

K. LESSON PLAN MODIFIED FOR BEHAVIOR DISORDERS;  
INCLUDE WRITING TO LEARN STRATEGY  
**MANCHESTER COLLEGE**  
**Department of Education**  
**Lesson by: Kaitlin Hughes**

(Borrowed from Jess Buise,  
<http://www.lessonplanspage.com/MusicFindingTheSingingVoiceMethod39.htm>)

**Lesson:** Sing Sing Sing **Approx. length:** 50 minutes  
**Age or Grade Intended:** Fourth Grade

**Academic Standards:**

Music 4.1.1 Sing while maintaining good breath control, pitch, diction, tone quality, and posture.

**Performance Objective:**

Given in-class instructions, students must follow along with 100% participation.

Given an exit slip, each student must give the five rules discussed in class and an example of each with 100% accuracy.

**Assessment:** The students will learn how to improve their pitch and tone quality through a series of mouth and singing exercises. Students must participate the whole time. Throughout the lesson, the students will learn the five basic rules of how to control our voice. They will be given an exit slip before leaving class, which they will be asked to correctly state those five rules and something they learned corresponding to each rule.

**Advanced Preparation by Teacher:**

Have enough blank pieces of paper and pencils for each student. You can even use a half sheet for each student.

**Procedure:**

**Introduction:** Once the students have taken their seats, have them turn to a neighbor and ask how their day is going or what their favorite food is, BUT they have to ask and communicate with their mouths closed. They will be talking in a hum-talking voice and no one should know what the other is saying. Let them do this for about 30-40 seconds. **(Gardner: Interpersonal, Verbal/Linguistic)** Tell them that yesterday we learned how to sing correctly with good posture and breathing, and today we are going to expand our knowledge of good singing. **(Bloom: Knowledge)** We are going to learn more about pitch and tone quality. We are also going to learn how to sing correctly by just humming and keeping our mouths closed, so when we open our mouths, a beautiful sound will come out.

**Step-by-Step:**

1. Tell the class that we are going to learn five basic rules on how to control our voice. The first is sit up. Ask the class, what is the first thing we need to make a voice to talk or sing? **(Bloom: Knowledge)** They should answer, 'breath'. Have the class bend over in their seats, put their elbows on their knees, and take a deep breath. **(Gardner: Bodily/Kinesthetic)** "It's harder isn't it? Your pipes are bent, just like a water hose when you kink it, nothing can get out or in. That is happening here. You are pushing your belly into your chest, so the lungs are trapped. So again, the first rule is what? Sit up!" Write the rules on the board as you go along with the lesson so the students can visualize the rules as well as hear them. **(Gardner: Visual/Spatial)**
2. Have everyone close their mouths, let their tongue rest on top of their mouth, place their teeth together, and hum. **(Gardner: Musical/Naturalist)** Have them stop and tell them to do it again but try to feel where the vibration is coming from. "Where do you think it's coming from? **(Bloom: Comprehension)** How many people felt their nose vibrate?" Tell them that this is happening because the air is coming up, vibrating their vocal cords, then the vibration is being cut off by their tongue that they have raised to the top of their mouth. Have them try it again but this time, tell them to get their tongue out of the way by laying it flat in their mouth. Do it again so they can figure out what is vibrating this time. Ask them what is vibrating. **(Bloom: Application)** Their teeth vibrate because air is now moving past the tongue and hitting the back of their teeth. Tell them that we have gotten the tongue out of the way, now let's get the teeth out of the way! Tell them to relax the jaw, and their teeth will automatically separate. Tell them to keep their tongue down, relax the jaw, teeth apart, and hum. The vibration should be felt on their lips now, because they are the only thing that is holding the sound back. Tell the students if their lips tickle they are doing it right! So for this part, there are three rules. Tongue flat, relax jaw, and teeth apart!
3. Tell the class that you are going to focus the hum into a head voice. Ask the class if anyone knows what a head voice is. **(Bloom: Knowledge)** Tell the class that you are going to hum and as you hum, they will hear it start in your chest and move up to your neck around your nose and come out the front of your forehead. Demonstrate this by humming a very low pitch and sliding slowly upward to a high pitch, coming out the head. **(Gardner: Visual/Spatial)** Ask the class if they heard the vibrations moving? **(Bloom: Application)** Then have the class do the same thing. Tell them to concentrate on the vibrations as they move to the forehead and continue doing the rules we already talked about; tongue flat, teeth apart. Have them follow your hand, down and up, by starting with a low pitch and going to a high pitch. **(Gardner: Visual/Spatial, Musical/Naturalist)** Do this until they understand. Tell them this it is called a head voice when the vibrations sound like they are coming out of your head! So rule number five is: vibrations should be focused in your head!
4. Now tell the class that they are going to work on matching notes, or pitches with you. Tell them, "I am going to start with a low vibration, hum and stop on a pitch. You need to listen and do the exact same thing I did, stopping on the pitch I stopped on. First listen, and then do it with me." **(Gardner: Visual/Spatial, Verbal/Linguistic, Musical/Naturalist)** Students may not understand this at first, but the more it is practiced, the better they will become. However, you can remind them to sing higher or lower depending on if they are too high or low than the specific pitch. Once the majority

of the class lands on your note, move on. If they have a lot of trouble, continue this step and go to different pitches.

**5.** Ask the class, “so far, what have we learned to do when humming?” (**Bloom: Knowledge**) Make sure they give the five rules again and any other idea they may have learned. “So we have our tongue flat, our teeth apart, and the vibrations are focused in our heads. What is the only thing we need to do to make a voice, rather than just a hum?” (**Bloom: Knowledge**) They should answer “open our mouths”. Demonstrate an ‘ah’ sound when the mouth is opened. Have the class copy you. “That sounds better, doesn’t it?” Sing several notes and have the class repeat you, reminding them to follow the rules we discussed. Tell them that this, is the voice we want to use when singing as a choir or as a group.

**6.** If time allows, experiment with other vowel sounds besides ah, including ‘oo’ and ‘ee’. Sing a note or set of notes and have them repeat you. (**Gardner: Musical/Naturalist**) Tell them that when they sing the ‘oo’ vowel, they only have to move their lips, not their jaw, teeth, or tongue. The ‘oo’ focuses the air flow through a smaller opening and the sound isn’t able to spread throughout the room. The ‘ah’ is more open and sounds throughout the room.

**7.** Continually praise the students by telling them good job or wonderful if they are hitting the notes correctly or sound good.

**8.** With about ten minutes left of class, give each student an exit slip, writing assignment. Have them write down the five rules discussed as well one thing they learned or thought was interesting for each. (**Bloom: Comprehension**)

**Closure:** Tell the students that after learning proper posture and breathing last week and learning proper pitch and tone quality this week, they are on their way to becoming beautiful singers! Next week we will start using what we have learned, and put it into singing different types of songs for different occasions.

### **Adaptations/Enrichment:**

**Behavior Disorder:** For students with behavior disorders, allow them to stand up and walk around during class if needed. You can also arrange an agreement to allow them to go see a counselor during class, if needed. Continually encourage them. Write the rules of humming correctly or the schedule of the activity on the board so they know what is coming up. Along with this, give them a weekly schedule of assignments and activities so there are no surprises.

**Gifted and Talented:** The students who are gifted and talented can help you with showing examples of the things discussed in class. They can walk around and make sure all the students are singing correctly and understanding the new material. They can also help lead the call and response notes.

**Learning Disabilities:** Write out the rules of humming on the board so students can refer back to them in case they forget or you are going too fast. This lesson is a lot of visual learning which is helpful for learning disabled students. Having the class copy you, is extremely helpful and it is easy to linger on a particular idea longer than others, if necessary.

**Self-Reflection:**

Did the students understand what I was teaching them?

Were the hands-on activities helpful or pointless for the students?

Is there anything I would change next time?

Additional Comments:

Manchester College - Lesson Plan Rubric

Name: Kaitlin Hughes Date: 11.13.09 Points: 40/40 Converted: 10/10

Title of lesson: Sing! Sing! Sing!

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)	4
(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	4
(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	4

Teacher comments