

Music History and Performance Lesson Plans prepared by Ms. Brown

Week of January 4– January 15, 2015

National Standards for Music Education: 2 Performing on Instruments, alone and with others, a varied repertoire of music.

National Standards for Music Education: 9 Understanding music in relation to history and culture.

National Standard: 2a. Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control.

National Standard: 9c. Students compare, in several cultures of the world, the functions music serves, the roles of the musicians, and conditions under which music is typically performed.

Instructional Strategies: (How instructions will be delivered)

I will use the Smart board as my musical score. Students will be instructed to follow and play along to the musical notes and or letters on the screen. I will continue to provide several examples where students will use the notes from the scale to perform various songs. Sequencing and repetition will also be used to assist students with correct finger placement on their recorders.

I will show *musicals* from various time periods and cultures of the world to explain the functions the music serves and the roles and conditions under which music is typically performed. I will further use analogies from current topics to compare and contrast with the themes relevant to the musicals.

Student Learning Activities: (How students will be engaged in the learning process)

Students will review musical symbols (i.e. sharp and flatted) notes, D. C. *al Fine*, D. S. *al Fine*, 1st and second endings, melody and harmony and counting rhythms with me. Students were issued an introductory Music packet and Baroque Soprano fingering chart with the entire range of the instrument which I refer to when we are rehearsing. They will practice major scales and the songs they were given for homework in addition to sight reading the songs on the Smart board. Students will use popular songs on YouTube, youcanplayit.com and Odogy.com to motivate them to practice more outside of class.

Students will compare and contrast between two musicals viewed during Music class over the years. Students will identify the time period during which the *musical* is set and answer questions using a template I have provided. They will read a short *synopsis* about the *musical*. A correlation will be drawn regarding the composer, his contemporaries, and world events. Students should compare and contrast between two musicals and include a Venn diagram.



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1-4-15

Materials:

Students must have a Music folder to keep all their Music handouts. Students will receive daily credit for having their recorders. If a student is absent, they will be marked exempt. Students will use a Baroque Soprano Recorder (which may be purchased in class for \$4.00) Recorder fingering charts, Recorder songs, and recorder song websites: www.odology.com, www.youcanplayit.com, and YouTube songs with recorder notes.

Musicals: The Music Man, Mary Poppins, the King and I, Oliver, the Phantom of the Opera, and West Side Story.

Assessment/Products: (How will you determine if students met daily learning objective)

I will determine if the student met their daily learning objective if they play the songs correctly with the correct rhythms, fingerings (with their left hand on top and their right hand on the bottom of the recorder), tempo and sound.

I will determine if the student met their daily learning objective if they could describe and or compare and contrast the various styles of the times between at least two musicals via student discussion, student notes and written assessments including a Venn diagram.

Music History, Performance and Theory Lesson Plans prepared by Ms. Brown

Week of December 7 – December 18, 2015

National Standards for Music Education: 2 Performing on instruments, alone and with others, a varied repertoire of music.

National Standards for Music Education: 6 Listening to, analyzing, and describing music.

National Standards for Music Education: 9 Understanding music in relation to history and culture.

National Standard: 2a. Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control.

National Standards for Music Education: 6b Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

National Standard: 9c. Students compare, in several cultures of the world, the functions music serves, the roles of the musicians, and conditions under which music is typically performed.

Instructional Strategies: (How instructions will be delivered)

I will use the Smart board as my musical score. Students will be instructed to follow and play along to the musical notes and or letters on the screen. I will continue to provide several examples where students will use the notes from the scale to perform various songs. Sequencing and repetition will also be used to assist students with correct finger placement on their recorders.

I will use examples from the grade level student textbooks as foundations to further identify and compare various textures of music by describing its characteristics by genre and culture.

I will show *musicals* from various time periods and cultures of the world to explain the functions the music serves and the roles and conditions under which music is typically performed. I will further use analogies from current topics to compare and contrast with the themes relevant to the musicals.

Student Learning Activities: (How students will be engaged in the learning process)

Students will review musical symbols (i.e. sharp and flatted) notes, D. C. *al Fine*, D. S. *al Fine*, 1st and second endings, melody and harmony and counting rhythms with me. Students were issued an introductory Music packet and Baroque Soprano fingering chart with the entire range of the instrument which I refer to when we are rehearsing. They will practice major scales and the songs they were given for homework in addition to sight reading the songs on the Smart board. Students will use popular songs on YouTube, youcanplayit.com and Odogy.com to motivate them to practice more outside of class.

AO 12-7-15



Students will identify the layers, repetition, and instruments used in the songs. Students are encouraged to analyze the timbre choices between pieces. Music terminology and composers should be written down in their note books for future reference.

Students will compare and contrast between two musicals viewed during Music class over the years. Students will identify the time period during which the *musical* is set and answer questions using a template I have provided. They will read a short *synopsis* about the *musical*. A correlation will be drawn regarding the composer, his contemporaries, and world events. Students should compare and contrast between two musicals and include a Venn diagram.

Materials:

Students must have a Music notebook that will be collected every Thursday. They should also have a Music folder to keep all their Music handouts. Students will receive daily credit for having their recorders. If a student is absent, they will be marked exempt. A Baroque Soprano Recorder (which may be purchased in class for \$4.00) Recorder fingering charts, Recorder songs, and recorder song websites: www.odogy.com, www.youcanplayit.com, and YouTube songs with recorder notes.

Musicals: The Music Man, Mary Poppins, the King and I, Oliver, the Phantom of the Opera, and West Side Story.

Assessment/Products: (How will you determine if students met daily learning objective)

I will determine if the student met their daily learning objective if they play the songs correctly with the correct rhythms, fingerings (with their left hand on top and their right hand on the bottom of the recorder), tempo and sound.

I will determine if the student met their daily learning objective if they can locate the terms that should be written in their note books, and verbally identified the layers, sequences, repetition, and instruments used in the songs.

I will determine if the student met their daily learning objective if they could describe and or compare and contrast the various styles of the times between at least two musicals via student discussion, student notes and written assessments including a Venn diagram.

Students will identify the layers, repetition, and instruments used in the songs. Students are encouraged to analyze the timbre choices between pieces. Music terminology and composers should be written down in their note books for future reference.

Students will compare and contrast between two musicals viewed during Music class over the years. Students will identify the time period during which the *musical* is set and answer questions using a template I have provided. They will read a short *synopsis* about the *musical*. A correlation will be drawn regarding the composer, his contemporaries, and world events. Students should compare and contrast between two musicals and include a Venn diagram.

Materials:

Students must have a Music notebook that will be collected every Thursday. They should also have a Music folder to keep all their Music handouts. Students will receive daily credit for having their recorders. If a student is absent, they will be marked exempt. A Baroque Soprano Recorder (which may be purchased in class for \$4.00) Recorder fingering charts, Recorder songs, and recorder song websites: www.odogy.com, www.youcanplayit.com, and YouTube songs with recorder notes.

Musicals: The Music Man, Mary Poppins, the King and I, Oliver, the Phantom of the Opera, and West Side Story.

Assessment/Products: (How will you determine if students met daily learning objective)

I will determine if the student met their daily learning objective if they play the songs correctly with the correct rhythms, fingerings (with their left hand on top and their right hand on the bottom of the recorder), tempo and sound.

I will determine if the student met their daily learning objective if they can locate the terms that should be written in their note books, and verbally identified the layers, sequences, repetition, and instruments used in the songs.

I will determine if the student met their daily learning objective if they could describe and or compare and contrast the various styles of the times between at least two musicals via student discussion, student notes and written assessments including a Venn diagram.

Music Theory, and Performance Lesson Plans prepared by Ms. Brown

Week of November 16, 2015 – November 24, 2015

National Standards for Music Education: 1 singing, alone and with others, a varied repertoire of music.

National Standards for Music Education: 5 Reading and notating music.

National Standards for Music Education: 6 Listening to, analyzing, and describing music.

National Standard: 1c. Students sing music representing diverse genre and cultures, with expression appropriate for the work being performed.

National Standards for Music Education: 5a. Students read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve (duple meter with a half-note pulse).

National Standards for Music Education: 6b. Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

Instructional Strategies: (How instructions will be delivered)

I will use the Smart board, Music textbooks and printed copies of songs as examples to follow. Students will be instructed to follow and sing along to the musical notes on the paper or lyrics on the screen.

I will use sections of Music Theory book 1 as a template for learning.

I will use examples from the grade level student textbooks as foundations to further identify and compare various textures of music by describing its characteristics by genre and culture.

Student Learning Activities: (How students will be engaged in the learning process)

Students will review musical symbols (i.e. sharp and flatted) notes with me. Students will use popular songs on YouTube, to motivate them to practice more singing outside of class.

There are examples at the beginning of the Music Theory book lessons and exercises that follow to reinforce the concepts at the bottom. Students will read the information aloud and attempt to answer the questions posed.

Students will listen and analyze the form, repetition, and instruments used in the songs. Students are encouraged to analyze the timbre between pieces. Music terminology and composers should be written down in their note books for future reference.

90
11-16-15



Materials:

Music Theory Intake Assessment and Aural Skills Intake Assessment will be used on the first day of the new trimester. Music Theory packets will be distributed and kept in the classroom. Students must have a Music notebook. They should also have a Music folder to keep all their Music handouts. Students will receive credit daily. If a student is absent, they will be marked exempt. During the recorder unit, a Baroque Soprano Recorder (which may be purchased in class for \$4.00) Recorder fingering charts, Recorder songs, and recorder song websites: www.odogy.com, www.youcanplayit.com, and YouTube songs with recorder notes.

Assessment/Products: (How will you determine if students met daily learning objective)

I will determine if the student met their daily learning objective if they sing the songs correctly with the correct lyrics, tempo and sound.

I will determine if the student met their daily learning objective if they have accurately answered the questions, and can relate their answers to other concepts we have previously experienced.

I will determine if the student met their daily learning objective if they can locate the terms that should be written in their note books, and verbally identified the layers, sequences, repetition, and instruments used in the songs.

Music Performance and History Lesson Plans prepared by Ms. Brown

Week of November 2- November 13, 2015

National Standards for Music Education: 2 Performing on instruments, alone and with others, a varied repertoire of music.

National Standards for Music Education: 6 Listening to, analyzing, and describing music.

National Standards for Music Education: 9 Understanding music in relation to history and culture.

National Standard: 2a. Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control.

National Standards for Music Education: 6b Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

National Standard: 9c. Students compare, in several cultures of the world, the functions music serves, the roles of the musicians, and conditions under which music is typically performed.

Instructional Strategies: (How instructions will be delivered)

I will use the Smart board as my musical score. Students will be instructed to follow and play along to the musical notes and or letters on the screen. I will continue to provide several examples where students will use the notes from the scale to perform various songs. Sequencing and repetition will also be used to assist students with correct finger placement on their recorders.

I will use examples from the grade level student textbooks as foundations to further identify and compare various textures of music by describing its characteristics by culture.

I will show *musicals* from various time periods and cultures of the world to explain the functions the music serves and the roles and conditions under which music is typically performed.

Student Learning Activities: (How students will be engaged in the learning process)

Students will *review musical symbols (i.e. sharp and flatted) notes* with me. Students were issued a two page Baroque Soprano fingering chart with the entire range of the instrument which I refer to when we are rehearsing. They will practice major scales and the songs they were given for homework in addition to sight reading the songs on the Smart board. Students will use popular songs on YouTube, youcanplayit.com and Odogy.com to motivate them to practice more outside of class.

Students will identify the layers, repetition, and instruments used in the songs. Students are encouraged to analyze the timbre choices between pieces. Music terminology and composers should be written down in their note books for future reference.

11/2/15


Students will identify the time period during which the *musical and or opera* is set. They will read a *synopsis* about the *musical or opera*. A correlation will be drawn regarding the composer, his contemporaries, and world events. Students should be able to identify the *styles and themes* of the times.

Materials:

A Baroque Soprano Recorder (which may be purchased in class for \$4.00) Recorder fingering charts, Recorder songs, and recorder song websites: www.odogy.com, www.youcanplayit.com, and YouTube songs with recorder notes.

Musicals: Oklahoma, Fiddler on the Roof, Carousel and Carmen the Opera.

Assessment/Products: (How will you determine if students met daily learning objective)

I will determine if the student met their daily learning objective if they play the songs correctly with the correct rhythms, fingerings, tempo and sound.

I will determine if the student met their daily learning objective if they have recited the terms that should be written in their note books, and verbally identified the layers, sequences, repetition, and instruments used in the songs.

I will determine if the student met their daily learning objective if they could describe and or compare and contrast the various styles of the times for each musical via student discussion, student notes and written assessments.

Music Theory, Performance and History Lesson Plans prepared by Ms. Brown

Week of October 19 - October 30, 2015

National Standards for Music Education: 2 Performing on instruments, alone and with others, a varied repertoire of music.

National Standards for Music Education: 5 Reading and notating music.

National Standards for Music Education: 6 Listening to, analyzing, and describing music.

National Standards for Music Education: 9 Understanding music in relation to history and culture.

National Standard: 2a. Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control.

National Standards for Music Education: 5a. Students read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve (duple meter with a half-note pulse).

National Standards for Music Education: 6b. Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

National Standard: 9c. Students compare, in several cultures of the world, the functions music serves, the roles of the musicians, and conditions under which music is typically performed.

Instructional Strategies: (How instructions will be delivered)

I will use the Smart board as my musical score. Students will be instructed to follow and play along to the musical notes and or letters on the screen. I will continue to provide several examples where students will use the notes from the scale to perform various songs. Sequencing and repetition will also be used to assist students with correct finger placement on their recorders.

I will use sections of Music Theory book 1 as a template for learning.

I will use examples from the grade level student textbooks as foundations to further identify and compare various textures of music by describing its characteristics by genre and culture.

I will show *musicals* from various time periods and cultures of the world to explain the functions the music serves and the roles and conditions under which music is typically performed. I will further use analogies from current topics to compare and contrast with the themes relevant to the musicals.

Student Learning Activities: (How students will be engaged in the learning process)

Students will review musical symbols (i.e. sharp and flatted) notes with me. Students were issued a two page Baroque Soprano fingering chart with the entire range of the instrument which I refer to when we are rehearsing. They will practice major scales and the songs they were given for homework in addition

GO
10-19-15


to sight reading the songs on the Smart board. Students will use popular songs on YouTube, youcanplayit.com and Odogy.com to motivate them to practice more outside of class.

There are examples at the beginning of the Music Theory book lessons and exercises that follow to reinforce the concepts at the bottom. Students will read the information aloud and attempt to answer the questions posed.

Students will identify the layers, repetition, and instruments used in the songs. Students are encouraged to analyze the timbre choices between pieces. Music terminology and composers should be written down in their note books for future reference.

Students will compare and contrast between two musicals viewed during Music class over the years. Students will identify the time period during which the *musical* is set and answer questions using a template I have provided. They will read a short *synopsis* about the *musical*. A correlation will be drawn regarding the composer, his contemporaries, and world events. Students should compare and contrast between two musicals and include a Venn diagram.

Materials:

Music Theory packets will be distributed and kept in the classroom. Students must have a Music notebook that will be collected every Thursday. They should also have a Music folder to keep all their Music handouts. Students will receive daily credit for having their recorders. If a student is absent, they will be marked exempt. A Baroque Soprano Recorder (which may be purchased in class for \$4.00) Recorder fingering charts, Recorder songs, and recorder song websites: www.odogy.com, www.youcanplayit.com, and YouTube songs with recorder notes.

Musicals: The Music Man, Mary Poppins, Oklahoma, The King and I, Oliver, Fiddler on the Roof, the Phantom of the Opera, West Side Story, and Carmen.

Assessment/Products: (How will you determine if students met daily learning objective)

I will determine if the student met their daily learning objective if they play the songs correctly with the correct rhythms, fingerings (with their left hand on top and their right hand on the bottom of the recorder), tempo and sound.

I will determine if the student met their daily learning objective if they have accurately answered the questions, and can relate their answers to other concepts we have previously experienced.

I will determine if the student met their daily learning objective if they can locate the terms that should be written in their note books, and verbally identified the layers, sequences, repetition, and instruments used in the songs.

I will determine if the student met their daily learning objective if they could describe and or compare and contrast the various styles of the times between at least two musicals via student discussion, student notes and written assessments including a Venn diagram.

Music History, Performance and Theory Lesson Plans prepared by Ms. Brown

Week of October 5 - October 16, 2015

National Standards for Music Education: 2 Performing on instruments, alone and with others, a varied repertoire of music.

National Standards for Music Education: 6 Listening to, analyzing, and describing music.

National Standards for Music Education: 9 Understanding music in relation to history and culture.

National Standard: 2a. Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control.

National Standards for Music Education: 6b Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

National Standard: 9c. Students compare, in several cultures of the world, the functions music serves, the roles of the musicians, and conditions under which music is typically performed.

Instructional Strategies: (How instructions will be delivered)

I will use the Smart board as my musical score. Students will be instructed to follow and play along to the musical notes and or letters on the screen. I will continue to provide several examples where students will use the notes from the scale to perform various songs. Sequencing and repetition will also be used to assist students with correct finger placement on their recorders.

I will use examples from the grade level student textbooks as foundations to further identify and compare various textures of music by describing its characteristics by genre and culture.


I will show *musicals* from various time periods and cultures of the world to explain the functions the music serves and the roles and conditions under which music is typically performed. I will further use analogies from current topics to compare and contrast with the themes relevant to the musicals.

Student Learning Activities: (How students will be engaged in the learning process)

Students will review *musical symbols (i.e. sharp and flatted) notes* with me. Students were issued a two page Baroque Soprano fingering chart with the entire range of the instrument which I refer to when we are rehearsing. They will practice major scales and the songs they were given for homework in addition to sight reading the songs on the Smart board. Students will use popular songs on YouTube, youcanplayit.com and Oology.com to motivate them to practice more outside of class.

Students will identify the layers, repetition, and instruments used in the songs. Students are encouraged to analyze the timbre choices between pieces. Music terminology and composers should be written down in their note books for future reference.

10-5-15
awg



Students will compare and contrast between two musicals viewed during Music class over the years. Students will identify the time period during which the *musical* is set and answer questions using a template I have provided. They will read a short *synopsis* about the *musical*. A correlation will be drawn regarding the composer, his contemporaries, and world events. Students should compare and contrast between two musicals and include a Venn diagram.

Materials:

Students must have a Music notebook that will be collected every Thursday. They should also have a Music folder to keep all their Music handouts. Students will receive daily credit for having their recorders. If a student is absent, they will be marked exempt. A Baroque Soprano Recorder (which may be purchased in class for \$4.00) Recorder fingering charts, Recorder songs, and recorder song websites: www.odogy.com, www.youcanplayit.com, and YouTube songs with recorder notes.

Musicals: The Music Man, Mary Poppins, the King and I, Oliver, the Phantom of the Opera, and West Side Story.

Assessment/Products: (How will you determine if students met daily learning objective)

I will determine if the student met their daily learning objective if they play the songs correctly with the correct rhythms, fingerings (with their left hand on top and their right hand on the bottom of the recorder), tempo and sound.

I will determine if the student met their daily learning objective if they can locate the terms that should be written in their note books, and verbally identified the layers, sequences, repetition, and instruments used in the songs.

I will determine if the student met their daily learning objective if they could describe and or compare and contrast the various styles of the times between at least two musicals via student discussion, student notes and written assessments including a Venn diagram.

Music Performance and History Lesson Plans prepared by Ms. Brown

Week of September 21- October 2, 2015

National Standards for Music Education: 2 Performing on instruments, alone and with others, a varied repertoire of music.

National Standards for Music Education: 6 Listening to, analyzing, and describing music.

National Standards for Music Education: 9 Understanding music in relation to history and culture.

National Standard: 2a. Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control.

National Standards for Music Education: 6b Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

National Standard: 9c. Students compare, in several cultures of the world, the functions music serves, the roles of the musicians, and conditions under which music is typically performed.

Instructional Strategies: (How instructions will be delivered)

I will use the Smart board as my musical score. Students will be instructed to follow and play along to the musical notes and or letters on the screen. I will continue to provide several examples where students will use the notes from the scale to perform various songs. Sequencing and repetition will also be used to assist students with correct finger placement on their recorders.

I will use examples from the grade level student textbooks as foundations to further identify and compare various textures of music by describing its characteristics by culture.

I will show *musicals* from various time periods and cultures of the world to explain the functions the music serves and the roles and conditions under which music is typically performed.

Student Learning Activities: (How students will be engaged in the learning process)

Students will review musical symbols (i.e. sharp and flatted) notes with me. Students were issued a two page Baroque Soprano fingering chart with the entire range of the instrument which I refer to when we are rehearsing. They will practice major scales and the songs they were given for homework in addition to sight reading the songs on the Smart board. Students will use popular songs on YouTube, youcanplayit.com and Odogy.com to motivate them to practice more outside of class.

Students will identify the layers, repetition, and instruments used in the songs. Students are encouraged to analyze the timbre choices between pieces. Music terminology and composers should be written down in their note books for future reference.

9-21-15
MS

Bright Ideas

Students will identify the time period during which the *musical* is set. They will read a short *synopsis* about the *musical*. A correlation will be drawn regarding the composer, his contemporaries, and world events. Students should be able to identify the *styles and themes* of the times.

Materials:

Students must have a Music notebook that will be collected every Thursday. They should also have a Music folder to keep all their Music handouts. Students will receive daily credit for having their recorders. If a student is absent, they will be marked exempt. A Baroque Soprano Recorder (which may be purchased in class for \$4.00) Recorder fingering charts, Recorder songs, and recorder song websites: www.odogy.com, www.youcanplayit.com, and YouTube songs with recorder notes.

Musicals: The Music Man, The King and I, The Phantom of the Opera, Oklahoma, Oliver and West Side Story.

Assessment/Products: (How will you determine if students met daily learning objective)

I will determine if the student met their daily learning objective if they play the songs correctly with the correct rhythms, fingerings, tempo and sound.

I will determine if the student met their daily learning objective if they have recited the terms that should be written in their note books, and verbally identified the layers, sequences, repetition, and instruments used in the songs.

I will determine if the student met their daily learning objective if they could describe and or compare and contrast the various styles of the times for each musical via student discussion, student notes and written assessments.

Music Performance and History Lesson Plans prepared by Ms. Brown

Week of Sept. 8- September 18, 2015

National Standards for Music Education: 6 Listening to, analyzing, and describing music.

National Standards for Music Education: 2 Performing on instruments, alone and with others, a varied repertoire of music.

National Standards for Music Education: 9 Understanding music in relation to history and culture.

National Standards for Music Education: 6b Students analyze the uses of elements of music in aural examples representing diverse genre and cultures.

National Standard: 2a. Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control.

National Standard: 9c. Students compare, in several cultures of the world, the functions music serves, the roles of the musicians, and conditions under which music is typically performed.

Instructional Strategies: (How instructions will be delivered)

I will use examples from the grade level student textbooks as foundations to further identify and compare various textures of music by describing its characteristics by culture.

I will use the Smart board as my musical score. Students will be instructed to follow and play along to the musical notes and or letters on the screen. I will continue to provide several examples where students will use the notes from the scale to perform various songs. Repetition and chunking will also be used to assist students with correct finger placement on their recorders.

I will show *musicals* from various time periods and cultures of the world to explain the functions the music serves and the roles and conditions under which music is typically performed.

Student Learning Activities: (How students will be engaged in the learning process)

Students will identify the layers, repetition, and instruments used in the songs. Students are encouraged to analyze the timbre choices between pieces. Music terminology and composers should be written down in their note books for future reference.

Students will review musical symbols (i.e. sharp and flatted) notes with me. Students were issued a two page Baroque Soprano fingering chart with the entire range of the instrument which I refer to when we are rehearsing. They will practice major scales and the songs they were given for homework in addition to sight reading the songs on the Smart board. Students will use popular songs on YouTube, youcanplayit.com and Odogy.com to motivate them to practice more outside of class.



AD
9-8-15

Music Performance and History Lesson Plans prepared by Ms. Brown

Week of 24 August-4 September, 2015

National Standards for Music Education: 6b Analyzing elements of music in diverse cultures.

National Standards for Music Education: 2 Performing on instruments, alone and with others, a varied repertoire of music.

National Standards for Music Education: 9 Understanding music in relation to history and culture.

National Standards for Music Education: 6b Students analyze the uses of elements of music in aural examples representing diverse genre and cultures.

National Standard: 2a. Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control.

National Standard: 9c. Students compare, in several cultures of the world, the functions music serves, the roles of the musicians, and conditions under which music is typically performed.

Instructional Strategies: (How instructions will be delivered)

I will use examples from the grade level student textbooks.

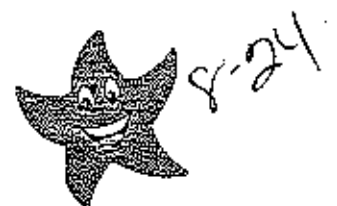
I will use the Smart board as my musical score. Students will be instructed to follow and play along to the musical notes and or letters on the screen. I will continue to provide several examples where students will use the notes from the scale to perform various songs.

I will show *musicals* from various time periods and cultures of the world to explain the functions the music serves and the roles and conditions under which music is typically performed.

Student Learning Activities: (How students will be engaged in the learning process)

Students will identify the layers, repetition, and instruments used in the songs. Students are encouraged to analyze the timbre choices between pieces. Music terminology and composers should be written down in their note books for future reference.

Students will *review musical symbols (i.e. sharp and flatted) notes* with me. I have written the notes and their fingerings on the dry erase board. They will read the notes on the Smart board and play their recorders. Students will use popular songs on YouTube, youcanplayit.com and Odogy.com to motivate them to practice more outside of class. Students will use their fingering charts to further identify the notes so that when they are alone they will have recall of the accurate way to cover the holes on their Baroque Soprano Recorders.



Students will identify the time period during which the *musical* is set. They will read a short *synopsis* about the *musical*. A correlation will be drawn regarding the composer, his contemporaries, and world events. Students should be able to identify the *styles and themes* of the times.

Materials:

A Baroque Soprano Recorder (which may be purchased in class for \$4.00) Recorder fingering charts, Recorder songs, and recorder song websites: www.gdogy.com, www.youcanplayit.com, and YouTube songs with recorder notes.

Musicals: The Music Man, The King and I, The Sound of Music, and the History of Jazz.

Assessment/Products: (How will you determine if students met daily learning objective)

I will determine if the student met their daily learning objective if they have recited the terms that should be written in their note books, and verbally identified the layers, repetition, and instruments used in the songs.

I will determine if the student met their daily learning objective if they play the songs correctly with the correct rhythms, fingerings, tempo and sound.

I will determine if the student met their daily learning objective if they could describe the various styles of the times for each musical via student discussion, student notes and written assessments.