Date: Pre-Service Teacher:

Grade Level:

Concept to be Learned:

National Standards begin Addressed:

Name of Literature (Italics):

Materials:

Objectives:
Students will:
1. (use action verbs so that you can measure learning)
2.
3.

Planned Sequence:
1. Objective 1 is taught by:
   a. Detailed step 1
   b. Detailed step 2
   c. Detailed step 3
2. Objective 2 is taught by:
   a. Detailed step 1
   b. Detailed step 2
   c. Detailed step 3
3. Objective 3 is taught by:
   a. Detailed step 1
   b. Detailed step 2
   c. Detailed step 3

Closure and Informal Assessment of all Students:
1. Verbalization
2. Identification
3. Demonstration

Date: Pre-Service Teacher:

Grade Level: 1st

MEMT 420
Teaching Elementary & Secondary General Music

MEMT 420 General Music, October 2013
Concept to be Learned: Reading & performing 2 quarter notes and 1 half note


Name of Literature (Italics): Dr. Knickerbocker, p. 158 Holt Music Book I

Materials: 1 horn, 1 slide whistle, 12 hand drums, 12 pairs of sticks, note cards with quarter and half notes

Objectives:
Students will:
1. Sing the song with the correct response to the call
2. Perform the 2 quarter note and 1 half note rhythms on body percussion
3. Demonstrate the reading of the 2 quarter note and 1 half note rhythm while playing unpitched percussion, slide whistle, and horn

Planned Sequence:
1. Objective 1, Sing the song with the correct response to the call, is taught by:
   a. T models the entire song with no accompaniment, performing the body percussion with it
   b. T sings a call line and gestures for the class to echo after giving S the starting pitch
   c. T adds body percussion with the calls and S play it on the response
   d. T adds the ending of the song, modeling it; T establishes starting pitch and S echo
   e. T establishes starting pitch and sings whole song with S singing and performing the response and the counting at the end

2. Objective 2, Perform the 2 quarter note and 1 half note rhythms on body percussion, is taught by:
   a. T shows the rhythm card with 2 quarter notes, then models that rhythm on her hands, feet, and hips; T tells S to say quarter notes and to look at them so they can remember them
   b. T establishes starting pitch, then sings the call with S echo singing and performing body percussion while T holds the rhythm cards
   c. T shows the rhythm card with 1 half note, then models that rhythm with her eyes; T tells S to say half note and to look at the card so they can remember it
   d. T establishes starting pitch, then sings the call with S echo singing and performing body percussion while T holds the rhythm card
   e. T establishes starting pitch, then sings the call with S echo singing and performing body percussion while T holds the rhythm card
   f. T gives starting pitch T and S repeat the entire song with the rhythm cards on the music stand; T points to the cards at the appropriate time to reinforce reading

3. Objective 3, Demonstrate the reading of the 2 quarter note and 1 half note rhythm while playing unpitched percussion, slide whistle, and horn, is taught by:
   a. T shows the sticks, hand drum, slide whistle, and horn to the class, telling them they will each get to play one of these for the song; sticks will replace the hands; drums will replace the feet; slide whistle replaces the eyes, and the horn replaces the hips.
   b. T models how to walk to the closet to get the sticks, how to carry them back to her chair, and how to wait until everyone is ready
   c. T asks one child to get the sticks and has the class observe; T gives specific feedback about the way the child carries and holds them without yet making noise
   d. T asks who would like to play the slide whistle and horn, giving them the instruments to hold until its time to practice
   e. T asks Row 1 to go to the closet without fussing or talking and get hand drums, then return to their seats and rest with them
   f. T monitors the closet and verbally communicates who is following the directions
g. T asks Row 2 to go to the closet without fussing or talking and get sticks, then return to their seats and rest with them
h. T monitors the closet and verbally communicates both how Row 1 is patiently waiting and how Row 2 handles the instruments
i. T asks the S to get their instruments ready and shows the 2 quarter notes to them, cueing the sticks to play them during her call and their response
j. T cues the hand drums to play quarter notes during her call and their response
k. T cues the slide whistle to play while pointing to the half note card
l. T cues the horn to play quarter notes during her call and their response
m. T models playing continuously during the counting of 1-9 at the end of the song, cueing a stop; T cues the S to count and play, cutting off together.
n. T gives specific feedback about the cut-off, either repeating and repairing it or saying everyone had stopped exactly together
o. T instructs S to get instruments ready, to sing the song from the beginning, and asks the S to stand in front of their seats, set their instruments behind them, and be ready to turn and pick them up when its time to play;
p. T establishes and cues the starting pitch, then pantomimes playing sticks, drum, and horn while pointing to the quarter note card, the horn while pointing to the half note card; T gives cut-off cue at the end
q. T gives specific feedback to S about playing quarter notes, half notes, and handling their instruments appropriately

Closure and Informal Assessment of all Students:

1. Verbalization: T holds the quarter note cards and asks S to blurt the name of the notes

2. Identification: T shows quarter note and the half note card and repeats this, asking the S to give a thumbs up when they see a note that is held the longest

3. Demonstration: T asks S to play 2 quarter notes and cues them to play on ready, play; T asks S to play 1 half note and cues them to play on ready, play

4. T reminds S that they learned the quarter note and half note today while playing their instruments