

# The Big Picture:

## Planning Made Easy

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### A Teacher's Successful Set-Up

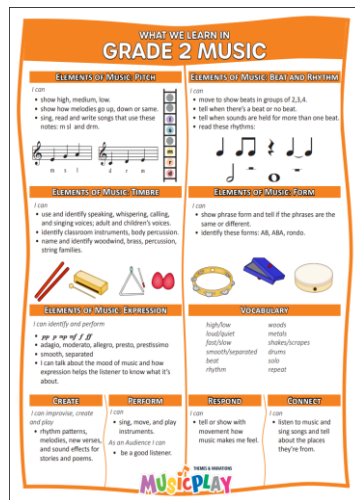
--Planning should be simple and relatively efficient. Create a system that works for you and engages the children. A good lesson plan not only teaches the curriculum but also has the advantage of making learning fun and cutting down on classroom management issues.

---Before you begin to plan and before you execute the plan daily, plan for yourself. Get into the right "headspace." That may mean a good cup of coffee, some exercise/morning stretching, spending a few minutes with a beloved colleague/friend, etc. This may seem "frivolous," but self-care is essential to being at your best and is essential to good teaching.

--Before you begin that first week of planning, look at the academic year holistically and plan out the entire year. Consider what special events are happening, where you will need extra time for programming, field trips, testing, etc. Always schedule in "fudge factor" because stuff just happens. ❤️



## Bulletin Boards And Lesson Planning



--Use Music Play materials to create an engaging bulletin board that shows what students will learn to community stake holders (ie. Parents, Administration, Teachers and Students). ***In Music Play, go to Lesson Planning, scroll down to Scope and Sequence and Year Plans, Click on "What We Will Learn PK-6" for individual standards for each grade PK-6.***

### Planning In Action—A Place To Begin

The "Lesson Planning" section in Music Play which can be found at the bottom of the content bar on the left side of the home page of the website (<https://musicplayonline.com/>) has all the documents necessary for a successful lesson plan. Once you click on there, you'll find the following helpful documents:

--**K-6 Scope and Sequence:** Takes the Elements of Music (Rhythm, Melody, Timbre, Expression, Form, Texture/Harmony) and highlights what aspects of that are taught in each grade. This document is more general than specific but gives a nice overview of how skills are built in elementary school.

--**Pre-K Through 6: Scope and Sequence With Songs.** Takes a deeper dive with the elements of music and the specific aspects of those as shown in "K-6 Scope And Sequence" document above and shows the songs in Music Play that will teach those elements.

--**\*\*\*K-Middle School Year Plans.** This is the document I go to the most. It lays out all the elements and the aspects of those elements to be covered each month of the school year by each grade K-6. I suggest first outlining your year in terms of how many times you'll see your students, then get a handle on what elements are covered when in a K-6 music plan and then use this to keep you on track.

NOTE: You will find many more songs in the Pre-K through 6: Scope and Sequence With Songs than you will in the K-Middle School Year Plans document. So you are not overwhelmed, you may first want to start with just the materials suggested in the K-Middle School Year Plans document.

**To locate any song on Musicplay:**

**1**—Click on “discover” at the top of the content bar on the left side of the home page of the website.

**2**—Click on the grade that contains the song you are looking for.

**3**—On the next screen, under “filter by content type,” click on “songs.”

**3**—Type in the name of the song in the search bar above or scroll down the screen to the song you want. Click on the song once you see it. Often you will see many correlating activities that go with that song. This will allow you to create and modify your lesson plans to teach in a way which is engaging and works for both you and your students.



**Choosing Material To Teach A Concept**

**Concept:** Whole Note      **Grade:** 3<sup>rd</sup> (1<sup>st</sup> Quarter)

**Background Knowledge:** Students review the quarter note, half note, dotted half note and eighth notes (paired) and the use of the tie from 2<sup>nd</sup> grade. Teacher ties two half notes together to “create” a whole note.

**Goal for this lesson:** To practice and experience whole notes visually, aurally and kinesthetically through singing, body percussion and playing of instruments.

--Do Rhythm Practice #9, Flashcards.

---Do Rhythm Practice #9, Choose an Echo Rhythm. Perform with differentiated Body Percussion (see directions at beginning of video). Note that if you haven’t yet taught half and whole rest, you can just tell the students that these are rests to be covered later. You can also

use it as a “discovery” moment for them to assess the visual difference and figure out how many counts each rest gets.

---Go to “Whoopee Cushion” in 3<sup>rd</sup> grade and project notation slide. Have students perform rhythms of “Whoopee Cushion” using differentiated BP. Then play notation “highlights” video while students perform notation (feel free to slow down if necessary). Then have students perform.

---Later opportunities for extension for this song include adding movement while singing the song as a round. There are lots of benefits to this. I believe students can and should be singing simple 2-part music (ie. Easy rounds, partner songs and songs against simple ostinati) by 3<sup>rd</sup> grade. Adding movement to each phrase of a round is not only engaging, it creates a visual as well as aural “round.”

---If time allows, add the Orffestration to the song (feel free to modify the Hand Drum part or leave it out if necessary). You can also extend this to another day as well or perhaps later in the year when you teach the song as a round.

---Here is another idea for extension to teach the concept of the whole note. Go to “Listening Kit #3” (3<sup>rd</sup> Grade) and click on “Entry Of The Gladiators” by Julius Fucik. Scroll down and click on Rhythm Play Along #2. You will need Woodblocks, Triangles or Hand drums. This is also a great lesson in third grade, quarter 1 to review types of unpitched percussion (Woods, Metals and Skins/Membranes respectively) as well as Form. Please note this piece is quite fast when unpitched percussion is performed with it so feel free to slow down the tempo.

\*\*\*Another option is to do this as a two-day lesson:

#### **DAY 1**

Rhythm Practice #9 Flashcards

Rhythm Practice #9 Echo Rhythm

Play Along--Entry of The Gladiators

Cup Game—Entry Of The Gladiators

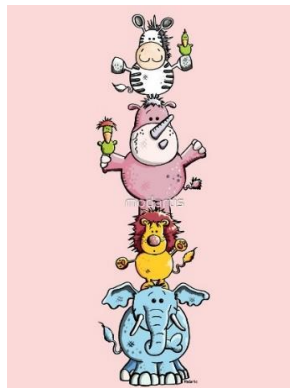
#### **DAY 2**

Rhythm Practice #9 Echo Rhythm (new one)

Whoopee Cushion Differentiated BP

Whoopee Cushion Sing; Add Movement

Whoopee Cushion Orffestration



## Real Students Demo Using Musicplay Materials

--Below are short video clips of my first-grade students demonstrating a lesson plan exclusively using Musicplay materials and concepts. I decided to do a lesson plan centering around the song "Bee, Bee, Bumblebee." My school is a PBL (Project/Problem Based Learning) school. As such, first graders do an entire study on bumblebees, their function and some of the issues associated with the diminishing population in the world today. Whether or not you are in a PBL school, tying your lessons into the wider school curriculum and goals is a wonderful way to support student learning as well as well as your fellow colleagues.

**CONCEPTS:** *Present* SB vs. Rhythm, *Practice* "High" vs. "Low" Voice, *Play* Orffestration using both Pitched and Unpitched Percussion Instruments.

**GRADE:** 1<sup>st</sup> (4<sup>th</sup> Quarter)

**SETTING UP FOR NEXT YEAR:** As this is the end of first grade, I am "front-loading" for second grade. In second grade, I will want them to expand their vocal range and demonstrate head vs. chest voice. I will want them to easily discern and explain the difference between steady beat and rhythm. The Orffestration introduces them to the very typical BX/BM rhythm of "Will You Be My Friend" (Ta, Ta, ti-ti, Ta).

### 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\\_xWE8IOI](https://www.youtube.com/watch?v=2Yc_xWE8IOI)

3—Students sing "Bee, Bee, Bumblebee" with Stretchy Band. [https://www.youtube.com/watch?v=a\\_QYSQqWqjl](https://www.youtube.com/watch?v=a_QYSQqWqjl)

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>



