

Materials:

Kodály 5 point lesson plan

- PowerPoints
- Frame drums
- Ball
- Loud and quiet sorting cards

Core Music Standards:

Standard:

MU:Cr2.1.1a

*With limited **guidance**, **demonstrate** and discuss personal reasons for selecting **musical ideas** that represent **expressive intent**.*

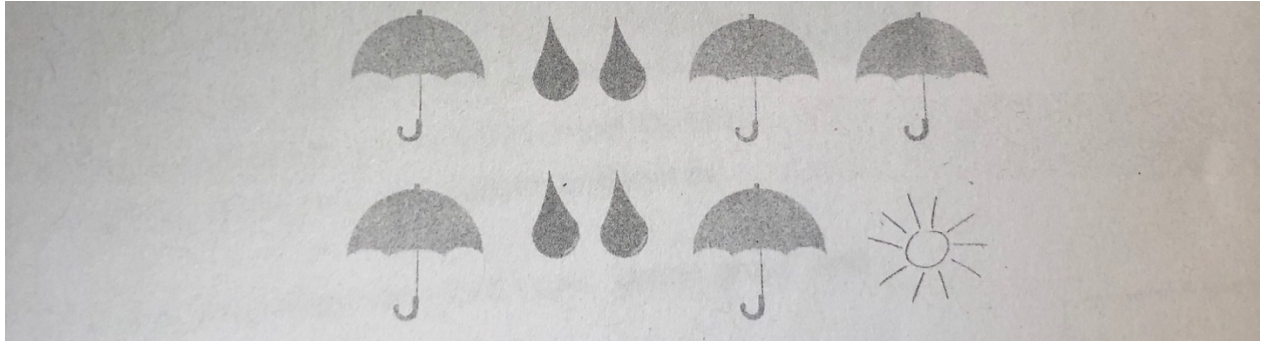
Objective:

The learner will demonstrate an understanding of different ways to convey musical expression, such as loud and quiet dynamics, long and short notes, and fast and slow tempo.

Lesson Plan:

Opening: (5 minutes)- Practice long/short, quarter note and eighth note pair

- Rain on the Green Grass
 - Teacher sings the song first
 - Then practice echo singing
 - **Modification: Teacher should sing the whole song first, then teach the song in smaller chunks with echo singing.**
- Students pat the steady beat while singing the song. Teacher points to icons as they sing.
- Teacher uses questioning to support students in discovering that when the umbrella appears, there is one sound on the beat and when the raindrops appear, there are two sounds on the beat.
- Half the students pat the steady beat on their knees, half go to xylophones.
 - **Modification: Have a system for deciding who gets to play the instruments versus asking for volunteers (i.e. Popsicle sticks, Birthday months)**
- Two students get a triangle, play on the sunshine (on the rest)
- Xylophones play chord Bordun on F and C
- Put all parts together



High Concentration (5-7 minutes)- Practice sol-mi

- Star Light Star Bright
 - Teacher sings first, then students echo sing to learn the song
 - Everyone stands in a circle
 - Ball goes above head for light (higher note) and goes down for bright, in the middle for the next phrase then repeat.
 - Bounce the ball to the student of your choice, then that person sits down
 - Practices high and low notes with physical action of high and low
 - Modification: Must include a physical location on body for “Star” (Sol)
 - Sol: In front of stomach
 - La: Above Head
 - Mi: By your toes
 - Giving a clearer indication of where the ball should be in correlation with what note/word we are singing will help to encourage more accurate high/low note recognition.

Change of Pace (5-7 minutes)- Prepare fast/slow

- Carnival of the Animals, Dance and Freeze
 - Introduces students to different kinds of music and lets them explore movement
 - Teacher plays several movements from this piece inspired by different animals while putting slides on the board of that animal
 - Can you move and dance like this animal?
 - When the music stops, they have to freeze and sit down
 - Last person not sitting is out
 - Modification: Teacher should let the songs play for a shorter amount of time (20 seconds?) or students will start to get antsy/off track.

Moderate Concentration (5-7 minutes)- Practice loud and soft

- Loud and soft sorting cards
 - Teacher passes out cards to partners of loud and soft people, animals etc.
 - They have to sort them out into two piles
 - The teacher asks for examples from different students
 - Which did you think was loud and which was quiet?
 - Modification: Choose partners instead of letting the students choose. (More orderly and time effective)

Ending/closing (5-7 minutes)- Prepare fast/slow

- Larry the Lobster song
 - Have the students lay on their backs and listen to the song
 - Level 0 volume, hands to yourself, relax and listen
 - How do you feel when they start telling Larry to run for the water? (anxious, nervous?) We have to tell him to run fast
- Set out frame drums
- A couple students at each
- Sing along to the song calmly and softly, when it gets to the running part, students have to drum along to the steady beat as loud as they can!
- They get 10 seconds to play the drum however they want at the end for instrumental exploration

Reflection: The lesson went well overall and the students were very responsive to all of the songs and activities. The main modifications I would make to this lesson plan were in classroom management techniques. After teaching the lesson, I saw various changes that I could make to help the lesson run more smoothly and leave less room for student distraction and disruptions.