

G. LESSON PLAN MODIFIED FOR ADHD

MANCHESTER COLLEGE

Department of Education

LESSON PLAN by Stephanie Green

Lesson: Introduction to Rhythms and Notes (Modified for a student with ADHD)

Length: 45 minutes

Age or Grade Intended: Third Grade Elementary Music Class

Academic Standard(s):

Music 3.5.2 Notate quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests using iconic or standard notation.

Performance Objective(s):

1. Given the piece “High Is Better Than Low”, the student will circle the half rests and half notes in the song accurately circling at least fourteen out of the last sixteen measures correctly.
2. Given a blank piece of staff paper, the student will draw eight half notes and eight half rests accurately drawing at least six out of each of the sets.

Assessment:

1. The students will be given the piece “High Is Better Than Low”. The student will circle the half rests and half notes in the last sixteen measures. The students must accurately circle the half rest and half notes in at least fourteen out of the sixteen measures.
2. The students will be given a blank piece of staff paper. The students will draw eight half rests and eight half notes. The students must accurately draw at least six out of the eight notes within each set.

Advance Preparation by Teacher:

1. Create examples for the students to see what half notes and half rests look like in music. These examples will be written on the board.

2. Create a worksheet for the students to practice drawing half notes and half rests.
3. Make copies of the blank staff paper to hand out to the student for their assessment of drawing notes.
4. Make copies of the song “High Is Better Than Low”.

Procedure:

Introduction/Motivation: Read the following passage from *Rubber-Band Banjos and a Java Jive Bass: Projects & Activities on the Science of Music & Sound* by Alex Sabbeth, which is found in the library, to your students: “Music uses a simple method to indicate rhythm. Notes are symbols that show how long a musical sound should last.” Clap out several different rhythms after you finish reading this passage. Draw some notes on the board. Ask the students to point out which ones are eighth notes and which ones are sixteenth notes. Explain that there are all the different types of rhythms in music and notes like the sixteenth and eighth notes we learned yesterday. Tell the class that we will learn about half notes and half rests today.

(Gardner: Musical/Rhythmic, Bodily/Kinesthetic, Verbal/Linguistic)

Step by Step Plan:

1. Draw a half note on the board. Explain that this is a half note and it receives two beats. Clap two longer claps. Have the class repeat after you. **(Gardner: Visual/Spatial, Musical/Rhythmic, Bodily/Kinesthetic)**
2. Have the students take out their staff paper from the past two days to draw examples of half notes on it. Explain step by step how to draw a half note correctly. Explain the step by step process as you draw a half note on the board and as the students draw a half note on their staff paper. **(Gardner: Musical/Rhythmic, Visual/Spatial)**
3. Ask the students to draw several more examples. Walk around the class to make sure they are doing it correctly. **(Gardner: Musical/Rhythmic, Visual/Spatial, Intrapersonal)**
4. Draw a half rest on the board. Explain that this is a half rest and it receives two beats just like the half note. Ask the class what is the difference between a rest and a note. Call on a student to answer the question giving at least 5-10 seconds for the students to think about their answer. **(Gardner: Musical/Rhythmic, Visual/Spatial) (Bloom: Knowledge)**
5. Ask the students to draw examples of half rests on the staff paper. Explain step by step how to draw a half rest correctly. **(Gardner: Musical/Rhythmic, Visual/Spatial, Intrapersonal)**
6. Ask the student to draw several more examples of half rests. Walk around the room to make sure that the students are drawing the half rests correctly. **(Gardner: Musical/Rhythmic, Visual/Spatial, Intrapersonal)**
7. Ask the students if they have any questions about half rests and half notes. Draw different examples of notes and rests on the board. Ask the students to point out which example has a quarter note or rest, eighth or sixteenth note, and half note and half rest in it. This will call on their past knowledge from the first lesson. **(Gardner: Musical/Rhythmic, Visual/Spatial) (Bloom: Comprehension, Knowledge, Application)**

8. After this exercise is finished, ask if the class has any other questions before passing out the materials for the assessment.
9. Erase the board and ask the students to put away their staff paper.
10. Pass out the blank staff paper. Explain to the students that they must draw eight half notes and eight half rests. They must draw six out of each eight correctly to meet the objective. Explain that they must work alone. **(Gardner: Musical/Rhythmic, Visual/Spatial, Intrapersonal) (Bloom: Application)**
11. Pass out “High Is Better Than Low”. Explain to the students that they must circle the half notes and the half rests in the measures seen on the page. They must circle the half notes and the half rests correctly in fourteen out of the last sixteen measures. Explain that they must work alone. **(Gardner: Musical/Rhythmic, Visual/Spatial, Intrapersonal) (Bloom: Application)**

Closure:

Collect the papers from the students once everyone is finished. Stomp a rhythm to get the students’ attention focused again. Ask if there is anything other questions over half notes and half rests. Repeat the quote from the beginning of class from *Rubber-Band Banjos and a Java Jive Bass: Projects & Activities on the Science of Music & Sound* by Alex Sabbeth to your students: “Music uses a simple method to indicate rhythm. Notes are symbols that show how long a musical sound should last.” Explain that there are more simple rhythms that help to indicate rhythm. Explain that there are dotted half notes, whole notes, and whole rests which they will learn about tomorrow. **(Gardner: Musical/Rhythmic, Bodily/Kinesthetic, Verbal/Linguistic)**

Adaptations/Enrichment:

Student with ADHD- HI: When clapping out the rhythms of music, have the student stand up and stomp or jump to the rhythm you clapped. Have the student stand and stretch before the assessment to let them burn some energy before they took the assessment. If you need a volunteer, have the student come up so they can burn some energy. Let the student work in groups when they are drawing examples of the half notes and half rests on the staff paper, but they must work alone during the assessment.

Self-Reflection: How did this lesson go? What were some changes that could take place to make this lesson more effective next time? Was there enough time planned for the lesson? How did the adaptation work for the student with ADHD-HI?

Name: _____

Please circle the half notes and the half rests in the following example.

High Is Better Than Low

Dietz and Schwartz

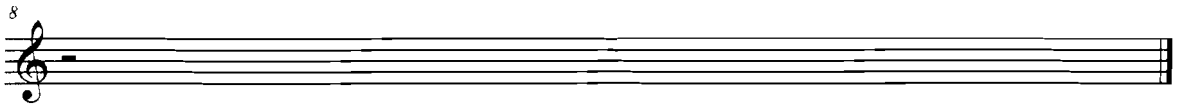
If your spir-it is bub - bly you'll win man-y a friend. Bub-bly's bet-ter than

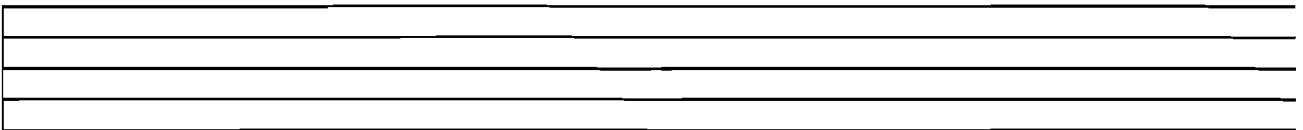
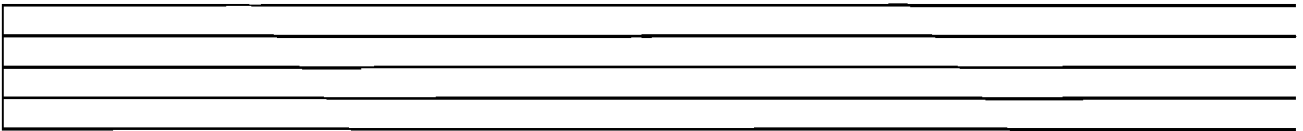
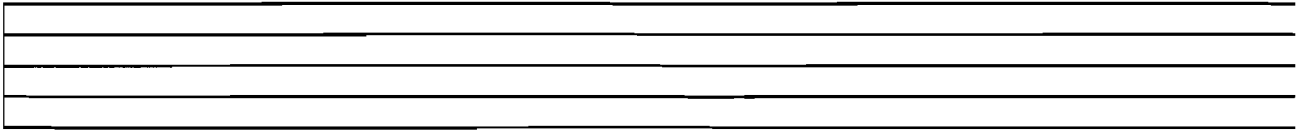
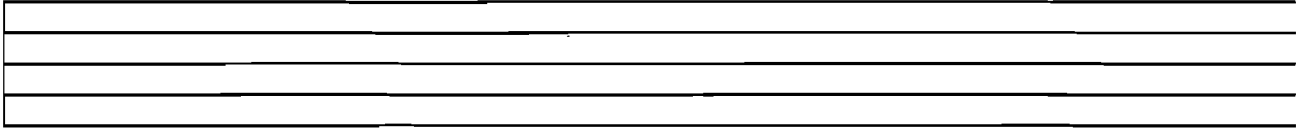
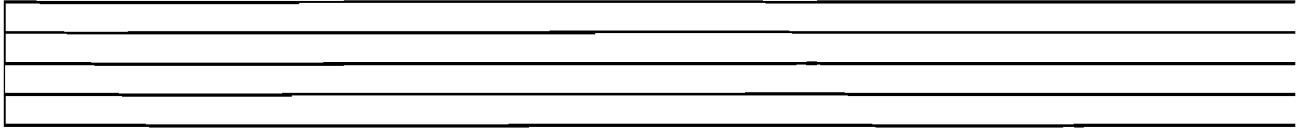
6
trou - bly. so I rec - om - mend Sin where-ev - er you go.

11
High is bet-ter than low. You'll be bet-ter if you say it's so.

Name: _____

Practice drawing half notes and half rests. Draw on the staff lines below next to the examples given.





Name: Answer Key

Please circle the half notes and the half rests in the following example.

High Is Better Than Low

Dietz and Schwartz

The musical score is written in treble clef with a key signature of two sharps (F# and C#) and a common time signature (C). The melody consists of three lines of music. Handwritten circles are drawn around specific notes and rests in each line to indicate half notes and half rests.

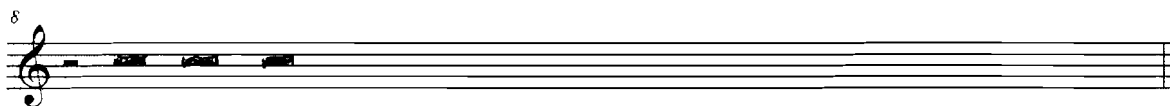
Line 1: *If your spir-it is bub - bly you'll win man-y a friend. Bub-bly's bet-ter than*

Line 2: *6 trou - bly. so I rec - om - mend. Sin where-ev - er you go.*

Line 3: *11 High is bet-ter than low. You'll be bet-ter if you say it's so.*

Name: Answer Key

Practice drawing half notes and half rests. Draw on the staff lines below next to the examples given.



Answer Key

