**Student Teaching Music Lesson Plan**

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| **Music Lesson for Grade: 1**  | **Date/Week: 9/11/15** |
| **Main Lesson Goal/Objective: Reading and Creating Rhythms**The student will know:-how many sounds a ta is, ti-ti is-self spaceThe student will be able to:-move to music-arrange bodies to create rhythms-read and create rhythms-echo rhythms on instruments |
| **Musical Elements Addressed:**  | **APS Music Standards Addressed:** |
| **Expressive:** Dynamics, Tempo, Style | Perform (sing, speak, play) |  Creating (compose) |
| **Timbre:** Vocal, Instrumental |  Move to Music | Relate to History & Culture |
| **Duration:** Beat, Meter, Rhythm | Listen, Analyze, Describe |  Read and Notate |
| **Pitch:** Melody, Harmony, Tonality | **Class Lesson Groupings:**  |
| **Structure:** Form, Texture | Whole Class | Small Group | Individual |
| **Musical Processes:** | **Materials Needed:** |
| Experience | Improvisation | CD to move toRhythm cardsInstrument to echo |
| Exploration | Creation |
| Imitation |  |

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| **Cross Curricular Connections:** |
| **CCSS ELA:** |
| **CCSS Math:** |
| **Social Studies:** |

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| **Learning Activities** (Be sure to address modification & differentiation needs) |
| **The teacher will:** | **The student will:** |
| 1. Pie Song | Use their singing voice |
| 2. Rhythm cards | Read rhythms (add movement if restless). |
| 3. Self space musical notes. Find self space in room, move to the music until I stop the music, then arrange into ta, or ti-ti. | Move to music. |
| 4. Arrange into rhythms. All students sit at rug, bring up few students at a time to arrange into rhythms. Ask rest of class to identify the rhythm. | Identify rhythms, represent rhythms with body. |
| 5. Echo rhythms on instruments (back at the rug). One at a time. | Echo on instruments. |
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**Assessment:**

Did the class or student demonstrate an understanding of the main lesson goal/objective?

What criteria (rubric) will to be used to determine level of understanding or skill competence?

What method of assessment to be used? (Describe the formal or informal assessment procedures.)

Other evidence used to show knowledge or skill gain.

How will assessment information be shared with the students? (Reflection, Review, Discussion)