
Music Lesson Plan

Title: Bubbles

Grade Level: 2nd-3rd grade

Source: Modeled Lesson

Materials needed:

1. Bubble wand
2. Speaker

A.S:

1. Teacher asks who likes to swim and how it feels to move through water as opposed to on land

Procedures

1. Teacher has students walk through the room as if they are walking through water, and then mud
 - a. Highlights slow, smooth and sharp movements
2. Teacher has students imagine walking through different kinds of terrain
 - a. Walking on a prickly patch
 - b. Walking on rocks
 - c. Walking through snow
 - d. Walking through mud
3. Teacher then blows a bubble and asks students to observe how it moves. She then asks them to describe how the bubble moved, as well as using their hands to show it.
 - a. Teacher asks whether the bubble moved fast/slow, whether they all popped at same time
4. Teacher asks students to pick one bubble to watch and then to demonstrate what their bubble did by moving their body (have hands out like a circle to form a bubble)
5. Teacher gathers students onto one end of the room and pretend they are in the 'bubble container'; once teacher blows bubbles, they fill the middle of the room and pretend to move like their bubble did
6. Teacher plays music and says that the music will be them getting in the air
7. When music plays, they move as a bubble; when it stops, students must 'pop'

Closure:

Teacher asks students to reenact how their bubble 'popped' at the end. Teacher asks students if their bubbles moved correspondingly with the music, and how bubbles usually move fast/slow.

Educational Objective: By the end of this lesson, students will have learned . . .

Students will have learned how to watch an object and replicate its movement. Students will be exposed to different forms of interactive movement and correlate those movements with tempo and rhythm to music.

Music Standards Utilized:

CREATING	<p>Essential Question</p> <p>How do musicians generate creative ideas?</p>	<p><u>Anchor Standard:</u></p> <p>AS 2: Organize and develop artistic ideas and work</p>
PERFORMING	<p>Essential Question</p> <p>How do performers interpret musical works?</p>	<p><u>Anchor Standard:</u></p> <p>AS 6: Convey meaning through the presentation of artistic work</p>
RESPONDING	<p>Essential Question</p> <p>How do we discern the musical creator’s and performer’s expressive intent?</p>	<p><u>Anchor Standard:</u></p> <p>AS 8: Interpret intent and meaning in artistic work</p>
CONNECTION	<p>Essential Question</p> <p>How do musicians make meaningful connections to performing, creating, and responding?</p>	<p><u>Anchor Standard:</u></p> <p>AS 10: Synthesize and relate knowledge and personal experience to make art</p>

<p>Social Emotional Learning (SEL standards)</p>	<p>(Early Elementary Standards)</p> <p>Identity - Self Awareness</p> <p>1.C.1. Students name people, places, and ideas that are important to them. Students can describe their own family traditions</p> <p>Agency - Self Management</p> <p>2.G.1. Students begin practicing self-monitoring thoughts and actions and</p>
---	---

	asking for help to stay motivated and focused. Students are aware of their body during active listening. Students are able to identify when they are focused and paying attention.
Cognitive Learning	Students correlated their movement with watching a bubble.
Physical Learning	Students developed their functional understanding skills ie interpreting words as connected to physical motions
Non-Musical Subjects	<u>(Subject):</u> ELA - rhyme, alliteration
Universal Design for Learning (UDL)	Engagement - Build <ul style="list-style-type: none"> ● Foster collaboration and community