INTERDISCIPLINARY LESSON PLAN

Name: Shaina Clark  Date of Lesson: 12-8-10  Number of Students: 17  Subject Area: Music
Grade 2

Standards:
Music: 2.2.4
Learn correct names for classroom instruments and identify those associated with world
cultures.
Physical Education: 2.1.1
Perform locomotor skills proficiently and in combinations with developmentally appropriate
challenges.

Example: Demonstrate locomotor moving in basic combinations in skill development
practice/activities and physical fitness activities/games (e.g., run and leap over a series of
obstacles, hop and jump a pattern on a floor ladder, walk and skip in a dance).

Performance Objectives:

C: Given an instrument family, the students will be able to list an instrument from that family in
order to be safe at least four out of five times.

A: Doing the game as a group, the students will be able to communicate by speaking the
instrument names to one another and not colliding into one another 100% of the time.

P: Given a locomotor skill, the student will be able to demonstrate the skill properly using the
instructional cues 90% of the time.

Equipment/Materials:
1. A large space, such as a gym or outside in a grassy area.
2. Discussion cards of the different instrument families and what type of instruments are in
each family.

Introduction/Set Induction:
“Does everyone here like music?” Allow time for students to answer. “Can anyone here play an
instrument?” (Blooms: Knowledge) Allow students to answer. Then ask, “Do you know what
instrument family that instrument is a part of?” (Blooms: Application) Allow students to answer.
“Well, last week we learned about instrument families. Can anyone help me name them?”
(Blooms: Comprehension) (Gardner: Music Intelligence; Verbal/Linguistic; Interpersonal) Allow
students time to list them all and then discuss them a little more in depth. “Also, we have been
practicing our locomotor skills the past couple of weeks, so I expect everyone to know them.
Next, I will have students demonstrate several locomotor skills.

Explanation/Demonstration:
I will name off several locomotor skills and have a student demonstrate each one for the group
while I guide them by stating the instructional cues for each skill. For example, I will have a
student demonstrate a slide, while reminding them to turn sideways and not bounce while
sliding. I will also do this for jump, gallop, walk, leap, and hop.
Guided Practice:
The students will go to the sideline to practice several of the locomotor skills. (Gardner: Bodily/Kinesthetic) For example, I will have them practice galloping, sliding, running, and skipping. I will provide feedback to the students who are not doing the skills properly.
- **Galloping** - keep one foot in front of the other, now lead with the other foot, make high gallops.
- **Slide** - Move sideways, do not bounce, slide your feet.
- **Run** - Run on the balls of your feet, head up, eyes forward, bend your knees, relax your upper body and swing the arms forward and backward, not sideways, breathe naturally.
- **Skip** - Step-hop, swing your arms, skip smoothly, on your toes.

The students will communicate with one another by lining up without shoving and making sure each person has room. I will remind the students that when we do activities we have to be careful of our space to make sure we do not run into one another. (Gardner: Interpersonal)

Group Activity:
As the group activity, I will have all the students playing the Instrument Locomotor Tag game. For this lesson, the students will have about ten minutes to play. After the practice, have the students come back into a circle to explain the activity for today. “Today we are going to play instrument locomotor tag! Two students will be “it.” The rest of the students will be trying not to get tagged. But, while moving to get away from the people who are “it,” the students must be doing the locomotor skill the teacher yelled. (Gardner: Bodily/Kinesthetic) Also, to use as a safe base, when an “it” person is trying to tag you, you can name an instrument from the instrument family that the teacher yelled with the locomotor skill. (Gardner: Verbal/Linguistic; Music Intelligence) Then, you can sit down, but you can only stay seated for a maximum of five seconds. If you get tagged before you are safe, forget to do the correct locomotor skill, or say a wrong instrument for the instrument family, then you become “it” and the other person now runs around trying not to get tagged. For example, I will demonstrate by picking two students to be it. Then, I will yell out Strings Family and skip. Then, I would skip around and when a student came to tag me I would yell “violin” or “cello” and then I would sit down as safe for up to five seconds. Then, pick two students to be “it” and allow the students to play. In order to assess the students, have a chart with all the students’ names on it and all the different locomotor skills on it and instrument families. Then, check off the students who did not successfully complete each locomotor skill or did not know an instrument family. (Gardner: Interpersonal)

Closure:
In order to close, I will bring the students back into a circle. We will then discuss the different instrument families and some instruments that belong in each group. (Blooms: Verbal/Linguistic) Next, we will discuss the different locomotor skills we used, which ones were hardest and easiest, and why. (Blooms: Comprehension) Finally, I will explain to the students that we will learn more in depth about instrument families next week in a different activity. I will then dismiss the students to go get a drink and then line up at the door.
References:
