

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

Teacher: **Debbie McIlrath, November 16-20, 2020**

### **Connecting history to music**

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

Lessons are labeled throughout the Lesson plan, **K-2<sup>nd</sup>** grades & **3-5<sup>th</sup>** grades

This is the link to this week's lesson video for virtual students.

[https://drive.google.com/file/d/1Y4wd\\_W4sY-o33f-ecLjv6vnDnji5RZBy/view?usp=sharing](https://drive.google.com/file/d/1Y4wd_W4sY-o33f-ecLjv6vnDnji5RZBy/view?usp=sharing)

Here is the music google class code:

**tkxmc5u**

K-5 Virtual Music Classes **At the bottom of this lesson plan, I've added virtual links for several instruments that play pitches, i.e., piano, xylophone and chrome music lab (colors)**

Actual date of in-school Instruction: November 16-20, 2020

Standard/s:

**ESGMK-1.PR.3 Read and Notate music.**

- a. **Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation.**

**ESGM2-5.PR.3 Read and Notate music.**

- a. **Read, notate, and identify quarter notes, quarter rests, barred eighth notes, half notes, and half rests using iconic or standard notation.**
- b. **Read simple melodic patterns within a treble clef staff.**

**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.**

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

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

- b. **ESGM2-5.RE.1 Listen to, analyze, and describe music.**

- a. **Distinguish between repeating and contrasting sections, phrases, and formal structures**

### **Opening (I Do)**

An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful

Learning Targets:

**Learning Targets: K-5 (I Do...)**

**K-1 I can read and identify quarter notes, quarter rests and barred eighth notes, and identify sections in music.**

**2-5 I can read simple melodic patterns within a treble clef staff and identify form in music.**

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

- **K-1 I will be able to read rhythms 2-5 I will be able to read and play melodies**
- **I will be able to perform songs by breaking them up into sections (forms).**
- **I will be able to describe how music is used in our holidays like Thanksgiving**

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**

**In class:** As students walk in, meet them at the door with a squirt of hand sanitizer. They will go to their assigned seats. ( 2-3 minutes) We're going to continue with our American folk songs in class this month. Since next week is Thanksgiving, we will start with a Thanksgiving Song!

**DIRECT INSTRUCTION:** Introduction of Lesson including activator video

**STUDENT AND TEACHER PROCEDURES:**

(Activator video 3 mins.) Explain that students are use their listening skills. After the video, be ready to tell what you are thankful for!




**“Thankful”** (Ctrl + right click on the links in this lesson plan)


<https://www.youtube.com/watch?v=YeSdQmO51Ps>

**In class:** Students must demonstrate appropriate audience behavior while watching it. **check roll and seating in Rosters and Seating Chart.**

**Activity #1: (10 mins)**. We're going to play the xylophones and pianos today in the classroom again, because music is tuneful, and these instruments have pitches! But before we do, let's review playing rhythms with this fun, “Turkey Pie” Rap.

**K-2** We'll be playing the rhythms with our mallets in class, but at home, you can use pencils or spoons! Practice it a couple of times so you can better at reading rhythms!

“Turkey Pie” uses the words, “Tur-key” as eighth note pairs (ti-ti),   
and “Pie” as quarter notes (tah)  You will repeat each section 4 times 

You will also see quarter rests “shh” in this piece. Here's an example: “shh”  Turkey Turkey Pie

“Turkey Pie”

<https://www.youtube.com/watch?v=wjxj0RKKr-w>

**3-5<sup>th</sup> grades, ADD THIS to what the K-2 are doing above:**

Practice the rhythms with mallets through one time. Then use the **same rhythms** of “Turkey Pie” but play the rhythms on the C Pentatonic scale pitches, C,D,E, (skip F) G & A (skip B).

If using the link at home, you will have to **turn off the audio in the video but watch the director for cues** to know when to start playing the segments because the video is not in C Pentatonic, and it just won't sound as good.

**At the bottom of the lesson plan**, I've added what the C Pentatonic scale looks like on the Treble Clef, on the piano and on the xylophones. Also, I've added three different options of virtual instruments with pitches to use if you do not have a little xylophone or a piano at home.

**C      D      E -- G      A -- (C)**

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 #2: (15 mins.)

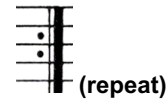
**K-2<sup>nd</sup> grade: Play the pitches below, C & G, tick-tock, steady beat, then add ED or DED at the end of the phrases. The yellow phrase is repeated at the end. Example: Play & sing along with Camptown Races.**

<https://www.youtube.com/watch?v=tTqy32-vwKA>

We worked on this last week, but we need a little more practice. The ostinato pattern uses C, G, E & D (These pitches are all within 5 bars of keys of each other – you shouldn't be playing notes all over, but stay within 5 notes.

C G C G E D E D  
**Camptown ladies sing this song, Doo Dah, Doo Dah**

C G C G D E D C  
**Camptown races all night long, Oh, Doo Dah, Day**



**(tap sticks) Going to run all night. Going to run all day**

C G C G D E D C  
**I bet my money on a bob tail nag, Somebody bet on the the gray.**

Sing and tap sticks to the steady beat on  
 “Going to run all night, going to run all day.”

**3-5<sup>th</sup> grade will be able to play the melody of Camptown Races**

Play the melody of Camptown Races. We worked on this last week, but we need a little more practice. Last week we separated into groups, but this week, we will each try to learn all three parts, and put it together.

1. Below, “memorize” each section, try playing it with this guitar accompaniment
2. Use THIS NEXT VIDEO of Camptown Races following the notes on the treble clef 3-5<sup>th</sup> graders (ignore those numbers) This gives your eyes and minds a chance to connect with reading notes on the staff.

<https://youtu.be/qXUuB4G2xwQ>

**(A) G G E G A G E E D E D**  
**(B) G G E G A G E D E D C**  
**(C) C C E G C A A C A G**

The form is: **(A)(B)(A)(B)(C)(B)**

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**

3. **If you have it memorized, 3-5<sup>th</sup> grades: Open up: Camptown Races and play it along with** guitar, key of C Pentatonic, with the notes on a treble clef:

<https://www.youtube.com/watch?v=EO5y73RUzdw>

**Activity #3 (10 mins.) Reading notes on the treble clef**

**K-1, Every class didn't get to sing folk song last week, so we'll sing it again** and change the words from "buggy" to things we ride in today, i.e., car, truck, bus, plane, etc. Play a simple C-G ostinato (tic toc) on your pitched instrument as we sing through each verse. We'll be singing the chorus each time as it is played on this MP3:



Riding in a Buggy.mp3

**2-5, will play through the song, using the notes on the treble clef below:**



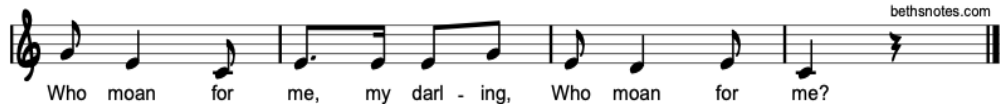
**C D E -- G A -- (C)**

**Riding in the Buggy**

Folk song



Refrain





bethsnotes.com

If you're having ANY trouble reading the treble clef, write in the pitches

Here they are:

- |                |        |          |           |
|----------------|--------|----------|-----------|
| C (7X)         | E (4X) | D ( 4 X) | E (3 X)   |
| C (7X)         | E (5X) | ED,      | EC        |
| CC E G         |        | High CA  | EG        |
| G E C E (3X) G |        | ED,      | EC (end.) |

<p>student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3,4,5, 8,10</b></p> <p><b>Work Period (We Do, You Do)</b></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. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>Activity #4 Closing Activity (5 mins)</b></p> <p>Start with the back row and line up on circles around the room for social distancing purposes. Dismiss them one row at a time. While doing this, teacher or teacher helpers will spray and wipe down chairs. After they have all lined up, they recite the target before leaving the room.</p> <p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b>  <b>INCREASED RIGOR:</b> .  Students wanting more can try and play all three parts in the melody. They can help a partner, help Mrs. Mac, lead a section.</p> <p><b>ADAPTED ASSIGNMENT:</b> Play a simple bass ostinato in a steady beat throughout the songs on a drum. If needed:  Turkey in the Straw K-1<sup>nd</sup> grades (extra assignment on computer)  <a href="https://www.youtube.com/watch?v=coteqIE0Y5s">https://www.youtube.com/watch?v=coteqIE0Y5s</a>  Thank you for Thanksgiving 2-5<sup>th</sup> grades (extra)  <a href="https://www.youtube.com/watch?v=D4MbtUj4WHM">https://www.youtube.com/watch?v=D4MbtUj4WHM</a>  Students exhibiting frustration can go to an electric piano (or computer) and play the Pentatonic music with headphones. <a href="https://musiclab.chromeexperiments.com/Melody-Maker/">https://musiclab.chromeexperiments.com/Melody-Maker/</a></p>
<p><b>Closing (We Check)</b></p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding. <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<ul style="list-style-type: none"> <li>• <b>Exit &amp; Summary activity: (1-2 min)</b></li> <li>• <b>Echo the I Can statement &amp; the success criteria</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 and assessments are recorded on a weekly bases in teacher’s weekly gradebook.</li> </ul> <p>• <b>Virtual Learning assignment: Go to K-5 Virtual Music Classes (Google Classroom) To view your weekly assignment.</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

At home: Split your screen and use this virtual piano, or go to Chrome music lab and use the colors below for C pentatonic

**Piano:** <https://www.musicca.com/piano>

**Xylophone:** <https://musicplayonline.com/xylophone/>

**Chrome melody maker:**

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