say rhythm from SMARTBoard first time, then choose note and play rhythm • using 2 hands, put bars back on - called by rows to get recorders and head back to circle spot | | familiar | 2,5 (PA 9.1) |
| 3. This Little Light of Mine • put slide with song up - review song - teacher sings whole song, gives ready-sing, students sing • review playing on recorder - teacher plays through/students do fingerings, teacher gives ready-play, students play - review phrase by phrase if necessary • add tambourine rhythm - select a few students to play - teach rhythm by rote - play through with recorders/tambourine • ask students: How can we use our singing and playing to create ABA form? (sing play sing OR play sing play) Students choose form and have final performance! | | familiar | 1,2,5 (PA 9.1, 9.2) |
| 4. Introduction to Jazz • play recording of "Sing Sing Sing" - ask students to listen for instruments, rhythms, style - based on what they already know • Ask: What instruments did you hear? Style? Rhythms? • Ask: Can anyone define the genre? (jazz) • Tell students we will be performing and learning about jazz over the next weeks. | | unfamiliar | 6,7,8,9 (PA 9.1, 9.2,9.3) |
| 5. Soup Soup • sing "soup soup" passage, students echo, repeat a few times • say "No matter what I sing, you will always sing 'soup soup.'" • teacher sings song, students sing "soup soup" • depending on time, have students think of their own soup and add it to the song | | unfamiliar | 2,6,8 (PA 9.1) |
| 6. Echo Clapped Rhythms (Line Up) • teacher claps rhythm/students echo • focus attention/quietly line up | | familiar | 2 (PA 9.1) |

Notes:

