

# General Music Lesson Plan

Grade Level: 5

Date/Cycle: Feb. 14-21

**Unit Essential Question:**  
How do we perform elements of jazz music?

**Materials:** Soup Soup slides/song, recording of Ain't Misbehavin', piano, Funga Alafia song, slides of Ella Fitzgerald, recording of "Cotton Tail", worksheets, pencils, recording of "Daybreak Express", slides of Duke Ellington

**Lesson Essential Questions:**

**Word Wall Words:**

- 1.
- 2.
- 3.

<u>Activity</u>	<u>mode/meter</u>	<u>fam/unfam</u>	<u>National Standards</u>
1. Name		fam	1 (PA 9.1)
• students sing name and favorite weekend activity			
2. Rhythm		fam	2 (PA 9.1)
• teacher claps rhythm, individual students are selected to respond with syllables			
3. Soup Soup		fam	1,3 (PA 9.1)
• brainstorm a list of a few soups on the board, review song (call and response sections) and add clapping on beats 2 and 4 as modeled by teacher- teacher sings call/students response, then students call/teacher response, choose student to lead activity, perform song a few times with different student leaders			
4. Movement		unfam	6,8,9 (PA 9.1, 9.2)
• play recording of "Ain't Misbehavin'"			
• students follow teachers movements - step on beat 1 and 3, tap on beats 2 and 4			
• then ask students to snap instead of tap foot			
• then ask students to not step on 1 and 3, just snap on 2 and 4			
• lead students to realize that the strong beats are on 2 and 4			
5. Blues Progression Vocal Exercise		fam	1,6,7 (PA 9.1, 9.2)
• review: teacher sings entire exercise, students then sing entire exercise			
• sing through again - ask students to hold up 1, 4, and 5 when chords change (review)			
• add stomp-stomp-stomp-clap movement			
6. Funga Alafia		unfam	1,9 (PA 9.1, 9.2)
• teacher sings song, teach by rote: short/long phrases, teacher sings, students sing			
• next week: add xylophone parts			
7. Combining Jazz Musicians/Instrument Review/Guided Listening		unfam	6,7,8,9 (PA 9.1, 9.2)
• Ella Fitzgerald: brief overview of picture/dates/where she was from, etc. on slides			
• talk about what scat singing is, play example, relate it to syllables of blues exercise			
• activity: listen to Fitzgerald's performance of "Cotton Tail" - students get worksheet and pencil, voice, violin, saxophone, and guitar all have solos, students write what order they heard each of the instruments/voice play (teacher puts 4 options on board, students write order)			
• Duke Ellington: brief overview of picture/dates,etc. (slides)			
• introduce "Daybreak Express" composed by Ellington - wrote it to sound like a train leaving the station and traveling down the tracks - inspired by his love of trains			
• activity: other side of worksheet - following statements are on paper - The train begins sliding slowly out of the station. The train whistle blows. The locomotive gets faster gradually and whizzes down the track. The whistle blows as train speeds along. A bell sounds as train slowly comes to a stop. Students write next to each whether the saxophone or trumpet represented each sentence.			
8. Echo Clapped Patterns/Sing Goodbye		fam	1,2 (PA 9.1)
• students echo patterns clapped by teacher,			

- 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.

**Notes:**

