

NYSSMA MUSIC VIEWS

Standards-Based Teaching & Learning Across the State



Lesson Plan for NYSSMA Music Views

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Title: Reading Musical Patterns and Using the Smartboard

Level

- Elementary
- Middle School
- High School

Content Area

- Band
- Chorus
- Classroom
- Orchestra

Objective

To have students read different melodic & rhythmic patterns on the Smartboard and to introduce students to the "tie."

The NYS Learning Standard(s) this lesson will address...

- Creating, Performing and Participating in the Arts
- Knowing and Using Arts Materials and Resources
- Responding to and Analyzing Works of Art
- Understanding the Cultural Dimensions and Contributions of the Arts

National Standards for Music Education this lesson...

- Singing – alone and with others – a varied repertoire of music
- Performing on instruments – alone and with others – a varied repertoire of music
- Improvising melodies, variations and accompaniments
- Composing and arranging music within specific guidelines
- Reading and notating music
- Listening to, analyzing and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

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Instructional Ideas

- Warm-up (5 min): Using the Smartboard pens, create a variety of upward & downward lines and shapes. Students imitate with their voices and bodies, moving and stretching up and down going from chest voice to head voice.
- Musical pattern Game (10 min): Using the Smartboard file for melodic patterns, review reading & singing the patterns: Mi-Re-Do, Mi-So-So, Mi-So-So-La, Mi-Re-Re, Mi-Do-Do. Using the 3 patterns (MSS=Stand-up, MRD=Sit down, MSL=Silence) play the game. First explain that if they all get it right, then students get 1 point, if some get it wrong, teacher gets a point. Play until a score of approx. 15 is reached.
- Song & Activity #1 (16 min): Review singing (or teach) "I Have a Car," looking at Smartboard scanned version of song in student book. Students point out the places in the song that have Mi-Re-Do. Practice the motions for the sound words (B section). Have students "drive" around the room on A section of song (sitting on floor w/ legs out in front of them, they "skootch" on their bottoms) but stop driving to do the motions on the sound word (B) section of the song. Pass out cards for the sound words. Have those students come to the front of the room & put the words in the correct order according to lyrics of the song. Transfer the words to the Smartboard & add the correct rhythms. Have students pass their word to another student while performing the song again with students "driving" around the room. During the sound words, these new students come up to the front to create new word patterns by standing in random order. They must be done by the end of the sound word part of the song. Transfer the words to the Smartboard & have class read the words & do motions in new order. Have them put up the rhythmic notation over the words on the Smartboard & then read the rhythm patterns.
- Song and Activity #2 (10 min): Using the Smartboard files previously created, read the series of rhythm patterns without and then with ties and explain the tie. Follow directions in teacher's book for teaching the song "Pizza Pizza" in Call and Response form. Teach the dance movements by rote then show the pictures from the student book for the leg crossing on the "Pizza Pizza" section and have students practice it. Sing through the song with motions. Show the notation for the song on the Smartboard & have students identify the tie pattern in the song. Sing and move to the song again.
- Wrap-up (3 min): Review 3 tonal patterns from game at the beginning of the class & see if they remember motions. Ask students to read a pattern with and without a tie.

Assessment

Assessment: Students will sing in tune with correct pitch syllables and will move to show recognition of different melodic patterns. Students will accurately pair rhythmic notation with syllables of lyrics to a song.

References/Resources

References/Resources: McMillan-Spotlight on Music gr.2 & Share the Music gr.2, Smartboard and Smartboard files for activities, lyric flash cards for rhythm/syllable pairing on Smartboard.