

“The Sound of Music” 2

Name: Jeff Oliveira

Grade Level: 1

Central Focus: Perform

Language Function: Memorize and Self-assess

Materials Needed:

- Smartboard with Word Bank, lyrics and ukulele fingering displayed
- Piano/keyboard
- class set of ukuleles
- Sheet music (for accompaniment)

Objectives:

Behavioral:

1. Students will sing in unison with correct pitch and rhythm.
2. Students will memorize the title and lyrics to a song, as well as the larger work it comes from.
3. Students will keep a steady beat with ukulele strumming and singing.

Conceptual:

1. Students will use the T.A.G. (Tell something you liked, Ask a question, Give a suggestion) model to evaluate their performance.

National/Core Standards:

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performance

State Standards:

MU:Pr4.1.1b. With limited guidance, demonstrate knowledge of musical concepts (for example, beat, melodic contour) in a variety of music selected for performance.

MU:Pr5.1.1a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.

Hook:

Start the lesson by getting out instruments!

Plan for Independent Group Work:

Students will share assessments and rehearse ukulele fingerings in pairs at their own pace.

Summary of Three Main Activities:

1. Rehearse “O Christmas Tree”, focusing on lyrics
2. Group assessment of “Do Re Mi” rehearsal recording
3. Individual assessment of “Do Re Mi” memorization

| Time: | Procedure: | Formative Assessments/notes: |
|--------------|---|---|
| | 1. Prior to class starting, set up board with agenda, lyrics, word bank and chord fingerings | |
| 13:00 | 2. Greet/seat students and review agenda | Visual scan for attention, listen for quiet |
| 13:03 | 3. Put on rehearsal hats, pair students and have one retrieve a ukulele | Pair off students, ensure they have partners and are on task. Do not pass out instruments until quiet. |
| 13:8 | 4. Review chords, pass off to each partner so everyone gets a turn. | Continued visual and aural scan for posture and treatment of instruments. |
| 13:13 | 5. Reveal lyrics on board and sing “O Christmas Tree” by rote | Continued visual and aural scan for posture, technique and participation. |
| 13:20 | 6. Have one partner sing while other partner strums, just as a intro to what we are doing next class. | Move it quickly, model and ensure all are at least trying to strum or sing |
| 13:25 | 7. Collect ukuleles from other partner who did not pick it up before. | Dismiss a few at a time to put them away, visually ensure they are being careful |
| 13:28 | 8. Take off rehearsal hats, put on assessment hats and review TAG model | Call on students for participation, ensure a quiet discussion with clapping cues |
| 13:33 | 9. Watch video of “Do Re Mi” from previous class. | Have them “get the giggles out” before watching. Try to maintain quiet so they can focus on video. |
| 13:36 | 10. Lead class and partner TAG discussion on what we watched | Lots of participation from students, visually scanning and walking around during partner talk. |
| 13:44 | 11. Explain and pass out pencils and lyric checks for Do Re Mi. | Make sure they are not talking, keeping eyes on their own paper, and know its just for a check not a grade! |
| 13:57 | 12. Line up students for dismissal. Pencils and completed check are their exit slips | Do not dismiss until they are quiet and have their materials ready to turn in |

Summative Assessments:

1. *Written Assessment:* Lyric and song info check.
2. *Manipulative Assessment:* Individual and group assessments, group ukulele playing
3. *Classroom Discussion:* Discussing our rehearsal video and what makes a good assessment through the T.A.G system.

Closure:

Our group evaluation and individual check will close the lesson, bringing it back to methods of a good rehearsal and how to prepare for a concert.

Extension

On “Do Re Mi”, add Mrs Stirling for the introduction and smooth out transitions. For “O Christmas Tree”, practice the singing with the strumming and switching between pairs.

Name: _____

Song Title: _____

From the Movie: _____

Lyrics: _____ a deer, a female deer, _____ a drop of golden sun, _____ a name I call myself, _____ a long long way to run, _____ a needle pulling thread, _____ a note to follow _____, _____ a drink with jam and bread, that will bring us back to _____ !

When you know the notes to sing, you can sing most a - ny- thing!

Name: _____

Song Title: _____

From the Movie: _____

Lyrics: _____ a deer, a female deer, _____ a drop of golden sun, _____ a name I call myself, _____ a long long way to run, _____ a needle pulling thread, _____ a note to follow _____, _____ a drink with jam and bread, that will bring us back to _____ !

When you know the notes to sing, you can sing most a - ny- thing!