

Instrument

Music Lesson Plan

Title: Follow the Beat

Grade Level: 2nd or 3rd grade

Source: Youtube

Materials needed: speaker, drums, kids!

Procedure:

A.S: AS 2: Organize and develop artistic ideas and work

1. Ask the students if they have ever played a musical instrument
 - a. What's your favorite instrument?
2. Have the students explain the rules of using instruments to you
3. Pass out instruments (drums or rhythm sticks)
4. Once everyone has an instrument have them play different ways
 - a. Fast/slow
 - b. Loud/quiet
5. Ask 3 students to make a rhythm for everyone to follow
6. Play the song (<https://www.youtube.com/watch?v=RsQZX7Hhqug>)
 - a. Listen to the beats then copy them
 - b. Have the students then play quiet and follow the beats then loud
 - c. Speed up the song and have them try that
7. Ask the students if they've ever heard the song "Bingo was his name, oh?"
8. Tell the students we are going to listen to the song and try to play with the lyrics
 - a. Ask the students if they know what a rest is/explain

Rest definition: **rest** is the absence of a **sound** for a defined period of time in music, or one of the **musical notation** signs used to indicate that.

The length of a rest corresponds with that of a particular **note value**, thus indicating how long the silence should last. Each type of rest is named for the note value it corresponds with (e.g. quarter note and **quarter rest**, or quaver and quaver rest), and each of them has a distinctive sign.

9. Play the song (<https://www.youtube.com/watch?v=frnпкиVFW6M>)
 - a. Listen to the song and play along with it
 - b. Make sure they are resting during the correct times and playing during the correct times

Closure: Ask the students if they liked the first or second song better

Educational Objective: By the end of this lesson, students will have learned how to identify the rest of a song while also memorizing a rhythm in a song.

Music Standards Utilized:

<u>CREATING</u>	<u>How do musicians generate creative ideas?</u>	<u>Anchor Standard: AS 1: Generate and conceptualize artistic ideas and work</u> <u>AS 2: Organize and develop Artistic ideas and work</u>
<u>PERFORMING</u>	<u>How do performers select repertoire?</u>	<u>Anchor Standard: AS 4: Analyze, interpret and select artistic work for presentation</u> <u>AS 7: Perceive and analyze artistic work</u>
<u>RESPONDING</u>	<u>How do individuals choose music to experience?</u>	<u>Anchor Standard: AS 7: Perceive and analyze artistic work</u> <u>AS 8: Interpret intent and meaning In artistic work</u>
<u>CONNECTION</u>	<u>How do musicians make meaningful connections to creating, performing, and responding?</u>	<u>Anchor Standard: AS 10: Synthesize and relate Knowledge and personal experiences to make art</u>

<u>Social Emotional Learning (SEL standards)</u>	<u>Students are learning to make connections with music.</u>
<u>Cognitive Learning</u>	<u>Students will listen to sounds and have to memorize them to then copy them.</u>
<u>Physical Learning</u>	<u>Students will be playing drums following directions on what volume and speed to play.</u>

<p><u>Non-Musical Subjects</u></p>	<p><u>Students will be able to recognize the difference between the speed and volume of sounds.</u></p>
<p><u>Universal Design for Learning (UDL)</u></p>	<p><u>Offer ways of customizing the display of information (</u> <u>checkpoint</u> <u>1.1)</u> <u>Clarify vocabulary and symbols (</u> <u>checkpoint</u> <u>2.1)</u> <u>Vary demands and resources to optimize challenge (</u> <u>checkpoint</u> <u>8.2)</u> <u>Offer alternatives for auditory information (</u> <u>checkpoint</u> <u>1.2)</u> <u>Offer alternatives for visual information (</u> <u>checkpoint</u> <u>1.3)</u></p>