I. LESSON PLAN MODIFIED FOR GIFTED AND TALENTED

MANCHESTER COLLEGE

Department of Education

LESSON PLAN by Stephanie Green

Lesson: Do, Re Mi: Introduction to Solfege (Modified for a student who is gifted and talented)

Length: 45 minutes

Age or Grade Intended: Third Grade Elementary Music Class

Academic Standard(s):

Music 3.5.3 Read and perform expanded pitch patterns and simple songs using solfege and letter names of the treble clef.

Performance Objective(s):

1. Given the song “Little Tommy Tinker”, the student will write the solfege symbol under each note writing the solfege symbols in at least 6 out of the 8 measures correctly.
2. Given a blank copy of the hand symbols, the student will write the name of the solfege symbol next to the corresponding hand symbol correctly indentifying at least 6 out of the 8 hand symbols.

Assessment:

1. The student will be given the song “Little Tommy Tinker”. The student must write the solfege symbol under each note. The student must correctly write at least 6 out of the eight measures of the song.
2. The student will be given a blank copy of the hand symbols. The student must identify the symbol and write the name next to the symbol. The student must identify at least 6 out of the eight hand symbols correctly.

Advance Preparation by Teacher:

1. Make copies of “Little Tommy Tinker” for the assessment.
2. Make copies of the blank hand symbol sheet.
3. Make copies of a hand symbol sheet with the names next to it.
4. Make copies of “Nani Wale Na Hala” and “There Was a Crooked Man” for the students to practice writing solfege symbols under.
Procedure:

**Introduction/Motivation:** Clap a simple rhythm to get the students’ attention. Play the song “Do, Re, Mi” from the *Sound of Music*. Write on the board the solfege symbols that are being sung in the song. Play the song again but this time have the students sing the words when you point to them. Explain that music is made up of rhythms like the rhythms we learned in last lesson but music is also made up of notes. Explain that the notes in music have symbols which are solfege symbols which we will learn about in class today. *(Gardner: Musical/Rhythmic, Visual/Spatial, Bodily/Kinesthetic)*

**Step by Step Plan:**

1. Pass out the hand symbol sheet. Explain that we are going to learn the symbols for solfege as well as the hand signs that go along with it.

2. Hold your hand in a fist. Explain that this is the symbol for Do. Have the class hold a fist in front of the stomach and repeat the word Do. *(Gardner: Musical/Rhythmic, Bodily/Kinesthetic, Visual/Spatial)*

3. Explain that Do is the most important note in a song and sometimes the first but not always. Explain that Do also has a friend that is located at the end of the solfege symbols but we will learn about that friend later. Tell the class we will look at song examples later.

4. Hold your hand at a 45 degree angle. Explain that this is the symbol for Re. Re comes after Do. Repeat the symbol for Do then follow it with Re. Ask the class if they remember from the *Sound of Music* song what symbol comes next. Play a small clip to remind them if they do not remember what symbol comes next. *(Gardner: Musical/Rhythmic, Bodily/Kinesthetic, Visual/Spatial) (Bloom: Knowledge)*

5. Hold your hand flat in front of your stomach. Explain that this is the symbol Mi. Repeat the symbols Do, Re, Mi several times so the students understand the order. Ask the students if they have any questions before you move on. *(Gardner: Musical/Rhythmic, Bodily/Kinesthetic, Visual/Spatial)*

6. Hold the different symbols of solfege that the students have learned so far in front of you. Call on students to answer what the symbol is. *(Bloom: Comprehension) (Gardner: Musical/Rhythmic, Bodily/Kinesthetic, Visual/Spatial)*

7. Hold your hand in a fist with your thumb pointing down. Explain that this is the symbol for Fa. Repeat the symbols they have learned so far to make sure that the students are understanding the concepts. *(Gardner: Musical/Rhythmic, Bodily/Kinesthetic, Visual/Spatial)*

8. Hold your hand straight in front of you with your thumb pointing to the ceiling. Explain that this is the symbol for Sol or So. Repeat the symbols they have learned so
far to make sure that the students are understanding the symbols. *(Gardner: Musical/Rhythmic, Visual/Spatial, Bodily/Kinesthetic)*

9. Hold your hand cupped in front of you with the underside of your hand pointed to the floor. Explain that this is the symbol for La. Repeat the symbols that they have learned so far. Ask the students if they have any questions so far. *(Gardner: Musical/Rhythmic, Visual/Spatial, Bodily/Kinesthetic)*

10. Hold different symbols of solfege in front of you and ask the students what symbol that is. Call on different students than before to answer what the symbol is. *(Bloom: Comprehension)*

11. Hold your hand in a fist with your pointer finger pointing at a 45 degree angle. Explain that this is the symbol for Ti which comes right before Do, the friend of the first Do. *(Gardner: Musical/Rhythmic, Bodily/Kinesthetic, Visual/Spatial)*

12. Repeat the symbols and ask the students if they have any questions. Write a C major scale on the board with the solfege symbols underneath it. Pass out the practice song sheet to the students. Go over the first song as a class filling in the solfege under the notes. Have the class work on the second song in groups. Walk around to make sure that everyone is understanding the concept. *(Gardner: Musical/Rhythmic, Visual/Spatial, Interpersonal) (Bloom: Comprehension, Application, Knowledge)*

13. Ask the students to put all the materials from today away. Pass out the hand symbol sheet for assessment and the sheet with “Little Tommy Tinker” on it. Explain the instructions for both sheets and that they must work by themselves. *(Bloom: Application) (Gardner: Musical/Rhythmic, Intrapersonal)*

**Closure:**

Collect the papers and clap a rhythm to get the students’ attention again. Play the *Sound of Music* “Do, Re, Mi” and have the students use their hand symbols along with the song. Explain that there are many concepts of music and some of that are the dynamics or loud and soft moments in music which we will learn about tomorrow. *(Gardner: Musical/Rhythmic, Bodily/Kinesthetic)*

**Adaptations/Enrichment:**

**Student that is Gifted and Talented:** Have the student be a student peer to help those students who do not understand the concept of solfege. During the song at the beginning of the lesson, have the student demonstrate the solfege symbols as the song is playing. Their leadership skills and confidence can help their peers to understand the concept of solfege plus they can be a huge help to you whenever needed.

**Self-Reflection:** How did this lesson go? What were some changes that could take place to make this lesson more effective next time? Was there enough time planned for the lesson? Do the students seem to understand solfege or will you need to review it more later on? Does the adaptation/enrichment for the gifted and talented student seem appropriate?
One adaptation/enrichment that would be used numerous times throughout this unit would be the student peer assistant. I would have the student help me around the classroom with not helping their peers with certain problems but also to help explain topics with different varieties. I would choose this specific enrichment for two reasons. One reason would be because as a teacher I can try to make it to all the individuals in my classroom but I cannot focus on all my students at once. Using the student who is gifted and talented would help all the students to get their questions answered. Another reason would be because the gifted and talented student could gain confidence from helping their peers.

Another adaptation/enrichment would be connecting the gifted and talented student with another organization outside of the classroom. This may not be used as much throughout this unit as the first adaptation. I would contact an organization with talented young musicians or contact the local high school choir. I would see if those organizations or groups would be willing to work with this student. This would help develop the skills of this student to a different level that cannot be achieved in the classroom. The student would be challenged and learning more about their talent in this setting than they would in the regular classroom.

Another adaptation/enrichment would be having the student not only assist with other students’ questions but other activities as well. During the notes and rhythms lessons, the student could write up different rhythms to help test the students. During later lessons in the unit, the student could help the teacher by playing notes on the piano while the students followed in their music. This would help the teacher because the teacher could focus on helping the students get their notes instead of focusing on the playing of the pitches. This would also develop the skills of the student because they would be practicing piano by playing pitches allowing them to grow and become more enriched in music.
Name: ____________________________

Please write the solfege symbol under the notes of the example below. The first symbol is given.

**Little Tommy Tinker**
Practice writing in the solfege symbols under the examples below. The first solfege symbol is given in each example.

**Nani Wale Na Hala**

```
\begin{music}
\mbox{\f\natural}
\begin{musicnote}
\textit{Do}
\end{musicnote}
\end{music}
```

**There Was a Crooked Man**

```
\begin{music}
\mbox{\f\natural}
\begin{musicnote}
\textit{Sol}
\end{musicnote}
\end{music}
```

```
\begin{music}
\mbox{\f\natural}
\begin{musicnote}
\end{musicnote}
\end{music}
```
Fill in the names of the solfege next to the symbol it belongs with.
This is a hand symbol sheet for solfege for your own use.

do'

ti

la

so

fa

mi

re

re

do
Fill in the names of the solfege next to the symbol it belongs with.

do'  ti  la  so  fa  mi  re  do
Please write the solfege symbol under the notes of the example below. The first symbol is given.

Little Tommy Tinker
Practice writing in the solfege symbols under the examples below. The first solfege symbol is given in each example.

**Nani Wale Na Hala**

```
\[ \text{Do Do Mi So Do Mi So Do Ti Do Re Re Ti Do Re Ti La So Do Do Ti Do} \]
```

**There Was a Crooked Man**

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\[ \text{So Mi So Mi So Fa So Fa So Fa So Fa So Ti Ti Ti Ti Le So Fa Mi Fa Mi Le Do} \]
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