

## Glynn County Daily Lesson Plan for ES Related Arts Instruction

Teacher: **Debbie McIlrath**

Course/ Subject: **General Music, K-5**

### **Video and explanation from Mrs. Mac!**

Welcome to the blues! Watch this video and then complete Activities #2 & #3

<https://www.quavermusic.com/QR/GB28M7>

Link to Mrs. Mac's Music Google Classroom:

<https://meet.google.com/lookup/gwdpceqg7c>

Class Code

**tkxmc5u**

Quaver Xylophone link

<https://www.quavermusic.com/QR/5B45WJ>

Quaver Percussion Instruments

<https://www.quavermusic.com/QR/PHJZS2>

Date of Instruction: **February 23-26, 2021**

Standard/s:

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

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

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

**a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).**

Learning Targets:

**Learning Targets: (I Do...)**

- **I can perform and respond to music from historical periods and cultures.**

- **Success Criteria: (We Do...)**

**I will be able to describe characteristics of our culture before the 60's**

**I will be able to name a blues singer and a blues song**

**I will be able to describe how cultural & historical events affect music**

**Examples:**

**Meet students at the door and give each a squirt of hand sanitizer**

**Activator video is played after students have all had hand sanitizer and are seated in assigned seats.**

**Check seating during activator video.**

**Activator video:** This week we will focus on the blues, which comes from Black American Spirituals!

<https://www.youtube.com/watch?v=5Ncfa7emc3g>

## Opening (I Do)

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.

TKES 1, 2, 3, 4, 5, 8, 10

## Work Period (We Do, You Do)

Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.

TKES 1, 2, 3, 4, 5, 7, 8, 10

# Activity #1 History and culture effect music

Last week we learned about the '60's and civil rights. The civil rights movement affected our music in lots of ways. Singer/songwriting African Americans came to the forefront and wrote songs about peace, love, healing the world, etc. Peace rallies included songs like, "We Shall Overcome," and Love festivals included songs like, "Smile on your brother everybody get together try to love one another right now."

Before the 60's civil rights movement, we had the blues. Let's find out about this music genre, which was inspired by our history and culture: Highlights from this video to remember:

W. C. Handy was among the first musicians to introduce the blues to a wider audience.

Singing the blues Although there are notable exceptions, most blues lyrics recount hardships of life.

Pulling apart the blues:

A basic blues song is constructed using 12 bars, three chords, and a slow tempo.

Making the blues:

The blues scale provides a simple repetitive progression, which lends itself to vocal and instrument improvisation.

Song: Day to Day Blues Murky and Lips join Quaver and the band in a blues song inspired by everyday subjects.

Welcome to the blues!

<https://www.quavermusic.com/QR/GB28M7>

# Activity # 2, Add instruments to play blues chords

Using the xylophones or pianos, play the following blues chords

<https://www.quavermusic.com/QR/236N7G>

K-1, play just the bottom notes of the chords, C, F, & G (red, green and teal)

2-3, play two notes of the chords at the same time

C&E, F&A, G&B

	<p>Red &amp; yellow, green &amp; purple, teal &amp; pink</p> <p>4-5, play three notes of the chords at the same time (need 3 mallets) C,E,G                      F,A,C                      G,B,D Red, yellow,teal   green, purple, red           teal, pink, orange</p> <p><b>Activity # 3 Check out the King of Pop</b></p> <p>Play a blues melody on G! (teal) K-2, improvise on G 3-5, play the rhythms on G <a href="https://www.quavermusic.com/QR/4G493F">https://www.quavermusic.com/QR/4G493F</a></p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding. <b>TKES :</b> <b>1,2,3,4,5,6,7,8</b></p>	<p><b>Assessment:</b> <a href="https://www.quavermusic.com/QR/59ENWD">https://www.quavermusic.com/QR/59ENWD</a></p> <p><b>Virtual: Take the quiz and tell me your score in the message box!</b></p> <p><b>Exit &amp; Summary activity: (1-2 min)</b></p> <ul style="list-style-type: none"><li>● <b>Echo the I Can statement &amp; the success criteria &amp; discuss the lesson's goals</b></li></ul> <p><b>Assessments include:</b></p> <ul style="list-style-type: none"><li>● Teacher Observation Assessment during class discussions and activities</li><li>● One-on-one/group in-process feedback</li><li>● Student who exceed expectations will receive a "4" in performance</li><li>● Students who are progressing more slowly will receive differentiated help and/or assignments</li><li>● Class evaluations are given weekly (1-3) to help drive the lesson plan for the next week.</li></ul> <p>Added Rigor/ Differentiation: playing rhythms and chords Click on the instrument to the left, then drag the "measures" (same color) up from the bottom into the squares, Do this with each instrument until you fill all the squares, and play your composition! You can use the keyboard on the bottom left to to change the chords from C, to F, to G, just like the jazz chords. Have fun! <a href="https://www.quavermusic.com/QR/XLEXZA">https://www.quavermusic.com/QR/XLEXZA</a></p>