

# Music Lesson Plan Format

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

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

## Materials/Equipment:

-Poi-balls  
recordings of "Kia Ora" and "Pizza, Pizza Daddy-O"  
-Tubano Drums

## 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:

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

## Differentiated Learning:

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

## Adaptations for Special Learners

**Grade Level:** 2nd \_\_\_\_\_ **Ensemble:** General Music \_\_\_\_\_

**Teacher Name:** Isaac Jones

## Objectives (TSW):

- Sing call and response song, "Pizza, Pizza Daddy-O"
- Keep a steady beat to a traditional Maori song with poi-balls.
- Sing "Kia Ora" by rote.
- Improvise rhythmic answers to questions on tubano drums

## Prior Knowledge and Experiences:

### Opening:

TSW: Echo rhythms that T plays on drum in feet by walking, and match tempo in walking.

### Set:

"Hello, how are you doing?"

1.TTW: Discuss call and response music.

2.TTW: Define call and response music for class, drawing connections to conversation. (question-answer)

3.Procedures:

4.Tubano Drums-C&R

5.1. TSW: Play answers to the question, "What's for your 6.name?" by patting knees.

7.TSW: Play answers as a class.

8.TTW: Ask each student the same question, the student will answer on body percussion, then the entire class will echo the answer.

9.TSW: Play answers to the question, "What's for dinner?"

10.on tubano drums (have drums in the center of room, and 11.cycle S through the "station")

12.4. TTW: Give a new question-have 3 S come up and ask a question for the class on a tubano drum.

## Pizza, Pizza Daddy-O:

5. TTW: Tell S that people have learned folk songs for centuries

6. even when they couldn't read music. They had to learn it by

7. ear. Tell S that we're going to learn a piece of music by rote. (oral tradition)

8. TTW: Ask S to listen to the song, and listen for the call (solo)

9. section, and the response (group) section.

10.TSW: Chime in on the response (group) section of the song.

11. TTW: Choose two S to lead the class by singing the call, while 12.the class sings the response.

## 13.Movement to Pizza, Pizza Daddy-O:

14.TTW: Tell S that there is a dance that goes with this song.

15.TTW: Model dance for S

16.TTW: lead S through the movements.

13. TTW: Ask S to walk back to seat to the beat of the drum.
14. TTW: Introduce Maori and traditional music
15. TSW: Echo T in pronouncing language of the Maori.
16. TSW: Echo T in singing the song of the Maori
17. TTW: Show video of Maori poi-ball to class.
18. TTW: Introduce and give ground rules on Poi-balls and ask S to take them out from under their seat.
19. TTW: Lead S through the steady beat movements with the poi-balls.
20. TSW: Keep a steady beat with the recording using poi-balls.
21. TTW: Ask for suggestions on a different steady beat movement with the poi-balls.
22. TTW: Instruct S to put Poi-balls back under their seats, and put their book up on their way to the door.

#### **Assessment of Student**

#### **Comprehension/Success:**

#### **Informal Assessment**

#### **Closure/Follow- Up: TTW: Ask**

**S questions on: 1. Maori**

**2. Call and Response**

**3. Poi-Balls**