

Glynn County Daily Lesson Plan for ES Related Arts Instruction

Teacher: **Debbie McIlrath**

Course/ Subject: **General Music, K-5, Unit 2, Lesson 4**

Virtual Learners, see this week's music video posted on Mrs. Mac's Music Google Classroom and Mrs. Mac's web site calendar. One video is for all levels.

<https://drive.google.com/file/d/1Xe2BC0LbJJGPh8dKDCpyjEpgnCK48ENT/view?usp=sharing>

Here is the class code:

tkxmc5u

K-5 Virtual Music Classes

Date of Instruction:

October 19-23, 2020

Standard/s:

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

- b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano, presto/largo, long/short), appropriate mood (e.g. happy/sad), and timbre adjectives (e.g. dark/bright, heavy/light). (3-5, presto, piano-forte, major, minor)**

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

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

ESGMK-1.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.**

ESGM2-3-4-5.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.**
- b. c. Perform melodic patterns, including pentatonic patterns, with instruments using appropriate technique**

Opening (I Do)

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

Activator video: students enter quietly, get a squirt of hand sanitizer, sit in assigned seats and watch this video on musical moods – happy, scary, sad, major and minor

<https://www.youtube.com/watch?v=8IYVUWvxLYg>

(2.20 mins)

DIRECT INSTRUCTION: Introduction of Lesson including activator video

STUDENT AND TEACHER PROCEDURES:

(3-5 mins.) Teacher introduces today's lesson on musical moods, happy, sad, scary, etc., and performing rhythmic ostinati, or melodic ostinati. We want to focus again this week on how a melody can make us feel happy, scared, or sad.

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**

K-1 will learn to sing and play a happy Halloween song, "Pumpkin, Pumpkin." After learning to sing it, we will play an **ostinato** which is a rhythmic or melodic pattern repeated over and over again during a song. Our 2nd through 5th graders will warm up with this song, but will branch off into playing other things like playing the minor melody of "Pumpkin Pumpkin," and they will play an extra song today as well. Let's go over today's learning targets and success criteria:

Teacher will Echo the Learning Targets with student:

Learning Targets: (I Do...)

- **I can play a simple rhythmic or melodic ostinato to accompany songs in different moods, happy, sad, major or minor.**
- **Success Criteria: (We Do...)**
- **I will be able to distinguish the different moods.**
- **I will be able to describe how music is used in our daily lives, i.e., folk songs at Fall Festivals**
- **I will perform a varied repertoire (happy, scary, sad, etc.) of music on classroom instruments.**

- **Activity #1: BOTH happy and sad songs can start on Do, which is Red! (10-12 mins)**
- **Last week we talked about making happy sounding melodies on Chrome Music lab by starting and ending on the red bars. But that's not always the case! Here's a melody that starts and ends on red! Listen and ponder!**



- **"Haunted House" by the Learning Station:**
<https://www.youtube.com/watch?v=4epM1mSD0Iw>
While the video is playing, Teacher will demonstrate the C,G, ostinato in quarter notes & the rhythmic ostinato (tah, tah, titi tah) with mallets
Explain xylophone and mallet safety:
(K-1, quick lesson on playing xylophone and holding mallets safely)
 - 1. Shoulder holders**
 - 2. Tapping sticks in steady beat or rhythms**
 - 3. Do not touch or remove the bars to keep them sanitized**
 - 4. Used wooden or plastic mallets go in the sink and used yarn mallets go in the blue container on the counter, to be sanitized.**

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

Teacher explains the ostinato for “Haunted House” on xylophones or pianos:

Play **C & G**, during the chorus, “tip toe”, and make it sound like, “Tick Tock!”

TAP STICKS on the verses: tah, tah, titi tah

High “C” on closing the door!

- **Now Play along with the video: “Haunted House” by the Learning Station:**
<https://www.youtube.com/watch?v=4epM1mSDOIw>

Activity #2: (15 mins. total) Turn a happy song, into a sad song! Here is an example of a happy folk song called, “Pumpkin Pumpkin.” Many years ago, this folk song was sung at celebrations like Fall Festivals.

- **View the powerpoint**
- **Review and learn these seven things about folk songs**
 - 1. Sung orally**
 - 2. Frequently tells a story**
 - 3. Simple melody**
 - 4. Represents people of a country or an area**
 - 5. Often the composer is not known**
 - 6. Several versions exist**
 - 7. Can be repetitive**

Explain: NOW, Let’s learn the folk song, “Pumpkin, Pumpkin”

Pumpkin Pumpkin

Folk song

bethsnotes.com



1. Echo Mrs. Mac’s singing to learn the song
2. **Practice this ostinato, D & A** in a simple 4/4 time, quarter note repeated pattern:
D,A, D,A, D,A, D ♯ (repeat)
3. Sing and play it in a happy, major mood
4. Now play this ostinato in a sad, minor mood:
D,F, D,F, D,F, D ♯ (repeat)
5. Sing and play it in a sad, minor mood
6. Ponder how that changing one note (A to F) can change the mood of the song!
7. **4th and 5th** graders play the melody in minor (no sharps) as written on the staff.
8. If time, have several 4th and 5th graders play the melody, while other, the ostinato
9. Change back and forth from major to minor

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



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Activity #3: 2nd – 5th graders play ostinato E, B with Pumpkin Bones video (10 mins. total) Tell students: “In the next two weeks, we’ll be playing seasonal music that sounds scary in a fun, but minor way. Minor melodies can sound scary, but if they words aren’t scary, like this one, “Pumpkin Bones,” then it’s fun!

Teacher will demonstrate the ostinati written out below the link.

<https://www.youtube.com/watch?v=tq2Lglk8FqA>

E,E B,B C,C B }

E,E B,B A,A, B }

Now, play the video again and all play the ostinati.

Activity #4 Closing Activity for all students (8-10 mins. K-1) (3-4 min. 2-5)

Let’s create more sad or happy music with chrome music lab,

For **Happy (Major)** melodies– start and end on **Red, Green** or **Blue**

For **Sad (Minor)**– start and end on **orange, yellow, dark blue** or **purple!**

Make it **Fast** to sound excited or nervous

Make it **Slow & Minor** to sound serious or sad

Make it **medium speed** and **Major** to sound happy!

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

Additional resources for musical moods:

<https://www.youtube.com/watch?v=xCqpi5Ekwiw>

INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:

INCREASED RIGOR:

Students needing an extra challenge can be leaders in the Chrome Music Lab Activity while Mrs. Mac sanitizes the chairs in the classroom, or learn to play the minor melody of the folk song today.

D, F D F D F A – AAAAA F D E F E D

ADAPTED ASSIGNMENT:

<p>student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</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. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Students having difficulty sitting through a lesson on analyzing music use headphones to play a piano, or chrome music lab on the computer. Skip either activity #2 or #3 to have more time at the end of class for students to create happy or sad music on chrome music lab.</p>
<p>Closing (We Check)</p> <p>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>	<p>Exit & Summary activity: (1-2 min)</p> <ul style="list-style-type: none"> Echo the I Can statement & the success criteria <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 <p>Virtual Learning assignment: Go to K-5 Virtual Music Classes (Google Classroom) Kindergarten, watch the video and click, "turn-in" And answer the question on the Classroom assignment in the message box of the assignment. Have a great week!</p> <p>Answer this question by typing me a message on your Google Classroom assignment.</p> <ol style="list-style-type: none"> Tell me if and how you found a way to play a melodic ostinato at home, i.e., downloaded a piano on your phone, or used a real keyboard, or the keyboard of xylophone on my resource page! <p>Kindergarten, First are only responsible Activities 1, 2 & 4 this week: Halloween Song and Pumpkin Song, and the Chrome Music Lab making melodies.</p>

	<p>Second – Fifth Grades do Activity #1, #2, add #3 “Pumpkin Bones” and #4, Chrome Music Lab making melodies.</p>