**Student Teaching Music Lesson Plan**

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| **Music Lesson for Grade: 4** | **Date/Week: 9/28** |
| **Main Lesson Goal/Objective: Major vs. Minor**The student will know:-the different pitches for major and minor -how to sing a major scale-how to sing a minor scale-music can create different emotionsThe student will be able to:-recognize when a tune is major/minor  |
| **Musical Elements Addressed:**  | **APS Music Standards Addressed:** |
| **Expressive:** Tempo, Style | Perform (sing, speak, play) |  Creating (compose) |
| **Timbre:** Vocal, Instrumental |  Move to Music | Relate to History & Culture |
| **Duration:** Beat, Rhythm | Listen, Analyze, Describe |  Read and Notate |
| **Pitch:** Melody, Harmony, Tonality | **Class Lesson Groupings:**  |
| **Structure:** - | Whole Class | Small Group | Individual |
| **Musical Processes:** | **Materials Needed:** |
| Experience |  | Listening examplesPapersPencilsSmartboard |
| Exploration |  |
| 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 singing voice |
| 2. Listening example for major and minor. (study in e minor and pianoforte). | Listen |
| 3. Draw what the music makes them think of. Which music would be played at a wedding/funeral? | Draw |
| 4. Write words to describe the music on the Smartboard. | Describe |
| 5. Discuss. |  |
| 6. This is why it sounds different (show scales on the board). Major uses a certain set of pitches and minor uses a little different set. | Listen and visualize |
| 7. Play the scale, sing the scale. | Listen and sing |
| 8. Play the arpeggio, sing the arpeggio. | Listen and sing |
| 9. Play twinkle (major) then play it again minor. Explain what happened to make the tune minor. | Listen |
| 10. Have students stand up for the major arpeggio/scale in back of the classroom, squat down for lowered pitches. | Show the major/minor scale with bodies. |
| 11. Major song- Geronimo, Uptown FunkMinor song- Dream On, Set Fire to the Rain | Listen and recognize major/minor. |
| 12. 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)