**Student Teaching Music Lesson Plan**

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| **Music Lesson for Grade: 4** | **Date/Week: 10/15** |
| **Main Lesson Goal/Objective: Major vs. Minor lesson 4**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-sing major and minor in same 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 examplesAssessment paper (write out major/minor scale, number paper for listening exampes) |
| 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. Little Johnny Brown tune.Little Johnny Brown, lay your comfort down x2Fold down the corner johnny brown fold down the corner johnny brown, fold down the corner johnny brown, fold down the corner johnny brown. Give it to your neighbor johnny brown^.Do a little dance move johnny brown? | Watch and listen and model. |
| 4. Play the game. Stand in circle one person is Johnny Brown lays down blanket folds corner then gives it to someone knew and the tune starts again. | Play, sing major and minior. |
| 5. Review major and minor. | Watch and listen. |
| 6. Assessment. |  |
| 7. Hand in assessment and line up. | Sing while lining up. |
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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)