

EVERETT PUBLIC SCHOOLS

LESSON PLAN FOR PreK-8 SPECIALISTS (Art, Health, Library, Physical Ed, Music, Technology)

Name/School: Rose Whitcomb / Webster School

Subject: Music.

Week of: 11/17-11/23

Grade(s)	Topic	Essential Question	Objectives	Learning Plan: Agenda	Mass/Content Standards	Assessment
K	More about High and Low	How can we use our voices in different ways in music class?	Students will use their voices in different ways to make music.	Welcome to Music Warm Up/Circle Time Fast/Slow Freeze I'm a SuperHero Song High and Low Patterns Hot Potato Close (GB Song)	K.M.Cr.01 Generate and conceptualize artistic ideas and work. K.M.P.05 Develop and refine artistic techniques and work for presentation.	Completion of agenda tasks and achievement of group performance in circle. Teacher observation, steady beat. Teacher observation, singing on pitch.
1	Social Singing/Partner Singing	How can we express musical messages through singing with a partner?	Students will sing and move expressively with music to demonstrate musical meaning with a partner..	Welcome to Music Strong/Weak Beats Go and Stop A Heart Full of Thanks Hot Potato Cool Down/Listening	1-2.M.Cr.02 Organize and develop artistic ideas and work. 1-2.M.P.06 Convey meaning through the presentation of artistic work.	Completion of agenda tasks and achievement of performance with partners. Teacher observation, singing on pitch. Teacher observation, body movement steady beat.
2	Singing Solfege	Can you sing and play high and low pitches?	Students will sing and play high and low notes.	Set Our Goals - Warm Up - high and low I'm a Superhero Singing Solfege Reading the Staff Hot Potato Cool Down	1-2.M.Cr.01 Generate and conceptualize artistic ideas and work. 1-2.M.Cr.02 Organize and develop artistic ideas and work. 1-2.M.P.05 Develop and refine artistic techniques and work for presentation	Students will perform dances on the strong and weak beats in small groups.

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3	Lines and Spaces	<p>Can you sing and play high and low pitches?</p> <p>Can you interpret high and low pitches on the treble clef?</p>	Students will name 5 notes correctly on the treble clef in the context of learning and performing a classical song on piano.	Set Our Goals Warm Up (Staff Not). Note Naming Ode to Joy Practice Time (Piano) Hot Potato Cool Down	3-4.M.Cr.01 Generate and conceptualize artistic ideas and work. 3-4.M.Cr.03 Refine and complete artistic work. 3-4.M.P.04 Select, analyze, and interpret artistic work for presentation.	<p>Students will perform high and low pitches in teamwork/collaboration with partners.</p> <p>Observation/scorekeeping staff notation answers.</p>
4	Lines and Spaces	<p>Can you sing and play high and low pitches?</p> <p>Can you interpret high and low pitches on the grand staff?</p>	Students will name 5 notes correctly on the treble clef in the context of learning and performing a classical song on piano.	Set Our Goals Warm Up (Staff Not.) Note Naming Ode to Joy Practice Time Hot Potato Cool Down	3-4.M.Cr.01 Generate and conceptualize artistic ideas and work. 3-4.M.Cr.03 Refine and complete artistic work. 3-4.M.P.04 Select, analyze, and interpret artistic work for presentation.	<p>Students will perform high and low pitches in teamwork/collaboration with partners.</p> <p>Observation/scorekeeping staff notation answers.</p>
5	Lines and Spaces	<p>Can you sing and play high and low pitches?</p> <p>Can you interpret high and low pitches on the staff?</p>	Students will name 5 notes correctly on the treble clef in the context of learning and performing a classical song on piano.	Set Our Goals Warm Up (Staff Not.) Note Naming Ode to Joy Practice Time Hot Potato Cool Down	5-6.M.Cr.03 Refine and complete artistic work. 5-6.M.P.04 Select, analyze, and interpret artistic work for presentation. 5-6.M.P.05b Develop awareness of where the natural break in one's singing range is located and how to cross the break and even out the voice in this range.	<p>Students will perform high and low pitches in teamwork/collaboration with partners.</p> <p>Observation/scorekeeping staff notation answers.</p>

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Tier 1, ELL or Special Education Intervention Strategies (Refer to the 2015-2016 DCAP)

- Clarity of Rules/Expectations (Verbal Redirections and Visual Reminders)
 - Structured deliverables for grades 2-5
 - Seating choice for inclusion students
- Use of proximity and behavioral intervention strategies to help students, including 1-1 direction and prompting, physical gestures, and attention re-focusing.

Materials:

- Pitched instruments (electronic keyboards and xylophones)
- Quaver Ed Digital Curriculum
- Instruments (ukulele and bongo drum)
- Deliverables with song lyrics