

Music Lesson Plan Format

Focus: concepts and/or skills to emphasize

| | |
|----------------------|------------------|
| Rhythm | Melody |
| Singing | Listening |
| Form | Harmony |
| Creating | Movement |
| Tone Color | Technique |
| Expressive Qualities | Diction |
| Sight Singing | Intonation |

Materials/Equipment:

-recordings of "La ranita cri" and "Sleep Bonnie Bairnie"
 -Squiggle sheets
 -Jump ropes
 -Barred instruments

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 |
| Understand | Evaluate |
| Apply | Create |

Differentiated Learning:

| | |
|--------------------------|-----------------------|
| Auditory | Visual/Spatial |
| Kinesthetic | Logical/Math |
| Verbal/Linguistic | Musical |
| Naturalistic | Interpersonal |
| Intrapersonal | |

Adaptations for Special Learners

Grade Level: 1st _____ Ensemble: General Music _____
 Teacher Name: Isaac Jones _____ Class Period: _____

Objectives (TSW):

- Show the melodic direction of "Sleep Bonnie Bairnie" and "La ranita cri" by showing hand signs while listening.
- Sing "Sleep Bonnie Bairnie"
- Accompany "Sleep Bonnie Bairnie" with barred instruments
- Sing "La ranita cri" by rote
- Complete a listening map using jump ropes for "La ranita cri"
- Create and sing vocal "squiggles" using a squiggle sheet.

Prior Knowledge and Experiences:

Opening:TTW: Sing questions on sol/mi. S respond on sol/mi.

Set:

TTW: Play recorder. Ask S if they can tell if the music went up, down, or repeated.

Procedures:

Sleep Bonnie Bairnie"

1. TSW: Listen to "Sleep, Bonnie Bairnie" and listen to see if the song goes up, down, or same.
2. TTW: Model hand signs for the melodic contour. S practice.
3. TTW: Sing "Sleep...." ask S what they think it might be about. Tell S what bonnie and bairnie mean.
4. TTW: Sing "Sleep, Bonnie Bairnie" again and ask S to indicate the direction of the melody by giving hand signs.
5. TTW: Ask S to listen for the repeated notes in the song and sing them.
6. TSW: Chime in on the "Bye, Bye" sections of the song.
7. TSW: Echo T in singing the verse sections of the song.
8. TSW: Sing the whole song independently.
9. TTW: Tell S to keep a steady beat patting their knees.
10. TTW: Tell S to find an imaginary big bar E and big bar B.
11. TSW: Play an E-B bordun on Orff instruments to accompany the song. (The rest of class sings songs while others are playing)

La ranita cri:

12. TTW: Ask S, "What is green and lives in a pond?" S respond.

13. TTW: Tell S that the song is about a frog, and is from Mexico.
14. TTW: Ask S to repeat the text after T.
15. TSW: Follow word sheet while listening to the song.
16. TTW: Ask S to find the phrase that goes up, then down. What are the other phrases doing?
17. TSW: Listen to "La ranita cri" while using hand signs to show the melodic direction.
18. TTW: Put S into groups of 4. Pass out jump ropes.
19. TSW: Use jump ropes to show the melodic line of the song.
20. TSW: Echo song, phrase by phrase, after T.
21. TTW: Distribute "Squiggle Sheets"
22. TSW: Write their own squiggles using the "Squiggle Sheets"
23. TSW: Sing their squiggles.

**Assessment of Student Comprehension/Success:
Informal Assessment.**

Closure/Follow- Up:

TTW: Ask S "exit questions"

1. What does bonnie mean?
2. Bairnie?
3. La ranita?
4. How can you tell if the music is going up, down, or repeating?