

March 24th Lesson

Subject/Grade: Arts Ed., Phys. Ed., K Lesson Title: Bringing It All Together Teacher: Miss Kirsch	
Stage 1: Identify Desired Results	
Outcome(s)/Indicator(s): <u>Arts Education:</u> CPK.3 Create sound compositions exploring the elements of music including: • repeating patterns • beat (e.g., clapping and stepping, and counting) • response to fast/slow paces • high/low sounds • loud/soft sounds • sounds with distinct tone colours/timbres. e. Create and imitate sounds by experimenting with the voice and instruments. f. Experiment with a variety of simple found objects and selected instruments, both pitched and unpitched. <u>Physical Education:</u> PEK.6 Rhythmical Movement Explore and perform rhythmical movement to different auditory (e.g., beat of a drum, clapping, music) rhythms (e.g., quick, slow) using a variety of locomotor movements including walking, running, balancing, jumping, galloping, hopping, and skipping skills. a. Move in personal space and through general space to the beat of a drum and to clapped patterns, using a variety of movement skills (e.g., walking, running), movement efforts (e.g., quickly, slowly, lightly, heavily), and movement relationships (e.g., ‘tall’ body, ‘small’ body, ‘wiggly’ body). d. Follow rhythmical movements led by others.	
Key Understandings: (‘I Can’ statements) I can create sounds with a variety of objects and with my voice. I can move to the beat of an instrument or music pattern. I can follow rhythmical movements led by others.	Essential or Key Questions: How can I create sounds with objects and/or my voice? How can I move to the beat of an instrument or music pattern? Can I follow rhythmical movements led by others?
Prerequisite Learning: <ul style="list-style-type: none"> • Clapping, stomping, snapping to a beat • Ability to recognize and create patterns in music • Understanding of slow/fast/loud/soft 	
Instructional Strategies: <ul style="list-style-type: none"> • Discussions • Song / Video • Station exploration / Small group work • Talking circle 	
Stage 2: Determine Evidence for Assessing Learning	

I will ask each student to show me their understanding of a few points we covered over the past three weeks. I will keep track of this with a checklist.

Name:

- Student can make a beat faster _____ slower _____
- Student can make a beat louder _____ softer _____
- Student can create a music pattern _____
- Student can demonstrate or talk about their own music making _____

Notes:

Stage 3: Build Learning Plan

25 - 30 minutes total

Set (Engagement):

Length of Time: 5 min

- We will open our lesson with the clapping machine song to refresh our memory on patterns found in music. [Clapping Machine](#)
- **Explain:** Today we will be exploring music at different stations again. We are going to see what we remember from our music classes that we have had over the past three weeks. We will be practicing making beats faster and slower, louder and softer, and moving to the beat. We will make our own unique sounds and continue experimenting with different instruments. At one station I will ask each of you a few questions to see what you have learned about making music. Does that sound okay?
- **Explain** each station and give safety reminders. You will move to the station to your right when you hear me say hands on your head.

Development:

Length of Time: 15-20 min

- **Stations:** about 3-4 minutes at each station
 1. Play and Dance!
 1. Have instruments for some students to experiment with while others dance (hop, tap your foot, etc.) to the beat. Can you move faster/slower? Can you play your instrument faster/slower?
 2. Drum!
 - a. This station will have a variety of objects for students to use as drums. They can go further by singing and drumming at the same time.
 3. Music Patterns!
 - a. Using the pattern cards from a previous lesson, can you create a musical pattern

Materials/Resources:

- iPad and screen for song
- [Clapping Machine](#) (stop at 2:30)
- Station 1: Instruments for students to experiment with.
- Station 2: Empty kleenex boxes to act as drums. Popsicle sticks to use as drum sticks.
- Station 3: Music pattern cards.
- Station 4: Loud and soft images and chart.

Possible Adaptations/

Differentiation:

- At the drumming station, students can challenge themselves by seeing if they can sing while drumming.

Management Strategies:

- Make student groups by numbering students 1, 2, 3, 4, etc.
- To move from station to station I will ask students to put their instruments down, sit down, and put their hands on their head.
- Remind students that only one person is talking at once in the sharing circle.

<p>and follow it? (Clapping, snapping, stomping).</p> <p>4. Loud and Soft!</p> <ol style="list-style-type: none"> a. Students will sort the loud and soft sound images into a chart. (There will be an example to help them get started). b. Here, students can also pick one friend to lead them in singing. The leader will raise their hand up to signal everyone to sing loud, or lower their hand down to signal everyone to sing quietly. (Song suggestions: ABC's or Nine Little Leprechauns). <p>5. Teacher Station - assessment</p> <ol style="list-style-type: none"> 1. I will ask students the above questions as shown in my assessment plan. This overall assessment helps me see if students remember the topics we have been exploring in music over the last three weeks. <p>Learning Closure: Length of Time: 5 min</p> <ul style="list-style-type: none"> • Sharing Circle: Have students come back to the carpet. Thank students for their participation. Our focus question we will all answer will be: Which was your favourite station? • This helps me see if students are able to talk about their music experience and what it is they were doing. 	<ul style="list-style-type: none"> • Outline clear purpose of activities. <p>Safety Considerations:</p> <ul style="list-style-type: none"> • Remind students to be careful when drumming and holding other instruments/ objects. We need to hold onto the drumstick so that it does not go flying out of our hand(s), etc. • Remind students to share materials. • Remind students to be kind and work together with group members.
Stage 4: Reflection	
<i>(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)</i>	