

Glynn County Daily Lesson Plan for ES Related Arts Instruction

Teacher: **Debbie McIlrath**

Course/ Subject: **General Music, K-5, Emergency Music Lesson Plan**

A weekly Virtual Learning Video is also readily available on my website calendar or in my Virtual Music Classroom. Added instructions are streamed on the Google Classroom to go along with the videos.

This week, we're continuing to study Tchaikovsky's compositions within the Nutcracker Ballet (The T is silent: chi-kow-ski). Virtual students are to follow the Lesson plan, click on the videos for their grade-levels to complete Activities:

K-2 Activities # 1 & # 2 plus scroll down to the very end of the lesson plan for another Christmas sing-a-long and a Hanukkah sing-a-long!

3-5 Activities #1, #2 & # 3 and pick one of the alternate activities for more rigor

Here is the class code:

tkxmc5u

K-5 Virtual Music Classes

All share the Google Classroom.

Date of Instruction: December 14-18, 2020, The Nutcracker Ballet, continued

Lesson 9 = Connecting music & holiday dances; audience behavior; Melodic Rhythm; Dance of the Sugar Plum Fairy

Lesson 10 = Trepak, the Dance of Russian Dancers; Movement, reading Melodic Rhythm and Ostinato Rhythm

Lesson 11 = The March of the Toy Soldiers; Movement, reading Melodic Rhythm and Ostinato Rhythms

Standard/s:

ESGMK-5.CN.1 Connect music to the other fine arts and disciplines outside the arts.

a. **Describe connections between music and the other fine arts.**

b. Describe connections between music and disciplines outside the fine arts.

ESGMK-5.CN.2 Connect music to history and culture.

a. **Perform and respond to music from various historical periods and cultures.**

b. Describe how sounds and music are used in daily lives.

c. Demonstrate performance etiquette and appropriate audience behavior

ESGMK-3.PR.3 Read and Notate music.

a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter.

ESGM4-5.PR.3 Read and Notate music.

a. Read, notate, and identify, in various meters, iconic, and standard notation

ESGM1-5.RE.1 Listen to, analyze, and describe music.

a. **Distinguish between repeating and contrasting sections,** phrases, and simple formal structures (e.g. AB, ABA, rondo).

<p>Opening (I Do)</p> <p>An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.</p> <p>TKES 1, 2, 3,4,5, 8,10</p>	<p>ESGMK-3.RE.3 Move to a varied repertoire of music, alone and with others.</p> <p>a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).</p>
<p>Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Learning Targets:</p> <p>Learning Targets: (I Do...)</p> <ul style="list-style-type: none"> I can respond to contrasts and events in The Nutcracker music with rhythm and movement. Success Criteria: (We Do...) K-5I will be able to respond to different sections of music with movement. K-5 I will be able to play ostinato rhythms with The March of the Toy Soldiers. 3-5 I will be able to play the melodic rhythms of The March of the Toy Soldiers <p>Meet students at the door and give each a squirt of hand sanitizer</p> <p>Activator video is played after students have all had hand sanitizer and are seated in assigned seats.</p> <p>Explain that today we're going to learn about the March of the Toy Soldiers in the Nutcracker. We've now learned about the Sugar Plum Fairy, Trepak (Russian Dance) and Now the opening number of the ballet, The March of the Toy Soldiers. Here are the Rockettes from Radio City Music Hall in New York City doing a really cool toy soldier routine with a surprise ending!!! (The music is a different March, not from the Nutcracker but from the movie, "Babes in Toyland")</p> <p>Parade of the Toy Soldiers (5 min)</p> <p>https://www.youtube.com/watch?v=CEwWM7bhi8Y</p> <p>Here is the original song of Parade of the Toy Soldiers from the movie "Babes in Toyland" (2 mins)</p> <p>https://www.youtube.com/watch?v=8i0f2SY7spM</p>
	<p>DIRECT INSTRUCTION: Introduction of Lesson including activator video</p> <p>STUDENT AND TEACHER PROCEDURES:</p> <p>(5 mins.) Say the Learning Targets (above) and INTRODUCE today's lesson on Trepak, and review of The Dance of the Sugar Plum Fairy from the The Nutcracker Suite by TCHAIKOVSKY</p> <p>Last week we learned about the Russian dance, Trepak, in the Nutcracker. This week we want to focus on the March of the Toy Soldiers, which is actually the opening number in the Nutcracker. The children are all dancing around the Christmas tree, the parents and dancing and it's just a festive and wonderful time of celebration, family and fun at Christmas time.</p> <p>We will once again respond to the music with movement, rhythm and pitches. When we do our movement today, we will have some contrasting moves, marching with straight legs like the Toy Soldiers, and then loosen up, like a puppet!</p>

Remember the space around you determines your



movement.

Activity #1: (6 mins) Nutcracker Movements

- Stand and do this simple dance in your square to The March of the Toy Soldiers. It can be divided into 3 parts: Teacher explains each section. Legs are straight and arms are stiff in an L shape. Avoid movements that take you out of your square, if in school. **At home, you can move about more freely, just be sure not to knock anything over!**

The form for the March of the Toy Soldiers is: **ABACABA**

<https://www.youtube.com/watch?v=z2ISRMSlyX8>

- **A:** Soldiers marching, stiff legs and stiff, L shaped arms – 16 beats
- **Dangle/move like puppets** – 16 beats & Repeat
- **B:** Soldiers marching again - 8 beats, mice scurrying – 8 beats. Repeat
- **A:** Soldiers marching, stiff legs and stiff, L shaped arms – 8 beats; freeze **Dangle/move like puppets**
- **C:** Mice scurry around, girls for 16 beats, then boys for 16 beats, Repeat
- **A:** Soldiers marching, stiff legs and stiff, L shaped arms – 8 beats; freeze **Dangle/move like puppets**
- **B:** Soldiers marching again - 8 beats, mice scurrying – 8 beats. Repeat
- **A:** Soldiers marching, stiff legs and stiff, L shaped arms – 8 beats; freeze **Dangle/move like puppets**

Activity #2: (10 mins) Performing Ostinato rhythms & melodic rhythms: notice how the rhythmic phrases are repeated. Review rules for bucket drums:

- Drums stay in the “garage” until Mrs. Mac says to play it.
- Sticks stay in lap “rest position” until Mrs. Mac says it’s time to play the drums.
- Alternate hands, right/left, on the tops of the buckets today.

K-2: learn the ostinato patterns that can be play along with The March
<https://www.youtube.com/watch?v=mzufbjnACYM>

3-5 can read through the melodic rhythms (the rhythm of the melody) for the March:

<https://www.youtube.com/watch?v=2Bw2RYVqC40>

Review and Play the Ostinato Rhythms of Trepak, from the Nutcracker
<https://www.youtube.com/watch?v=HcGsn7Aw2gl>

Activity #3, (3 mins) Poison Rhythm Game – Learn what the Poison Rhythm Is for this winter Poison Rhythm Game:

“Candy Cane, Mittens, Hot Chocolate, Decorations”
<https://www.youtube.com/watch?v=94i25WlcvRo>

Review Poison Rhythms for the Nutcracker from last week
“Clara, Nutcracker, Ballerina, Rat”

Now, echo all the rhythmic phrases EXCEPT for the Poison Rhythm!
<https://www.youtube.com/watch?v=-EkhxSJsGM>

Activity #4 Closing Activity (5 mins)

Squirt of sanitizer for each child to rub all over drum sticks and put them on the chair for Mrs. Mac to sanitize the drum and chair. Start with the back row and line up on circles around the room for social distancing purposes. While wiping down chairs, teacher echoes the targets and summarizes with questions about the melodic rhythms, ostinatos, and what’ a Trepak (from last week) when is the toy soldiers dance (beginning number of family around the Christmas tree), etc. While lined up, they recite the targets and success criteria before leaving the room.

INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:

INCREASED RIGOR:

- Leaders can be peer helpers to work with others or come up with new moves for puppets (especially the older students who don't want to be a puppet!)
- Leaders can play some melodic rhythms of Christmas songs for others to guess.
- Review the melodic rhythms of songs below:
- Review the ostinato rhythms of songs below:

Deck the Halls (melodic rhythms)

<https://www.youtube.com/watch?v=lwsm6FMVNNA&t=5s>

Santa Claus Is Coming to Town (ostinato rhythms)

<https://www.youtube.com/watch?v=6i0HTOfMPz0>

Jingle Bells - this has lots of "long" half notes in it – so be careful! (melodic rhythms)

https://www.youtube.com/watch?v=EBFIH6SQw_E

Some more things to do at home:

For K-1, here is an alternate movement activity to The Nutcracker's, March of the Toy Soldiers

<https://www.youtube.com/watch?v=Flafqrac5Kc>

For 3-5 here is an alternate cup routine to the March of the Toy Soldiers

<https://www.youtube.com/watch?v=jSIMmbOkCYY>

4 minute story of the Nutcracker if you want to see it a different way!

https://www.youtube.com/watch?v=rZ5aljH_dnl

Students losing focus in the classroom activities can go to the computer and put on the headphones to get on my website, resources, and play some of the music games, after the initial lesson part of music class.

Mrs. Mac's Resource Page on Mrs. Mac's website:

https://sterling.glynn.k12.ga.us/apps/pages/index.jsp?uREC_ID=1536971&type=u&pREC_ID=1996030

<https://musiclab.chromeexperiments.com/Melody-Maker/>

Students needing an extra challenge can also help with wiping down the chairs at the end of class.

ADAPTED ASSIGNMENT: Go to the student computer with headphones and learn more about **Tchaikovsky (4 mins)**

	<p>https://www.youtube.com/watch?v=5DIhan81qB0</p> <p>Students needing time out: write music vocabulary words ten times – notebook on student computer desk/basket (white)</p> <p>Christmas sing-a-longs: K-1: https://www.youtube.com/watch?v=grhi8MLM1i8</p> <p>2-5: https://www.youtube.com/watch?v=pK9DUvj5OiY</p> <p>K-5: Hanukkah Songs:</p> <p>https://www.youtube.com/watch?v=b-N1qXozkQ</p>
<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p>	<ul style="list-style-type: none"> • Exit & Summary activity: (1-2 min) • Echo the I Can statement & the success criteria & discuss the lesson’s goals <p>Assessments include:</p> <ul style="list-style-type: none"> • Teacher Observation Assessment during class discussions and activities • One-on-one/group in-process feedback • Student who exceed expectations will receive a “4” in performance • Students who are progressing more slowly will receive differentiated help and/or assignments • Class evaluations are given weekly (1-3) to help drive the lesson plan for the next week. <p>Watch the Nutcracker Ballet in its entirety at the follow https://www.youtube.com/watch?v=tR_Z1LUDQuQ</p>