

# Music Lesson Plan Format

**Focus:** concepts and/or skills to emphasize

<b>Rhythm</b>	<b>Melody</b>
Singing	<b>Listening</b>
Form	Harmony
Creating	Movement
Tone Color	<b>Technique</b>
Expressive Qualities	Diction
Sight Singing	Intonation

## Materials/Equipment:

Recorders  
YouTube video  
"All Alone" Chart & backing track

## National/State Music Standard(s)

### Addressed:

- ☐ Singing, alone and with others, a varied repertoire of music
- ☐ Performing on instruments, alone and with others, a varied repertoire of music
- ☐ Improvising melodies, variations and accompaniments
- ☐ Composing and arranging music within specific guidelines
- ☐ Reading and notating music
- ☐ Listening to, analyzing, and describing music
- ☐ Evaluating music and music performances
- ☐ Understanding relationships between music, the other arts and disciplines outside the arts
- ☐ Understanding music in relation to history and culture

## Cognitive Taxonomy:

Remember	Analyze
<b>Understand</b>	Evaluate
Apply	Create

## Differentiated Learning:

<b>Auditory</b>	<b>Visual/Spatial</b>
<b>Kinesthetic</b>	Logical/Math
Verbal/Linguistic	<b>Musical</b>
Naturalistic	<b>Interpersonal</b>
Intrapersonal	

## Adaptations for Special Learners

Grade Level: 3rd Ensemble: General music  
Teacher Name: Isaac Jones Class Period: \_\_\_\_\_

## Objectives (TSW):

- Play "All Alone" on recorder.
- Echo tonguing patterns without recorder
- Echo patterns on recorder on B

## Prior Knowledge and Experiences:

### Introduction: TTW:

Play recorder for class-introduce recorder to class.  
Show video of "La Basque"  
Briefly discuss the history of the recorder

Set: TTW: Present recorder rules for the class.

### Procedures:

#### Blowing:

TTW: Ask S to put recorder in rest position.  
TSW: Practice recorder rules and directions-rest position-ready position-play position.  
TTW: Direct S how to hold recorder properly. Ask S to rest recorder on chin.  
TTW: Introduce breathing.  
TTW: Have S put recorder in rest position. Have S make an imaginary spoon (soup exercise) ask S to "cool" their soup without blowing it off of the spoon.

#### Breathing:

TTW: Introduce breathing for a wind instrument  
TTW: Lead S through breathing exercise (4 in-4 out)

#### Tonguing:

TTW: Introduce tonguing  
TTW: Have S make a "T" sound for tonguing. (tooh)  
TTW: Have S repeat "soup" exercise, only add tonguing this time.  
TSW: Echo tonguing patterns that T gives.  
**Fingering:**  
TTW: Model the correct technique for holding the recorder  
TSW: Demonstrate proper technique in holding the recorder  
TTW: Model the B fingering  
TSW: Practice B fingering

TTW: Play various rhythms  
on B

TSW: Echo T's rhythm  
patterns on B

**All Alone:**

TTW: Introduce "All Alone"

TTW: Discuss how to  
practice music on recorder

TSW: Practice song without  
playing reading from the  
chart.

TSW: Practice playing "All  
Alone."

TTW: Play backing track

TSW: Play song with  
backing track.

**Assessment of Student  
Comprehension/Success:**  
Informal/aural assessment

**Closure/Follow- Up:**

**Exit questions:**

-Where is the recorder  
originally from?

-What family of  
instruments does the  
recorder belong to?