

Lesson Plan

Lesson: Can you Compose?

Length: 30 min.

Age or Grade Intended: 4th grade Music

Academic Standard(s):

4.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in duple and triple meters using rhythm syllables.

Performance Objectives:

Given the choice of a musical note or rest, each student will take turns going up to the staff board; working together to compose a short song.

When every student has gone once, they will clap and sing the song thoroughly together with only a few errors.

Assessment:

Have one student at a time go to the board and choose a musical note or rest and have them draw it on the staff board, eventually forming a short song. Have the students who are sitting, copy the song down on their own staff paper. When completed, the students will clap out the rhythm and sing on syllables to their song they composed, with the aid of a piano. They must be able to clap and sing it together as a group with only a few errors.

Advanced Preparation by Teacher:

1. Write each student's name on a small piece of white paper, to draw for who goes next up to the board. Take a bowl, hat, or bag to place the names in, to draw.
2. Prepare a half sheet of white paper with 3 staff lines on them to hand out to each student.
3. Have enough pencils and lap boards for each student.

Procedure:

Introduction/Motivation:

1. Tell the students that you want to see how smart they are, by asking them questions on music notation.
2. Review the treble clef, 4/4 timing, the eighth, quarter, half, and whole notes and quarter, half, and whole rests by drawing them on the white board and

asking the class to identify each by raising their hand to answer. (**Bloom: Knowledge**) Review the lines and spaces of the music staff by holding up your hand, pointing to each finger, starting with your bottom finger, while saying E, G, B, D, F, one letter for each finger to identify the lines on the staff. Also for the spaces between your fingers, spell out F, A, C, E, one letter per space for the space notes on the staff. (**Gardner: Visual/Spatial, Bloom: Knowledge**) Have them say the letters aloud together. They may remember the letters more easily by using a fun sentence like Every Good Bear Deserves Food and FACE. (**Gardner: Verbal/Linguistic**)

3. Then tell the students, using all the fun techniques they just reviewed, they will be composing a short song as a class on the staff board that can be clapped, sung or played on their recorders once it is finished. (**Gardner: Musical/Rhythmic; Bloom: Synthesis**)

Step-by-Step Plan:

1. Draw each note or rest on the board, which the students can choose. Also draw in four bar lines for a guide; more can be added if needed.
2. Explain to them that everyone's name is on a piece of paper in the hat. When your name is drawn, come up and pick a note or rest from the board and draw it anywhere on the staff board. (**Gardner: Bodily/Kinesthetic**)
3. State the following rules so the song does not get out of hand:
 - a. It is important to put four beats in each measure, whatever notes or rests may be put into each.
 - b. All notes should be within the lines or spaces on the staff.
 - c. The amount of space in between each note should not be farther than four intervals apart.
 - d. For a better sound, only use a whole note up to three times in the piece.
4. Pass out a half sheet of white staff paper, a pencil, and a lap board to each student.
5. Start the song off, yourself, by placing a starting pitch as the first note. Also have the song finish with that same pitch.
6. As each student goes up, have the other students watch and copy onto their own staff paper what is being written on the board. (**Gardner: Interpersonal**) If a child is going at a slower pace or the class is getting antsy, have them turn their papers over and draw ten eighth notes together, four treble clefs, etc, while the child is finishing at the board. (**Gardner: Intrapersonal**)
7. Continue until every student in the class has put up a note or rest on the board.
8. Applaud the class for doing a job well done in writing their own song using many types of music notation.

9. Clap the rhythm out with the class. (**Gardner: Bodily/Kinesthetic**)
10. Play the song on the piano and have the class sing along by using ta, la, dee, or other syllables. (**Gardner: Musical/Rhythmic**) Ask the class how they thought the song turned out; whether they liked it or not. (**Bloom: Evaluation**)
11. Listen to the class as they sing and clap, making sure notes and rhythm are accurate and understood for the most part. A few errors are acceptable.
12. Ask the class if they thought writing their own song was easy or difficult. Explain that it gets easier with practice.
13. Explain that it can also be played on the xylophone, recorder, and other musical instruments.
14. If there is time, add words to the notes for fun by asking the class for suggestions of a storyline for the song. (**Gardner: Musical/Rhythmic**)

Closure:

Ask the class if they had fun with this lesson. Tell them later on in the semester, they will be working more on composing songs on their own with notes and words so until then practice writing songs on your own!

Adaptations/Enrichment:

Boy with a Written Expression Learning Disability: Have him sit by a supportive student who would be willing to help aid him through each note being written and any questions he may have. He could also sit near the teacher, where he can ask questions easily.

Girl with ADHD-Hyperactive: Have her pass out the papers and pencils. Have her draw the names for me out of the hat.

Boy with Autism: Ask the student if he would like to work with the class in writing the song or move to the side of the class and participate, or work alone.

Boy with High Ability: Give him an extra piece of staff paper and have him make up his own separate song from the class.

Self-Reflection:

Did the students understand what was being taught?

Did they know the material already, such as the notes and musical notation?

Did I make my lesson clear and educational?

Will the students be able to go home and write their own song

Manchester College
Lesson plans- EDUC 235

Name: Kaitlin

Teacher: Dr. Korrine Gust

Date: _____

Title of Work: LP # 1

	Criteria				Points
	1	2	3	4	
MC Lesson Plan Format with explicitly stated Academic Standards.	Lesson does not follow MC format or state academic standards.	Lesson does not follow MC format but does state academic standards.	Lesson plan follows most of the MC format and explicitly states academic standards.	Lesson plan follows MC format correctly and explicitly states academic standards.	4 <hr/> 4
Lesson Plan Objectives	Objectives are not included.	Objectives are included, but are not correctly written or do not relate to the stated academic standard (s).	Objectives are included, relate to stated academic standard(s), but are not written correctly.	Objectives are well written, and correlate well to stated academic standard(s).	3
Assessment	No assessment is planned.	Planned assessment does not match learning objectives.	Planned assessment matches learning objectives, but is not a part of the procedures for the lesson.	Planned assessment matches learning objectives and is embedded in the procedures for the lesson.	3
Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions.	Procedures are unclear and do not include Gardner or Bloom references.	Procedures are mostly clear and attempts to include Gardner and Bloom references.	Procedures are clear and references to Gardner and Bloom are attempted.	Procedures can be easily replicated by others including Bloom's questions and the use of Gardner's MI.	4 <hr/> 4 ★
Adaptations/Modifications and Enrichment Opportunities	Lesson does not include reasonable adaptations, modifications and/or enrichment opportunity.	Lesson includes one reasonable adaptation and/or modification and an enrichment opportunity.	Lesson includes more than one reasonable adaptation and/or modifications and an enrichment opportunity.	Lesson thoroughly details reasonable adaptations, modifications, and enrichment opportunities that are exemplary.	3
Grammar and Spelling	5 or more errors in grammar and/or spelling are present.	3-4 errors in grammar and/or spelling are present.	1-2 errors in grammar and/or spelling are present.	No errors in grammar and/or spelling are present.	4 <hr/> 4
				Total---->	21 <hr/> 21

Teacher Comments:

He still needs to work on objectives & assessment.

