**Student Teaching Music Lesson Plan**

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| **Music Lesson for Grade: 4** | **Date/Week: 10/5** |
| **Main Lesson Goal/Objective: Major vs. Minor lesson 2**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 emotions-sing a tune that has both major and minorThe student will be able to:-recognize when a tune is major/minor-draw a major and minor scale  |
| **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 examplesPapers with 2 separate stavesPencilsSmartboard |
| 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). Review last class. | Listen |
| 3. Draw what the music makes them think of. Which music would be played at a wedding/funeral? |  |
| 4. Have everyone get a pencil, staff paper, and clipboard. |  |
| 5. Draw a major C scale. (define a scale) |  |
| 6. Draw another major C scale on the second staff. Have the students lower the 3rd and 6th scale degree. Write pitch names above pitches. |  |
| 7. Play the scale, sing the scale. |  |
| 8. Play the arpeggio, sing the arpeggio. |  |
| 9. Play twinkle (major) then play it again minor. Explain what happened to make the tune minor. |  |
| 10. Have students stand up for the major arpeggio/scale in back of the classroom, squat down for lowered pitches. |  |
| 11. Learn the tune…Little Johnny Brown (major vs. minor). |  |
| 12. Play game with Little Johnny Brown. |  |
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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)