**Student Teaching Music Lesson Plan**

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| **Music Lesson for Grade: 4** | **Date/Week: 10** |
| **Main Lesson Goal/Objective: Major vs. Minor lesson 3**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 minor tuneThe student will be able to:-recognize when a tune is major/minor-play minor scales on instruments, sing minor tune  |
| **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 examplesInstrumentsPumpkin |
| 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. African tune. | Use singing voice |
| 2. Listening example for major and minor in warm-ups. Review last class. Play the scale, sing the scale. Play the arpeggio, sing the arpeggio. | Listen. Sing, and sing some more. |
| 3. Teach them the pumpkin tune, model. | Watch and listen. |
| 4. Explain how to incorporate instruments into the tune. | Watch and listen. |
| 5. Explain pumpkin game. | Watch and listen. |
| 6. Each round send someone else into the rotation (start off with no one at the instruments). | Play and sing minor tunes. |
| 7. Review at rug, why would a song about Halloween be minor? What holiday songs would be major? | Review, analyze. |
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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)