LESSON PLAN MODIFIED FOR MENTAL RETARDATION
MANCHESTER COLLEGE
Department of Education

LESSON PLAN by Stephanie Green

Lesson: Steps and Leaps in Music (Modified for a student with mental retardation)

Length: 45 minutes

Age or Grade Intended: Third Grade Elementary Music Class

Academic Standard(s): Music 3.5.4 Identify and sing or play steps and skips in notated pitch patterns.

Performance Objective(s):

1. Given the song “Garden Song”, the student will label the intervals between the circled note pairs correctly labeling at least twelve out of the sixteen circled note pairs.
2. Given different intervals, the student will identify what type of interval it is (i.e. unison, 2nd, etc.) correctly identifying three out of the five intervals.

Assessment:

1. The student will be given the song “Garden Song”. The student must label the intervals of the circled notes. The student must label at least twelve out of the sixteen circled note pairs correctly.
2. The student will be given a worksheet with different intervals on it. The student must identify what type of interval is between the two notes. The student must identify at least three out of the five intervals correctly.

Advance Preparation by Teacher:

1. Create an assessment using the “Garden Song”.
2. Create an assessment with different intervals.
3. Create examples of intervals to use on the board.

Procedure:

Introduction/Motivation: Play a song and have the students stand up and act out the musical aspects of the song (dynamics, phrasing, etc.). Ask the class what were some aspects that they liked about this and yesterday’s lesson. Explain that there are important steps and leaps that
make up music that we will learn about today. (Gardner: Musical/Rhythmic, Bodily/Kinesthetic) (Bloom: Evaluation)

Step by Step Plan:

1. Draw a unison note pair on the board. Explain that this is a unison note pair. Explain that you can tell it is unison because the notes are on the same line or space as the one before or after it. Have the students lay flat on the ground and explain that this is what a unison is because they are on the same level. Explain that the students are flat against the ground explaining that they are on the same level as the ground. (Gardner: Musical/Rhythmic, Visual/Spatial)

2. Draw different intervals including unisons on the board and call on some students to come to the board to point out which one is the unison note pair. Ask the students if they have any questions about unison. (Gardner: Musical/Rhythmic, Visual/Spatial) (Bloom: Comprehension)

3. Draw an interval of a second on the board. Explain that this is an interval of a second. Explain that you can tell if it is a second or not because the notes are on the space or line right above or below the note. It has to be right next to the note. Have the students sit with their legs crossed on the floor. Explain that this represents how an interval of a second looks like. (Gardner: Musical/Rhythmic, Visual/Spatial)

4. Draw an interval of a third on the board. Explain that this is an interval of a third. Explain that you can tell if it is a third or not because the notes are on the space or line above or below the note with a line or space between the two notes. Have the students sit on their knees and explain that this represents how an interval of a third looks like. (Gardner: Musical/Rhythmic, Visual/Spatial)

5. Draw different intervals including unison, a second, and a third. Call on some students to point out the intervals that they have learned so far. Ask them to just point out one at a time. Ask the students if they have any questions about the intervals they have learned so far. (Gardner: Musical/Rhythmic, Visual/Spatial) (Bloom: Comprehension)

6. Draw an interval of a fourth on the board. Explain that this is an interval of a fourth. Explain that you can tell if it is a fourth or not because the notes are on a space or line above or below the note with a line and a space between the two notes. Have the students be kneeling but not sitting on their knees and explain that this represents how an interval of a fourth looks like. (Gardner: Musical/Rhythmic, Visual/Spatial)

7. Draw an interval of a fifth on the board. Explain that this is an interval of a fifth. Explain that you can tell if it is a fifth or not because the notes are on a space or line above or below the note with either two lines and a space or two spaces and a line between the two notes. Have the students stand but be bending over and explain that this represents how an interval of a fifth looks like. (Gardner: Musical/Rhythmic, Visual/Spatial)

8. Draw different intervals on the board including unison, a second, a third, a fourth and a fifth. Call on some students to point out the intervals that they have learned so far. Ask them to just point out one at a time. Ask if they have any questions about the intervals they have learned so far today. (Gardner: Musical/Rhythmic, Visual/Spatial) (Bloom: Comprehension)
9. Ask the students if they have any questions again. Pass out the assessment with the song “Gardner Song”. Explain that they must write the interval of the circled note pairs. Explain that they must work alone on this. *(Gardner: Musical/Rhythmic, Visual/Spatial, Intrapersonal) (Bloom: Application)*

10. Pass out the assessment with the different intervals. Explain that they must identify the interval that is shown. They must also work alone on this as well. *(Gardner: Musical/Rhythmic, Visual/Spatial, Intrapersonal) (Bloom: Comprehension)*

**Closure:** Collect the assessments and stomp a rhythm to get the students’ attention. Have the students get with a partner and write steps on how to identify the different intervals. An example would be a unison are two notes next to each other on the same line or space. Collect the guidelines once they are finished. Ask the students if they have any questions about the intervals they learned today. Explain that there are more intervals in music that we will learn about in tomorrow’s lesson. *(Gardner: Verbal/Linguistic, Bodily/Kinesthetic)*

**Adaptations/Enrichment:**

**Student with Mental Retardation/Intellectual Disability:** Include lots of visuals throughout the lesson. Provide the student with extra time on the assessments and understanding the differences between the intervals. When working with a group at the end of class, make sure that they are with supportive individuals. Alert the student to the transitions within the class and the change in any daily activities that they are accustomed to.

**Self-Reflection:** Was there enough time planned for the lesson? How did the lesson go? Did the students seem to enjoy the lesson? What were the changes that needed to be made in order to enhance the lesson for next time? Did the adaptation for the student with mental retardation/intellectual disability seem appropriate? Did the students seem to understand the intervals learned in today’s lesson? Will you need to review these intervals before the unit test?
Identify the interval by writing the name of the interval next to the interval.

1.

2.

3.

4.

5.
Garden Song

I heard the song today: "And the water of tears will never pass..."

And a rose of pure love will grow.

Row by row, hand on hand: the seeds of love.

Scrap out waste from below, in the rain comes grow..."
Garden Song

Flew to home, flew to home and settled in the garden. Perch.

All day is a time and a place and a piece of garden ground. And in song.

Now and then, someone else the seed. Sometime warm beam.

From the top of the rain comes down. N - ing down.
Identify the interval by writing the name of the interval next to the interval.

1. 5
2. 2
3. Unison
4. 4
5. 3