

L. LESSON PLAN MODIFIED FOR AUTISM
MANCHESTER COLLEGE
Department of Education
Lesson by: Kaitlin Hughes

Lesson: Singin' around the Year
Age or Grade Intended: Fourth Grade

Approx. length: 50 minutes

Academic Standards:

Music 4.5.3 Read and perform songs from notation and sight read new songs using expanded pitch ranges.

Performance Objective: Given three songs students must show attempt in the song's various difficulties with 100% participation and effort.

Assessment: Have the students sing through three different songs. Each song has various difficulties and students must put effort into understanding those and must participate in each song.

Advanced Preparation by Teacher:

1. Have enough books prepared for each student to grab one.
2. Write the page numbers and song titles on the board that will be sung.

Procedure:

Introduction: After all the students have sat down tell them to quickly think of their favorite holiday. Go around the room and have each student quickly tell you their favorite holiday or one of their favorites. **(Gardner: Verbal/Linguistic, Bloom: Knowledge)** Tell them that we are going to sing a variety of songs today that are for different occasions or holidays. Tell them not to forget what we learned the last two days about breathing, diction, pitch, and posture while singing. Also tell them that some may be new to them, so they can work on their sight singing and working as a group or choir. Have the students each grab a *Music and You* book and return to their seats. **(Gardner: Bodily/Kinesthetic)**

Step-by-Step:

1. Have the students turn to page 237 in their books. Ask the students if this song is familiar to them or not. **(Bloom: Knowledge)** Tell them that this song is usually sung around Fourth of July or Veterans Day. It is a song that represents our country and its beauty. Ask the students how many beats are in each measure. They should respond with 'four'. **(Bloom: Comprehension)** Re-explain to them that since the time signature is 4/4, there are four beats per measure and the quarter note gets one beat. Also ask the class what pitch the song begins on. They should respond with 'F'. **(Bloom: Knowledge)** Have the students sing through the first verse. After the

- first verse, stop them and remind them of everything we learned the last two days: proper breathing, posture, pitch, and behaving correctly. Sing the second verse and listen for these changes, if need made. **(Bloom: Application)** Be sure to encourage them and then correct if needed.
2. Have the students turn to page 240 in their books. “Joy to the World” should sound familiar to most, so ask the students how many beats are in each of these measures. They should respond with ‘two’. **(Bloom: Analysis)** The time signature in this song is $\frac{2}{4}$ so there are two notes in each measure and the quarter note still gets the beat. Ask the students what this song is usually sung for. ‘Christmas.’ **(Bloom: Knowledge)** Tell the students to follow the ‘Melody’ line not the ‘Descant’ line and sing all three verses. If they are having trouble with the pitches or rhythm, stop after the first verse and go slowly through it with them or play through the parts they are having trouble with. **(Gardner: Musical/Naturalist)** After singing it, ask the students what was the hardest part of this song. **(Bloom: Evaluation)** They may say the parts with the dotted quarter or dotted eighth notes. Remind them that when a note had a dot attached to it, it will be held for a little longer than it would normally be held. A dotted quarter note receives 1.5 and a dotted eighth note receives $\frac{3}{4}$ of a beat. Any dotted note’s worth is calculated by taking the note value, dividing it in half, and adding that half onto the original note value. Draw a couple examples on the board **(Gardner: Visual/Spatial)**:
 - a. Whole note= 4 beats half of 4 beats = 2 beats dotted whole note= 6 beats
 - b. Half note = 2 beats half of 2 beats= 1 beat dotted half note = 3 beats
 - c. Quarter note=1 beat half of 1 beat= .5 beat dotted quarter note = 1.5 beats
 Clap two or three measures at a time and have the class copy you. **(Bloom: Comprehension, Gardner: Bodily/Kinesthetic)** You can do this for the whole song or certain measures, depending on if they are having trouble. Sing through one of the more difficult measures to let the students hear how the dotted notes sound compared to the other notes. Let the class sing through the song one last time and tell them to really pay attention to the dotted notes and be very crisp and clear on their words and notes. **(Gardner: Musical/Naturalist)**
 3. Have the class turn to page 129 in their books. Ask the class, by a show of hands, how many people know this song? Ask the class what this song makes them think of. **(Bloom: Knowledge)** It could be various answers. Tell them that this song is going to be a little bit trickier but we can get it! Ask them what time signature this piece has and what it means. **(Bloom: Application)** They will probably not know the answer, so explain to them that this is a $\frac{2}{2}$ time signature which means there are two beats per measure and the half note gets the beat. So that means that each half note is going to be sung like one beat and each quarter note is going to be sung with a half a beat. This song is basically in cut time where all the notes’ values are cut in half! Also remind them that this term ‘cut time’, is on their vocabulary sheet! Tell them that it is a little confusing at first, but they will soon understand! Also explain the road map of the song. Tell them to point to each part in their book as you say it. **(Gardner: Visual/Spatial)** They will be singing the first verse and then the refrain twice through. Then they go back up to the top and sing the second verse and then the refrain twice. Have them find the *D.C. al Fine* at the bottom of the page. Explain to them that this means you go back to the *Fine* and start there. In this case the *Fine*

is located right before the refrain so after finishing the refrain once, you have to go back to the *Fine* and sing it again. Have the class sing the song, reminding them that each note only gets half of its worth. (**Gardner: Musical/Naturalist**) If they have a lot of trouble understanding this, work on it slowly with them. Sing a part, and have them repeat or clap out the rhythms. (**Gardner: Bodily/Kinesthetic, Musical/Naturalist, Bloom: Application**)

Closure: Ask the class if they liked the songs you picked out for them to sing. (**Bloom: Evaluation**) Tell them that there are a lot more songs that we can sing that are very different from these three! Tell them that they are getting better at looking at new music and singing it, and if they concentrate and practice hard they will be able to be better! Tell them tomorrow they will sing a few diverse songs using all of the techniques they have learned.

Adaptations/Enrichment:

Autism: In this lesson for autistic students, be sure to clap out the rhythms if they are difficult or sing the rhythms and have them repeat it. You can also go to their book and point to the parts you want them to sing instead of just telling them. Be sure to be visual and show these students what you want them to do. At the beginning of class, write the three songs and their page numbers onto the board so they know ahead of time what they will be doing in class. Be sure to explain in detail what you want done in each song. You may have to give an example, draw it on the board, or point it out.

Gifted and Talented: These students can help lead the clapping rhythms or give examples by singing the rhythms to the rest of the class. As I am trying to teach the rest of the class the song, they can play the parts on the piano. They can also walk around and help students who are having trouble as I continue with my lesson.

Learning Disabilities: Allow them to listen to the class sing through the song a few times and then join in when they are comfortable or at the refrain. Clapping out the rhythms and singing through it, and having the class repeat will be helpful as well.

Self-Reflection:

Did the students like the songs I chose?

Did the students understand the new concepts?

Is there anything I would change next time?

Additional Comments:

Manchester College - Lesson Plan Rubric

Name: Kaitlin H. Date: _____ Points: 38/44 ^{95%} Converted: 9.5/10

Title of lesson: Singin' around the year

Criteria	1	2	3	4	PTS
(C1) 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
(C1) 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, related to stated academic standard(s), but are not written correctly	Objectives are written well and fully correlate to stated academic standard(s)	3
(A1) Assessment	Assessment is unrelated to objectives and standards	Assessment is somewhat related to objectives and standards; assessment is not appropriate for all students' learning styles and strengths	Assessment is related to objectives and standards; assessment is less accessible for students with certain learning styles and strengths	Assessment is directly related to objectives and standards; assessments provides for students with varying learning styles and strengths to excel; variety is used	4
(C1) Introduction /Hook	No introduction is provided	Introduction is vague or procedural	Introduction provides some structure for lesson, but lacks connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson	3
(C1) Supporting materials	No supporting materials are included	Supporting material and student handouts are messy, incomplete, and/or unappealing to students; material does not enhance the lesson	Supporting materials and student handout are clear and complete. Materials enhance the lesson	Supporting materials and student handouts are clear, complete, and appealing to students; materials enhance lesson significantly	NA
(C1) Procedures/ Instructional activities	Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear; areas of vagueness	Procedures are clear and relate to the objectives	Procedures can be easily replicated by others	4
(C6) Bloom's	Lesson makes reference to 1 level of Bloom	A few (2) levels of Bloom's are used	Some (3) levels of Bloom's are used	A variety (4+) of Bloom's are used	4
(E1) Gardner's	Lesson makes reference to 1 level of Gardner	2) examples of Gardner's ideas	(3) examples of Gardner's ideas are identified	and (4+) ideas of Gardner's are identified	4
(E1) Adaptations /Modifications	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two reasonable adaptations and/or modifications	Lesson thoroughly details reasonable adaptations and/or modifications that are exemplary	4
(R6)(E2) Engaging/ Creativity	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	4
(R5) Grammar and Spelling	4 or more errors in grammar and/or spelling are present	3 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	3

Teacher comments

" songs "