

Lucas Crowell and Aubrey Kubler

Music Lesson Plan

Title: Classical Music Adventure

Grade Level: 2nd

Objectives:

Students will learn about different kinds of musical instruments, and how they each help to create music. They will be able to identify various instruments in a song, and what family of instruments they come from (Brass, Percussion, Woodwinds, Strings).

Source:

<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

Materials Needed:

- Musical Instruments
 - 5 drums
 - 5 tambourines
 - 5 triangles
- Music Songs
- Whiteboard and Marker

Procedure:

1. Introduction (1 minute):

- Gather the children in a circle or sitting area.
- Start by introducing teachers and creating a welcoming atmosphere.
- Ask the students if they have ever heard classical music or heard of it.
- Ask if the students have a favorite instrument or if they know how to play any instruments

2. Instrument Reflection/Formative Assessment (2-3 minutes):

- Teacher will play 30 seconds of the song and ask students to identify any of the instruments they hear
- Teacher will then stand to the whiteboard and ask students to list out all of the instruments they know in general
 - Write down all of the instruments being mindful of what family they are in

- Ask students what the grouped instruments have in common, and then introduce families of instruments
- Tell students today we will be focusing on percussion instruments in classical music

2. Instrument Pass (3 minutes):

- Ask students to stand in their circle and walk around as they grab the instruments, ask them to stand and remind students of “You get what you get, and you don’t get upset!”
 - 5 drums, triangles, tambourines
- Have students return to circle in seats and remind them to keep the instruments in front of them and their hands in their lap.

3. Playing Activity (6 minutes):

- Introduce the activity
 - Students will become members of a band and play the percussions along to the classical music
- Ask students to listen to the song, after about 1 minute of listening, restart the song
 - <https://www.youtube.com/watch?v=bOXFrgB083A>
- Ask the students to begin to play along when they are cued in
 - One teacher will watch the video to help cue (with instruments**) while one helps keep students engaged and on beat individually
 - After about 1-2 minutes of steady playing students may switch instruments
 - Each student will get a chance to play each instrument

6. Cool-down and Conclusion (1 minute):

- Let the music stop
- Have the children sit down in a circle.
- Ask them to share what their favorite instrument was and why
 - Ask them what family of instrument it was
- Ask students about instrument families one more time
- Express your appreciation for their participation.

9. Instruments Away and Dismiss (1-2 Minutes):

- Thank the children and any accompanying adults for joining the lesson.
- Ask students to stand up in a single file line and put the instruments away
- Allow for transition to next lesson

- **Music Standards Met:**

-
-

Music Standards Utilized:

CREATING	Essential Question How do musicians generate creative ideas?	<u>Anchor Standard:</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work • AS 2: Organize and develop artistic ideas And work
PERFORMING	Essential Question How do performers interpret musical works?	<u>Anchor Standard:</u> <u>AS 4:</u> <u>Analyze, interpret and select artistic work for presentation</u> • <u>AS 5:</u> <u>Develop and refine artistic work</u>
RESPONDING	Essential Question How do we discern the musical creator's and performer's expressive intent?	<u>Anchor Standard:</u> • AS 7: Perceive and analyze artistic work
CONNECTION	Essential Question How do musicians make meaningful connections to performing, creating, and responding?	<u>Anchor Standard:</u> <u>AS</u> <u>10: Synthesize and relate knowledge and personal experiences to make art</u>
