

“Halloween Compositions”

Name: Jeff Oliveira

Grade Level: 1

Element: Form

Central Focus:

Rehearsing and performing composed and self composed music for the Fall season.

Materials Needed: Try to use as many visual aids as possible for this age group.

- Smartboard with “Halloween Night” sheet music displayed
- Piano/keyboard
- Composition worksheets
- Instruments - maraca, cabasa, noisemaker, egg shaker, castanet, guiro, jingle tap
- Recording device

Objectives:

Behavioral:

1. Students will sing in unison in a minor key with a crescendo
2. Students will learn simple choreography to aide with text
3. Students will rehearse and perform their original Halloween rhythmic compositions
4. Students will keep a steady beat with instruments and hand clapping.
5. Students will demonstrate proper rehearsal and performance etiquette for a recording session

Conceptual:

1. Students will understand the concept of a crescendo

National/Core Standards:

MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

State Standards:

MU:Cr3.1.1b. With limited guidance, present a final version of personal musical ideas to peers

MU:Pr4.1.1d. Demonstrate and describe music’s expressive qualities (for example, dynamics, tempo).

MU:Pr6.1.1a. With limited guidance, perform music for a specific purpose with expression.

Hook:

Start the lesson by reviewing their favorite part of “Halloween Night”, the dynamic counting off!

Plan for Independent Group Work:

Students will be selected to pass back papers. Students will have time to rehearse their choreography, instrument playing and their compositions in small groups.

Summary of Three Main Activities:

1. Start class with “Halloween Night”
2. Review recording procedures and practice Halloween compositions.
3. Record Halloween compositions.

Time:	Procedure:	Formative Assessments:
13:00	1. Greet/seat students and review agenda	Visual scan for attention
13:05	2. Stretch, warm up and review “Halloween Time” from last week. Emphasis on crescendo section.	Visual and aural scan for singing, posture, participation.
13:10	3. Sing new verses, review choreography and learn new moves.	Continued visual and aural scan for singing, posture, participation.
13:15	4. Choose students to distribute papers and obtain instruments for the recording.	Maintain a bit of order if things get out of hand
13:20	5. Put on rehearsal hats and review assignment (choose two favorite words to say in rhythm, play instruments, keep beat, etc). Give them a few minutes to practice in groups.	Make sure students are quiet and engaged
13:30	6. Take off rehearsal hats and put on performance hats. Review etiquette and instructions one more time.	Keep the quiet and focus going!
13:35	7. Select 5 students to stand up and do a “test” recording.	Ensure students are keeping the beat when not singing, passing instruments and not talking
13:40	8. Record the whole group’s compositions. 9. If time, listen to the recording and discuss	Keep the giggling to a minimum

Summative Assessments:

1. *Written Assessment:* Collect written composition worksheets.
2. *Manipulative Assessment (How will the students effectively model their new musical skills in class?)* Through singing “Halloween Night” and their compositions for the recording.
3. *Classroom Discussion (How were the students able to articulate their successful understanding of the concepts explored?)* Discussing crescendos, rehearsal and performance etiquette.

Closure:

Demonstrate the crescendo when singing, listen to the recording and discuss how they think it went.

Extension

Re-record Halloween compositions if needed. Review “Halloween Time” song and moves, start a new Halloween song if time.