

Lesson Plan

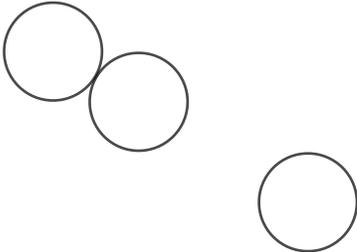
Lesson Overview:

Name:	Reading Mi, Sol, and La
Subject:	General Music
Grade Level(s):	2nd Grade
Date/Duration:	27 February 2014
Big Ideas:	Melody is made of different pitches. <i>La</i> is a step higher than <i>sol</i> which is a skip higher than <i>mi</i> .
Essential Questions:	What lies above <i>sol</i> ? What does <i>la</i> sound like? How is music written?
Concepts (Key Knowledge):	<i>La</i> lies a step above <i>sol</i> . Notes that move from a line (or a space) to an adjacent space (or an adjacent space, respectively) are said to move “step-wise” or “by step.”
Competencies (Key Skills):	Sing <i>mi</i> , <i>sol</i> , and <i>la</i> in tune. Reading <i>mi</i> , <i>sol</i> , and <i>la</i> from standard notation.
PA & NAfME Standard Nos.:	PA: 9.1.3.C: Know and use fundamental vocabulary within each of the arts forms. NAfME: 1. Singing, alone and with others, a varied repertoire of music. 1a. Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. 5. Reading and notating music. 5a. Students read quarter notes. 5b. Students use a syllable system to read simplified pitch notation. 5d. Students use standard symbols to notate rhythm and pitch in simple patterns presented by the teacher.
Assessment Anchors:	Not Applicable
Supervising Teacher's Signature:	

Objectives:

Lesson Objective 1:	Students will be able to sing <i>mi</i> , <i>sol</i> , and <i>la</i> within the context of simple echo exercises and game songs.
Lesson Objective 2:	Students will be able to read <i>mi</i> , <i>sol</i> , and <i>la</i> in simple, stick notation and standard notation.

Methods

Anticipatory Set:	<ol style="list-style-type: none"> Students: - Recall talking about <i>la</i> last class. Recall hand signs. Teacher: - Call several short patterns using <i>mi</i>, <i>sol</i>, and <i>la</i>. Require the use of hand signals in the responses. - Draw the following diagram on the board and ask the students what should go in the blanks.  <ol style="list-style-type: none"> Students: - "<i>La, sol, and mi.</i>"
Key Vocabulary:	Solfege; Sol; Mi; La; High; Low;
Introduce and Model New Knowledge:**	<ol style="list-style-type: none"> Teacher: - "That is what we had placed in the circles. There is actually a reason they are shown in that way. If we take a look at <i>sol</i> and <i>mi</i> on the staff, where are they in relation to each other?" Students: - "They are a skip apart." Teacher: - "Correct. Notice that in our diagram, there is a skip between them, but there is no skip between <i>la</i> and <i>sol</i>. Why do you think that might be?" Students: - "Because there is no skip between them on the staff." Teacher: - "Do you remember some of the songs we have been singing that use these notes?" Students: - Recall several songs, one of which should be "Doggie, Doggie" Teacher: - Display "Doggie, Doggie" in standard notation, tell the students which note is <i>sol</i>, and rhythmically speak the syllables with the students. Students: - Rhythmically speak the note names. - Sing "Doggie, Doggie" as it is displayed. Teacher: - "Look where Doggie lost his bone! In Lucy Locket's pocket!"

<p>Provide Guided Practice:</p>	<p>13. Teacher: - Display “Lucy Locket” in standard notation for the class to see. - Identify the first note and invite the students to try to sight sing it. If unable to, echo the song, but encourage as much reading as possible.</p> <p>14. Students: - Sight sing “Lucy Locket” from standard notation.</p> <p>15. Teacher: - Introduce the following game: - The teacher will place an unknown object into a felt pocket. - The students will sing “Lucy Locket” and pass the bag on the beat. - The student who ends up with the bag at the end of the song gets two guesses to try to identify what is inside the pocket by feeling the object through the bag. - If the object is guessed, the teacher puts a new object in the pocket and begins the song again.</p> <p>16. Students: - Play the game for “Lucy Locket,” singing.</p>
<p>Provide Independent Practice:</p>	<p>17. Teacher: - Introduce new activity by writing the first line of “Lucy Locket” in simplified, stick notation with the solfege syllables written underneath and placing four cards with standard notation written on them, only one of which is identical to the stick notation.</p> <p>18. Students: - Identify the correct standard notation example as the match for the stick notation example.</p> <p>19. Teacher: - Pass out activity cards.</p> <p>20. Students: - Do the following activity: - Each student gets size pairs of cards. Each pair contains one example which is in standard notation and one which is in stick notation. - The students will pair the matching stick and standard notation examples together. - When all the students have finished, each will select two of their cards and sing them as a group - If time allows, sort them into different combinations on the board.</p> <p>21. Teacher: - Review <i>mi</i>, <i>sol</i>, and <i>la</i> pitches, hand signs, and placement on the staff.</p>

Assessment

<p>Check for Understanding:</p>	<p>Students will place <i>la</i>, <i>sol</i>, and <i>mi</i> in their correct places within the three-circle diagram and explain their placement with reference to their placement on the staff.</p>
<p>Formative Assessment:</p>	<p>Students will sight-read “Lucy Locket” from standard notation with at least 80% accuracy.</p>
<p>Summative Assessment:</p>	<p>Students will match simple, four-beat examples of stick notation to their corresponding standard notation examples.</p>

Materials/Equipment

Chalk/white board; Music for "Doggie, Doggie;" Music for "Lucy Locket;" Pocket and objects to place inside it; Activity cards; Large display Activity Cards;

Comments/Notes:

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