**Student Teaching Music Lesson Plan**

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| **Music Lesson for Grade: 1** | **Date/Week: 9/28** |
| **Main Lesson Goal/Objective: Writing and Reading Rhythms 2**\*Technology lessonThe student will know:-how to speak and read rhythms (ta, ti-ti)-how many sounds fit into one beat (ta, ti-ti)The student will be able to:-compose rhythms-listen to and write down rhythms -work in small groups to write and compose rhythms-use different materials to notate rhythms |
| **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 | Popsicle sticks4 hula hoopspaperRhythm sticksSmart board slides |
| 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, arrange into hoops (call up by numbers). How many students does it take? | Read rhythms and collaborate. Use body to represent rhythm. |
| 3. Rhythm Hoops on powerpoint. Choose spotlight student to write rhythm (everyone else claps it). | Compose rhythms. |
| 4. Split into four “basketball” teams. | Get paper, clipboard, and pencil. Assign team captain. |
| 5. Each team gets a worksheet to write rhythms on, and popsicle sticks. | Team captain gets paper, pencil, clipboard. |
| 6. One team comes up to write rhythms with rhythm sticks into hoops. Everyone else writes them down on the paper. Choose one group to come and write it on the board. | Uses teamwork, composing, listening to and reading rhythms. |
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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)