

THE BIG PICTURE: PLANNING MADE EASY



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You Will Learn How To Lesson Plan Easily And Efficiently Using Musicplay Materials.

This Will Include:

- *Exploring The Various Scope And Sequence and Year Plan Documents Within Music Play for Efficient And Effective Lesson Planning.
- *Ideas For Developing Standard Based Lesson Plans Using Musicplay Materials.
- *Watching Video Excerpts Of A Musicplay Based First Grade Lesson In Action.





Plan Out Your Year

****Make Sure To Include Extra Time For Music Programming, Field Trips, Testing, Etc.**

****Be Sure To Schedule In “Fudge Factor.”**



Use Informational Bulletin Boards To Inform And Advocate.

*Let Community Members Know What Students Will Learn And That There Is A State/National Set Of Standards That You Are Required To Follow.

**Get Students Excited About What They Are Going To Learn In Music Class!

***Music Play Has Pre-Made Materials To Use For This Purpose As Well As General Advocacy. You Can Also Explore Teachers Pay Teachers For Options At

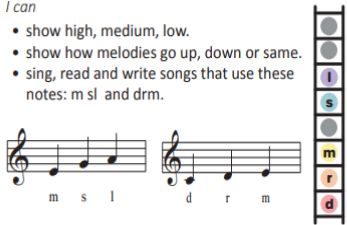
www.teacherspayteachers.com

WHAT WE LEARN IN GRADE 2 MUSIC

ELEMENTS OF MUSIC: PITCH

I can

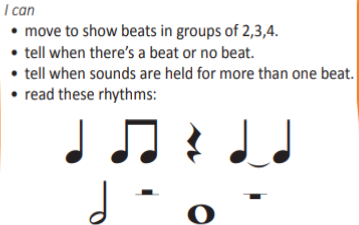
- show high, medium, low.
- show how melodies go up, down or same.
- sing, read and write songs that use these notes: m sl and drm.



ELEMENTS OF MUSIC: BEAT AND RHYTHM

I can


- move to show beats in groups of 2,3,4.
- tell when there's a beat or no beat.
- tell when sounds are held for more than one beat.
- read these rhythms:



ELEMENTS OF MUSIC: TIMBRE

I can

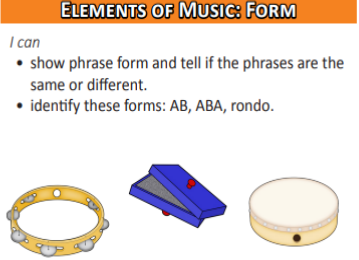
- use and identify speaking, whispering, calling, and singing voices; adult and children's voices.
- identify classroom instruments, body percussion.
- name and identify woodwind, brass, percussion, string families.



ELEMENTS OF MUSIC: FORM

I can

- show phrase form and tell if the phrases are the same or different.
- identify these forms: AB, ABA, rondo.



ELEMENTS OF MUSIC: EXPRESSION

I can identify and perform

- pp p mp mf f ff**
- adagio, moderato, allegro, presto, prestissimo
- smooth, separated
- I can talk about the mood of music and how expression helps the listener to know what it's about.

VOCABULARY

high/low	woods
loud/quiet	metals
fast/slow	shakes/scraps
smooth/separated	drums
beat	solo
rhythm	repeat

CREATE

I can improvise, create and play

- rhythm patterns, melodies, new verses, and sound effects for stories and poems.

PERFORM

I can

- sing, move, and play instruments.

As an Audience I can

- be a good listener.

RESPOND

I can


- tell or show with movement how music makes me feel.

CONNECT

I can

- listen to music and sing songs and tell about the places they're from.

THEMES & VARIATIONS



TYPES OF PLANNING DOCUMENTS TO EXPLORE

K-6 Scope And Sequence

Pre-K Through 6: Scope And Sequence With Songs

***K-Middle School Year Plans

There Are Also Both General And Specific U.S. And
Canadian Standards Documents.

Choosing Material To Teach A Concept

(See Handout For More Information)

--MU.3.S.3.4 (Florida DOE Third Grade Standard)—Match Simple Aural Rhythm Patterns In Duple And Triple Meter With Written Patterns.
(Whole Note)



“Real Students”

Demonstrate A Lesson Using Musicplay Materials

Song: “Bee, Bee, Bumblebee”

Concepts to Observe: SB vs. Rhythm,
High/Low Voice, Orffestration

Set-Up For Next Year: This is a first grade lesson in the fourth quarter. I’m setting up for expanding vocal range in 2nd grade practicing the “typical”

“Will You Be My Friend” accompaniment found in many Orffestrations.



SHORT VIDEOS TO WATCH TO SEE PROCESS:

- 1—Students sing “Bee, Bee, Bumblebee” demonstrating both a high voice and a low voice showing discerning quarter notes and eighth notes with differentiated BP (Clapping and Patting). <https://www.youtube.com/watch?v=8o6-rYf-hMk>
- 2—Students review differentiated BP of “Bee, Bee, Bumblebee” as they are pre-taught doing the activity with a stretchy band. They move from singing the words to singing the rhythm syllables Ta and ti-ti and then connect back to text: https://www.youtube.com/watch?v=2Yc_xWE8lOI
- 3—Students sing “Bee, Bee, Bumblebee” with Stretchy Band. https://www.youtube.com/watch?v=a_QYSQqWqjI
- 4—Students play “Bee, Bee, Bumblebee” game to reinforce “high” and “low” voice and to concretely define steady beat to keep upcoming Orffestration together. <https://www.youtube.com/watch?v=bD433D4Ch6c>
- 5—Students perform “Bee, Bee, Bumblebee” Orffestration: <https://www.youtube.com/watch?v=9BGQyW-c5y4>

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Have a Great School Year!



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