Music Lesson Plan

Diane Barton

Focus: *concept and skills to emphasize*

Rhythm
Melody
Singing
Listening
Form
Harmony
Moving
Creating
Tone Color
Expressive Qualities
Playing Instruments

Materials/Equipment:

National Music Standard(s) Achieved:

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations and accompaniments
- Composing and arranging music within specific guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts and disciplines outside the arts
- Understanding music in relation to history and culture

Assessment

Differentiated Learning

Auditory
Visual/Spatial
Kinesthetic
Logical/Math
Verbal/Linguistic
Musical
Naturalistic
Interpersonal
Intrapersonal

Classroom Strategies

- Technology *
- Writing/Reading *
- Charts/Graphs/Maps *
- Hands On /Multiple Problem Solving *

Curriculum Correlation

Grade Level: 2-5 Title: A Chinese Moon Song

Date:

Objectives:

1. Sing a Chinese Moon song
2. Understand a Chinese Mid-Autumn Festival
3. Accompany the song with barred instruments and non-pitched percussion.

Process:

1. T shares the meaning of the Chinese Mid-Autumn Festival (see attached)
2. S share festivals they have attended.
3. T shares the "Story of the Lady on the Moon".
4. S talk about seeing the full moon, or seeing a "Harvest Moon".
5. T sings "Silver Moon Boat". T sings again and asks S to count the number of times they hear the rhythm pattern ta ta-di (6). T sings again and asks S to count the number of times they hear the pattern ta rest (4). T sings again and asks S to count the pattern ta-di ta-di (2). T sings again and asks S to name any other patterns that were in the song (ta ta).
6. T sings again & asks S if first and last pitches match? (Yes)
7. T sings solfeg or lyrics a phrase at a time for S to echo until they can confidently sing the song. Then T shows the notation.
8. T asks S to patsch a half note pattern as they sing.
9. T transfers this pattern to Barred Orff instruments and then adds other layers. S set instruments to C Major Pentatonic.
10. T adds a non-pitched percussion Chinese pattern. (See Chinese Percussion lesson plan)
11. T extends lesson with S dramatizing the story and adding the music as introduction, interlude, or coda. Allow S to help decide when the pitched and non-pitched parts should be played (all as one or in sections) and when the song should be sung.
12. T uses silent hand drums to represent the moon, and teaches a circle dance to the phrases of the Silver Moon Boat song.

Dance: (Every other student holds drum)

*S walk 8 beats in a clockwise circle with a drum in outer hand and scrape drum with finger nails on rest

*S reverse and walk 8 beats back, switching drum to outer hand and scrape drum with finger nails on rest

*Pre-determined partners face each other and the one holding the drum walks around their partner and the other partner scrapes the drum on the rest and grabs drum.

*Repeat with other partner walking around, etc.