Lesson Plan

Lesson Overview:

Name:	Reading Sol and Mi on the Treble Staff
Subject:	General Music
Grade Level(s):	2nd Grade
Date/Duration:	27, 29, 31 January 2013
Big Ideas:	Musical ideas can be shared via standard notation. *Sol* and *mi* can be written and read in standard notation.
Essential Questions:	What does standard notation look like? How does one recognize *sol* and *mi* in standard notation?
Concepts (Key Knowledge):	Standard notation is written on a staff and uses note heads and stems to illustrate duration and vertical placement to illustrate pitch. If *sol* is on a line, then *mi* is on the line immediately beneath it; likewise, if *sol* is on a space, then *mi* is on the space immediately beneath it.
Competencies (Key Skills):	Identifying *sol* and *mi* on a staff. Reading and singing *sol* and *mi* on a staff. Hearing *sol* and *mi* patterns and finding it on a staff.
PA & NAfME Standard Nos.:	PA: 9.1.3.C: Know and use fundamental vocabulary within each of the arts forms. 9.3.3.A: Recognize critical processes used in the examination of works in the arts and humanities; Compare and contrast. 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 half, quarter, and eighth, notes in duple meter signatures. 5b. Students use a syllable system to read simple pitch notation in the treble clef in major keys.
Assessment Anchors:	Not Applicable
Supervising Teacher's Signature:	

Objectives:

Lesson Objective 1:	Students will be able to sing and sign *mi* and *sol* from written examples of standard notation with fair pitch and rhythm.
Lesson Objective 2:	Students will be able to identify the transcription of a simple, aurally provided pattern of *mi* and *sol* using quarter and eighth notes.

Methods

Anticipatory Set:	1. **Teacher**: - Review lesson objectives with the students.
	    - Remind students of previous work with *high* and *low* sounds.
	    - Remind students that we renamed them *sol* and *mi*.
	    - Ask students to echo. Call *sol* and *mi* using simple rhythmic patterns.
	2. **Students**: - Echo teacher's calls.
	3. **Teacher**: - Remind students of new hand signs for *sol* and *mi* and repeat the Calls to the students using hand signs.
	    - Assess students' echoes aurally.
	4. **Students**: - Echo teacher's calls incorporating the appropriate hand signs.

Key Vocabulary:	Sol; Mi; Staff; Lines; Spaces; Hand signs

Introduce and Model New Knowledge:	6. **Teacher**: - Call "Yoo Hoo" to students in short phrases.
	    - Assess students' echoes aurally and revisit sections as necessary
	7. **Students**: - Echo teacher's calls.
	    - With guidance from teacher, piece short phrases of "Yoo Hoo" together into the full piece.
	8. **Teacher**: - Bring attention to the fact that *sol* and *mi* are in this song.
	    - Display the music for "Yoo hoo" on the Wenger board.
	    - Prompt students about if *sol* is on a line/space, where is *mi*?
	    - Prompt students to find *sol mi* in the music.
	9. **Students**: - Answer that *mi* is one skip below *sol*.
	    - Find *sol mi* in the words "Yoo hoo."

Provide Guided Practice:	10. **Teacher**: - Prompt students to sing the song with the teacher and this time use the hand sings for *sol* and *mi* when singing "Yoo-hoo."
	11. **Students**: - Sing the song again, this time using the hand signs for *sol* and *mi* during the word "Yoo hoo."
	12. **Teacher**: - Remind students of *sol* and *mi* placement on the staff ("If *sol* is on a line, *mi* is on the line below it…")
	    - Arrange several examples from the "I Have / Who Has" game cards on the Wenger board, one at a time.
	    - Invite the students to echo a few examples and then read and sing later examples all while using the appropriate hand signs.
	13. **Student**: - With hand signs, echo and read the examples the teacher puts in the Wenger board.

Provide Independent Practice:	14. **Teacher**: - Pass out "I Have / Who Has" game cards.
	  - Explain the rules of the game:
	    1) Everyone stands in a circle and gets a card.
	    2) The first person begins by standing in the middle and singing "Who has [*sol-mi* phrase B]?"
	    3) Everyone else looks to see if their *sol-mi* phrase matches what the first person just sang. The first person repeats his/her phrase as necessary.
	    4) The person with the matching phrase joins the first person in the middle of the circle.
	    5) The new person sings back "I have [*sol-mi* phrase B]."
	    6) The first person takes a seat at his/her place in the circle and everyone echoes [*sol-mi* phrase B].
	    7) The new person sings "Who has [*sol-mi* phrase C]?"
	    8) The game repeats from step 3 until all the cards have been sung.
	15. **Students**: - Play "I Have / Who Has."
	16. **Teacher**: - Provide feedback about students' execution of their *sol mi* phrases.
	  - Review the objectives of the lesson.

Assessment

Check for Understanding:	Students will echo the teacher's *sol mi* calls and use the appropriate hand signs with fairly accurate pitch and rhythm.
Formative Assessment:	Students will locate *sol mi* within the printed music for the song "Yoo Hoo" after several hearings.
Summative Assessment:	Students will differentiate between a given written *sol mi* pattern and many other aurally provided *sol mi* patterns.

Materials/Equipment

Wenger board; "Yoo Hoo" song written on large board for display; "I Have / Who Has?" game cards; Dry erase marker

Comments/Notes: