**Student Teaching Music Lesson Plan**

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| **Music Lesson for Grade: 2** | **Date/Week: 9/11/15** |
| **Main Lesson Goal/Objective: Writing and Reading Rhythms**The student will know:-how to speak and read rhythms (ta, ti-ti, tiri-tiri)-how many sounds fit into one beat (ta, ti-ti, tiri-tiri)The student will be able to:-compose rhythms-listen to and write down 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 hoopspaper |
| 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. |
| 3. Hula hoops (one per beat). |  |
| 4. Handout assessment, scrap paper (name at top). Have them write five numbers, draw four circles for each. Use overhead to model this. | Get paper, clipboard, and pencil. |
| 5. Play different rhythms on Orff for them to choose between rhythm cards. |  |
| 6. Flip paper over, draw four circles. Boxes represent beats. |  |
| 7. Write your own rhythm. |  |
| 8. Collect papers and pick someone’s rhythm out to play. Have class try to figure out that rhythm. |  |
| 9. Review.  |  |
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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)