

Lesson Plan Components: Grades 1-12

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| Subject/Course: Music | Name: Adapted from EDUC 4736 teacher candidates' plans |
| Grade Level: Grade 1 | Date(s) & Time(s): February 13, 2023, 9:00-9:40 am |
| Topic: Duration and Tempo | Length of Lesson: 40 minutes |

EXPECTATION(S)

Specific Expectation(s):

C1.2 apply the elements of music when singing, playing, and moving
 C1.3 create compositions for a specific purpose and a familiar audience

Learning Goal(s)/Refined Expectations(s):

Learners will represent a count in a variety of ways (e.g., clapping, stomping, snapping)

Success Criteria (if appropriate):

- make rhythm by clapping my hands
- make a four count rhythm
- use instruments to add other sounds to my four count rhythm

ASSESSMENT/EVALUATION

Curriculum

Strategy: Group Performance
 Recording Device: Checklist

Learning Skills

Skill(s): Collaboration, Initiative, Organization
 Recording Device: Anecdotal observations

DIVERSITY AND INCLUSIVITY

Learners are familiar with songs, instruments, lyrics, and sounds.

We would make sure all learners are engaged by placing them in groups, and using different types of music for all children, so a learner that doesn't speak English, can listen to music in their language as well.

Learner T has a hearing impairment and we will implement the sounds and tempo through the vibration off of the instruments like a drum, and also have water speakers available so that the water rises and drops to the music, so they can visually see it.

Learner M has very high energy (diagnosed with ADHD) and we will allow him to come up with different types of beats, and maybe get him to say his beats as fast as he can.

Learner J broke her arm and this makes it difficult for her to clap or make rhythm, so we will have shakers for her to use or she can use her voice by saying “Whoo.”

Learner B recently immigrated to Canada and is not yet fluent in English. He has had some struggles adjusting to culture and way of life in Canada. We can play music of his home land, and try to get him included in the groups the best that we can. We will also keep an eye on the group to make sure he is fitting in well, and make sure the other children are including him.

LEARNING ENVIRONMENT (Physical Space)

- An open space where children are able to move freely
- Posters on the wall that describe what a four count is, or what rhythm is (we will make the posters)
- A bulletin board, where all the learners put their favorite songs, and we can listen to them, and show them the four counts through it
- Technology: Speakers, Instruments, iPads

We will create a station with visual ways to learn, like using the water speakers, and paper so anyone who has difficulty learning by auditory hearing can learn that way.

RESOURCES AND MATERIALS

- Ontario Ministry of Education. (2009). *The Ontario Curriculum, Grades 1-8: The Arts (Revised)*. <https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-arts>
- Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario schools—Covering Grades 1 to 12*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Water speakers for visualization, drum for teacher use, shakers, metronome
- SMART Board for showing videos

TEACHING/LEARNING SEQUENCE

Beginning/Activation:

Upon Arrival: Have music playing on Smart Board when learners come in, so they can walk in hearing music. Play anything that is from Disney movies that the learners would know (Let it Go) and sing along. By knowing the songs they are more likely to be engaged. (5 min)

- Ask the children some questions when they come in to encourage critical thinking about music and to observe previous knowledge of music. Examples:
 - “What is music?”
 - “How would you classify the type of music?”

Start clapping, and have learners follow, then tell them they just made Rhythm, and that today, they will get to create a rhythm just like we did. (2 min)

Middle/Action/Application/Exploration:

Step 1: Clap the four count

Step 2: Add in different sounds by going from the clapping four count (clap, clap, clap, clap) to adding in other sounds like stomping or snapping (clap, snap, stomp, clap)

Step 3: Add in the shakers, give one learner in each group a shaker, to use it in the Rhythm

Step 4: Teacher will go around to the groups and guide them in the direction if they need it.

Step 5: The children will show their knowledge of the four count by presenting their rhythm to the class

- We will ask “How will you show Rhythm?”

If a learner encounters an issue they should try to take the initiative to come up with a solution or ask the teacher for help. This is where learners can demonstrate initiative and organization.

Go group to group, discuss with them what they learned, or how they are enjoying it.

See how they work off of each other

See if they are getting the concept of Rhythm

See if the children are making their own sounds or free styling

- We could ask how they could put Rhythm or music into other subjects like math or science.

This we will do throughout the 40 minutes we have for the lesson.

They will demonstrate through presenting their four count

Recap:

- What did you like the best?
- What did you find hard?
- What part was easy?

Contingency plan: The learners can teach a friend a new beat that they came up with. They can use a variety of instruments. Learners who are not able to make a four count can follow a peer model.

End/Consolidation/Communication:

Finish off with Dance Freeze (5 min). Go for a couple rounds. Have learners do a round of applause for each other. They will bring something new to make a beat from home to use in the next class. They will go home and show their guardians what they learned. Get the guardian to sign the agenda to make sure they showed them.

- We would ask the group "Can you list 5 songs as a class?" We could put this on a big piece of paper and keep it hung up on the wall so parents and teachers can see "Our Class Songs"

REFLECTION

The music at the beginning of the class was a good way to hook the children into the mode of music, playing songs they like and know allowed them to sing along and get comfortable in their environment. Children expressed their knowledge of the four count through clapping, and some children were slightly off beat, but they were corrected by their group or teacher, and continued to learn well. Most children were able to add in a new sound to the four count, some children presented challenges trying to keep the beat going.

- Learner Z demonstrated low motor skills when it came to snapping, so we got them to clap instead, and this allowed them to still participate in the group.
- When we moved into introducing the instruments Learner K expressed strong rhythm and was able to keep beat with the group. Most children struggled so we gave it as an option to the learners who were able to do it, or wanted to try it. Most groups got the goal of the lesson and were able to present the four count, with one group able to present two four counts (clap, clap, snap, stomp) (drum, clap, snap, whoo).
- One group who wanted to go first didn't quite present the four count, so we got them to go later in the order to give them a chance to see the others, and they were able to put an easy four count together (clap, clap, stomp, snap).
- Freeze dance went well. All the learners participated and we modified it so no learners were out so they got to continue. This was a good transition into the next class, because it helped to calm learners.
- Learner T with the hearing impairment was able to learn through the visual water speakers and physical feel of the beat off of the drums.
- Learner M was able to use their energy to keep their group engaged and was able to continually create new sounds and beats. The child was a little hard to keep on track and focused during the presentations but overall they did a good job.

- Learner J had a hard time coming to terms that she wouldn't be able to clap like the rest of the learners, but she really enjoyed yelling instead, and this kept her engaged.
- Learner B was able to work in a group, and got the concept of clapping, but could not proceed any further than that. His group was good to work around by keeping him at clapping and doing other sounds around that.

Direction for the next class

- The next class we will start looking into building our own instruments and using them in the four count.

Areas of Improvement

- Monitoring the learners a little more with group choice so that learners that are more outgoing and willing to participate are not in the same group. This way a child who is more reserved can learn from the one willing to participate, and vice versa.
- If a group is not as well along, get them to go later in the order so they can see what other groups are doing.
- Write out the pattern on a piece of paper so the learners who are not getting it as much, can visualize it.

Classroom Management

- The way we had the classroom split up so groups were able to have room to make their four count and beats worked well.
- To make the instrument we would set up stations where learners could choose which instruments they wanted to make

Overall

This lesson went very well, because most of the learners were able to understand and grasp the idea of tempo and the four count, because they liked listening to the music, and enjoyed combining sounds. The children who did not quite grasped it were able to with some guidance, and learning from their peers.