



CALIFORNIA STATE UNIVERSITY, LONG BEACH
BOB COLE CONSERVATORY OF MUSIC
MUSIC EDUCATION

LESSON PLAN REQUIREMENTS

Revised: 8/20/2013 Music Education, Cole Conservatory of Music

NAME:	Rudy Silva	<i>CHECK ✓ BELOW</i>
SCHOOL:	Five Elementary Schools	<input checked="" type="checkbox"/> Lesson Plan
GRADE/LEVEL:	Third Grade	<input type="checkbox"/> Rehearsal Plan
SUBJECT:	Music	<i>Where in the UNIT does this occur?</i>
I:		<input type="checkbox"/> Beginning
C/V:	Third Grade Choral/Vocal Class	<input checked="" type="checkbox"/> Middle
OTHER:		<input type="checkbox"/> End

Terminal Objective:

*What do you expect your students to be able to do by the end of the lesson/rehearsal, day, or unit?
 How does this objective promote your overall curriculum?*

- The students will be able to sing *Haere, Haere*, a Maori farewell song from New Zealand.
- The students will also be able to engage in body movement to accompany *Haere, Haere*.
- The students will also be able to understand the lyrics for *Haere, Haere* after being given an English translation.

These objectives promote my overall curriculum because it will expose the students to music from a different culture. It also promotes the use of body movement to ensure that students remain engaged and stay in a steady tempo.

Prior Knowledge: *Consider your timeline above.*

*What skills can they already demonstrate?
 What previous knowledge do you assume they understand?*

- The students should already be able to sing simple melodies in unison.
- The students should also be able to sing simple rhythms, including whole, half, dotted half, and quarter note values.
- The students should be able to understand how to sing in a steady tempo.

Standards *to be addressed with corresponding objectives.*

Write out each standard with each objective immediately following.

- 1.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.
 The students will be able to sing *Haere, Haere*, a Maori farewell song from New Zealand.
- 2.1 Sing with accuracy in a developmentally appropriate range.
 The students will be able to sing *Haere, Haere*, a Maori farewell song from New Zealand.
- 3.2 Sing memorized songs from diverse cultures.
 The students will be able to sing *Haere, Haere*, a Maori farewell song from New Zealand.
- 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.
 The students will be able to engage in body movement to accompany *Haere, Haere*.
- 4.3 Describe how specific musical elements communicate particular ideas or moods in music.
 The students will be able to understand the lyrics for *Haere, Haere* after being given an English translation.

Materials:

List all materials needed by both students and teacher.

1. Piano
2. Whiteboard and dry-erase markers
3. Projector
4. Projector Screen
5. Laptop

Anticipatory Set/Introduction/Pretest: *How will you grab students' attention?*

What activity will you do to test whether or not they already know or can demonstrate what you plan to teach in this lesson?

- The teacher will play *Haere, Haere* on the piano as students enter the classroom to promote their interest.
- The teacher will display a PowerPoint slideshow displaying images of New Zealand.
- The teacher will ask the students if they would be interested in learning to sing this song

Procedures/Development/Timeline:

Script the lesson step-by-step and state how you will check for understanding

Include T: (teacher) / S: (student) what will be demonstrated or spoken.

Include a timeline to show you have considered how much time each activity will take.

Time	Teacher	Student
3 min.	The teacher will tell the students they will be learning a new song from a different country. He will sing the melody twice. The teacher will ensure the students beat the tempo steadily.	The students will be seated in rows on the floor. As the teacher sings, the students will keep time by patting their thighs to the tempo.
3 min.	The teacher will utilize speech chant to familiarize the students with the lyrics, one phrase at a time.	The students will respond by speech chanting each phrase. The students will be keeping time by patting their shoulders this time.
2 min.	The teacher will ask the students if they have any idea what language this song is in (Maori).	The students will make educated guesses to the language of the song.
2 min.	The teacher will write the translation of the Maori lyrics on the whiteboard: Farewell, go with strength and courage to that chosen direction (south) illuminated for you. (<i>Music in Childhood</i> , Campbell, page 389.)	The students will read aloud the written English translation.
5 min.	The teacher will ask the students if they know what the lyrics mean in this song. The teacher will check for understanding and comprehension.	The students will raise their hand and answer what they believe this song is trying to portray or its intended purpose.
3 min.	The teacher will sing the song in time with the melodic notes, phrase by phrase.	The students will stand up and clap the tempo. They will respond to the teacher's singing phrase by phrase.
10 min.	The teacher will ask the students to find a partner. The teacher will give them instructions for the body movement exercise.	<ol style="list-style-type: none"> 1. The students will stomp to each measure 2. Whenever there is a dotted half (or long note, students will face their partner and wave their hands at them (farewell) in tempo. 3. At the fermatas, the students will shake their partner's hand.
15 min.	The teacher will play at the piano.	The students will sing to the piano first. Then they will sing and engage in the body movement exercise.

Practice (*Guided, manual assistance, etc*):

Describe how the students will practice the new skill with/without you.

The teacher will start the students in the body movement exercise and will watch and listen to ensure they can sing the song without the teacher's assistance.

Accommodations (Special Needs/EL):

What lesson accommodations will you make/from whom will you seek advice?

EL students will be provided with handouts of the English translation one week before the start of the lesson. A letter will be sent home with the student for the parents to read, notifying them that we will be learning this new song. The letter will ask parents to assist their student in understanding the English translation.

The teacher will take special care to ensure that no two special needs students are paired together for the body movement exercise. Instead, the teacher will accommodate by pairing special needs students with a student who can assist them in completing the exercise successfully.

Assessment:

The assessment must measure what you stated as your intended standards/objectives above. Explain how you will monitor and record assessment of this lesson.

The teacher will listen as the students learn the song for the first time. If the students make rhythmic mistakes, these will be corrected first by asking the students to listen more carefully and the teacher will sing the problematic section again. The teacher will make sure that each student is participating in the body movement exercise. Each student should be stomping and shaking/waving their hands in tempo. Each student will receive 5 points for participation if they complete all these tasks with at least 80% accuracy.

Closure:

Students should be able to identify the most important elements of the lesson.

How will you teach for transfer?

How will the students do this?

The teacher will take the last five minutes of class to assure the students of their progress. They should have successfully learned and sung a new song from a different culture, while also utilizing bodily movement. This will be an early opportunity and a gateway for learning new songs from different cultures. This will allow for future discussions of how different cultures utilize music to express ideas or concepts, and in this case, the students learned a New Zealand song that is utilized for saying farewell to a loved one.