

F. LESSON PLAN TO ACTIVATE PRIOR KNOWLEDGE

MANCHESTER COLLEGE
Department of Education
Lesson by: Kaitlin Hughes

(Borrowed from Karie Saltmarsh:

<http://www.lessonplanspage.com/MusicMusicalSymbolsBoxGame39.htm>)

Lesson: Music Box Identification

Approx. length: 50 minutes

Age or Grade Intended: Fourth Grade

Academic Standards:

Music 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 Objective: Given a piece of staff paper and a pencil, every student will draw each note learned in class and label them 5 times with 100% accuracy.

Assessment: After playing an educational game and learning the accurate way to draw each note, and being able to label and know each value, have the students apply what they learned to their own work. Have them draw out each note on staff paper and label them. I will briefly review the rules of ‘accurate note drawing’ at the end, giving them a chance to correct any mistakes before I pick them up to grade.

Advanced Preparation by Teacher: Print off enough staff paper and have enough pencils for each student. (Staff paper can be printed off at blanksheetmusic.com.) Also, make sure there is at least two pieces of chalk or two dry-erase markers for the classroom. Draw eleven squares containing music symbols on the board and number each square. Draw these symbols in the squares: eighth note, quarter note, dotted quarter note, half note, dotted half note, whole note, quarter rest, half rest, whole rest, treble clef, and bass clef.

Procedure:

Introduction: Ask the students a thought provoking question, “how do famous singers become so popular?” Tell the students that it is usually (hopefully) because of their vocal quality and their talent in music. Then ask the students, “how do the singers know what to sing?” ‘They read notes from written music’. Tell the students it is important to know the notes in a piece of music in order to sing them well. Tell the students that they will be playing a relay race game, but first you need to see how smart they are with musical notation. (**Gardner: Application**) They should have learned the basics of musical notation in previous grades, so reviewing should be simple. (**Bloom: Knowledge**)

Step-by-Step:

1. Review the eighth, quarter, dotted quarter, half, dotted half, and whole notes and quarter, half, and whole rests by drawing them on the white board and asking certain members of the class to identify each. Choose 7-10 students to answer so you can see if a majority of the class remembers the information or not. (**Bloom: Knowledge**) If they do not, work backwards and quickly re-teach what each note looks like and how many beats they are worth. (eighth note is worth 1/8 of a beat, quarter is worth 1 beat, dotted quarter – 1 ½ beats, half – 2 beats, dotted half – 3 beats, whole note – 4 beats, quarter rest – 1 beat, half rest – 2 beats, and whole rest – 4 beats)
2. Once the students have a grasp on the note values and names, show how to draw them on the board accurately. (**Gardner: Visual/Spatial**)
 - a. All notes' stems should go up or down an octave to its corresponding note. The note should be a circle that touches but does not exceed the lines above or below it. If it is a note on the line, it should be placed between the two spaces. For example: a low F note's stem should rise all the way up to the high F place. This applies to all notes except a whole note which has no stem and is a large circle that touches but does not exceed the lines above or below it. If it is a note on the line, it should be placed between the two spaces.
 - b. Rests are placed on the middle line. Half notes are attached above the middle line and whole notes are attached below the middle line. Use the analogy that if a man is being half a gentleman, he will not take off his hat but if he is being a whole gentleman, he will take off his hat. A half note looks as if it is upright whereas a whole note looks like it is taken off.
 - c. Ask the class why they think it is important to draw the notes accurately. (**Bloom: Evaluation**) The answer could be several things but most importantly, if they are drawn poorly it would be hard to tell what note or rest is in the music. People would play or sing two different notes if they were unsure.
3. After doing this, divide the class into two teams, and have them form a line behind one another. (**Gardner: Bodily/Kinesthetic**)
4. Explain to them that it will be a race to see who can first label and draw the specified symbol accurately. They will receive a point for finishing it first, another point for drawing it correctly, another if they tell you its name, and an extra point if they can tell you how much it's worth. If the person who drew the fastest gives the wrong answer, the other team has a chance to win points for the other questions.
5. Give them two minutes to quietly talk as a group as to what the notes on the board are named and how to label them. (**Gardner: Interpersonal, Bloom: Comprehension**) Be sure to tell them that after the two minutes are up, they are not allowed to help one another with answers.
6. After two minutes, have them line up single file and begin the relay race. Remind them to be careful in playing the game, be patient and respectful of their team members, and if one team tries to give away an answer the other team will receive a point. Also, if one team is being too noisy, the other team will receive a point.
7. To begin, call off a number for a box and yell, ready-set-go! The first member of each team will go to the board, and copy the note or rest in that specific box.
8. Play until everyone has gone once and keep track of the score along the way. (**Gardner: Logical/Mathematical**)

9. Have the class sit back down in their seats and hand out a piece of staff paper and pencil to each student. Have them accurately draw five of each note and rest reviewed today. (**Gardner: Intrapersonal**) There were six notes and three rests total. If time allows, briefly review the main rules of note drawing and let the students quickly change anything if needed before collecting them.

Closure: Ask the class if they enjoyed the game. Ask them how or if the game helped them to understand different notes and rests values' better. (**Bloom: Analysis**) Tell them that learning these notes and rests is the foundation of music and in the following weeks, we will be adding more knowledge onto what we have already learned and know. Tell them the next time we meet, we will be doing another activity dealing with musical beat values' and applying that to pieces of music we can sing or play. Tell them not to forget the information we learned today because it will be important to remember for the next class period!

Adaptations/Enrichment:

Girl with ADHD – Hyperactive: Have her yell ready-set-go or help choose the box number for each pair that participates in the game.

Boy with Autism: If he does not want to be involved in the game, have him keep score for each team. He could even sit away from the game, on the opposite side of the room and have someone designated to run over and tell him to add so many points to either team, after each turn.

Boy with High Ability: Have him help you re-explain the rules of note drawing at the end. He could also draw ten of each note instead of five.

Self-Reflection:

Did the students understand what was being taught?

Did my lesson plan engage the students and keep their attention?

Is there anything I would change next time?

Additional Comments:

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Procedure:

Introduction: Tell the students that they will be playing a relay race game, but first you need to see how smart they are with musical notation. **(Gardner: Application)** They should have learned the basics of musical notation in previous grades, so reviewing should be simple. **(Bloom: Knowledge)**

Step-by-Step:

1. Review the eighth, quarter, dotted quarter, half, dotted half, and whole notes and quarter, half, and whole rests by drawing them on the white board and asking the class to identify each as a class. That way you can see if a majority of the class remembers the information or not. **(Bloom: Knowledge)** If they do not, work backwards and quickly re-teach what each note looks like and how many beats they are worth. (eighth note is worth 1/8 of a beat, quarter is worth 1 beat, dotted quarter –

* Did you use an idea from Fisher's book 3

good

How well you know if individuals get it?? How they are answering as a class??

1 ½ beats, half – 2 beats, dotted half – 3 beats, whole note – 4 beats, quarter rest – 1 beat, half rest – 2 beats, and whole rest – 4 beats)

2. Once the students have a grasp on the note values and names, ~~give them a reminder of~~ ^{Show them} ~~how to draw them accurately.~~ ^{students} Do this by drawing them on the board accurately.

(Gardner: Visual/Spatial)

a. All notes' stems should go up or down an octave to its corresponding note. The note should be a circle that touches but does not exceed the lines above or below it. If it is a note on the line, it should be placed between the two spaces. For example: a low F note's stem should rise all the way up to the high F place. This applies to all notes except a whole note which has no stem and is a large circle that touches but does not exceed the lines above or below it. If it is a note on the line, it should be placed between the two spaces.

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c. Ask the class why they think it is important to draw the notes accurately.

(Bloom: Evaluation) The answer could be several things but most importantly, if they are drawn poorly it would be hard to tell what note or rest is in the music. People would play or sing two different notes if they were unsure.

3. After doing this, divide the class into two teams, and have them form a line behind one another. **(Gardner: Bodily/Kinesthetic)**
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Kaitlin - This is fun and kids will enjoy
✓ this but what are you teaching
This seems like review
What are you teaching? Kicking off?

Closure: Ask the class if they enjoyed the game. Ask them how or if the game helped them to understand different notes and rests values' better. ^{Bloom} (Gardner: Analysis) Tell them that learning these notes and rests is the foundation of music and in the following weeks, we will be adding more knowledge onto what we have already learned and know. Tell them the next time we meet, we will be doing another activity dealing with musical beat values' and applying that to pieces of music we can sing or play. Tell them not to forget the information we learned today because it will be important to remember for the next class period!

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