\*Name: Megann Sala

\*Grade Level: Grade 1

\*State Core Music Standards (draft):

For example: Cr1.1, Cr 2.1, Cr. 3.1., 3.2, copy and paste the standard(s) here:

~~Cr. 2.1~~

**Pr 4.2: Performing: Analyze**

Analyze the structure and context of varied musical works and their implications for performances.

**Pr 5.1: Performing: Rehearse, Evaluate, and Refine**

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

~~Pr. 6.1~~

~~Re. 7.2~~

\*Prerequisites: Students are able to:

* Sing Pease Porridge Hot with motions independently
* Sing So and Mi with handsigns
* Identify So and Mi on a staff
* Read and clap ta and ti-ti, 2/4 meter, with repeated sign

\*Objectives/Outcomes (no more than five) – for example, artistic skills/knowledge/contextual learning:

At the end of the lesson, the students will be able to:

1. Identify “do” in the first space, the key of F.
2. Sing Pease Porridge Hot with solfege and handsigns (so-mi-do) accurately.
3. Perform ta, ti-ti, Z of Pease Porridge Hot accurately

\*Procedures:

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| **Sequence/Time** | **Activity** | **Procedures** | **Materials** |
| Day 2(Day 1 – Pre-prepare) | ReviewLabel DoApply Do | 1. Review Pease Porridge Hot with motions.
2. Review and count lines on staff visual using a hand.
3. Refer to “Roll Over” visual aids, ask “Where is the new note?” (first space)
4. Ask, “What is the solfege of the note in the third space?” “What is the hand sign for So?”
5. Sing the song to the students while playing bells. Students should not sing.
6. At “Nine Days Old,” point out that there is no note for “Old” and that there is a question mark in the lyrics.
7. Ask students, “Do you remember the new note from “Roll Over” that was a skip away from mi?”
8. Let one student place a dot in space they remember the note is. Let the students discuss if it’s correct and then let them listen to the bells.
9. Review hand sign for the new note.
10. “We give a new name to this note. We will now call it “Do.” Label Do on the visual aid.
11. Have students sings and do hand signs for So-Mi-Do, on the last phrase of Pease Porridge.
12. Point to the repeat sign and ask, “What is this?” “What do we do when we see it?”
13. Sing the entire song with solfege slowly, phrase by phrase. Make sure they are putting their rests on their shoulders.
14. If there is time, play a game to help them memorize the song. Have them solfege the first phrase, and then cover the phrase and have them try to do it again from memory.
15. Have students try to combine and solfege multiple phrases without music or lyrics.
16. Label the form of the music in the visual.
17. Have students clap and sing the rhythm patterns.
18. Sing the entire song.
 | 1. Staff Visual
2. So-Mi-Do Bells
3. Pease Porridge Hot Visual
4. Pease Porridge Hot Visual
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Assessment:

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| 4 | 4 = student sang the entire song with head voice, precise pitches, accurate rhythm, appropriate tempo, and excellent posture. |
| 3 | 3 = student began on correct starting pitch, sang with head voice, 1-3 inaccurate pitch/interval and rhythm, good tempo, and appropriate posture. |
| 2 | 2 = student did not start on the correct pitch, sang without head voice, with 4—5 incorrect pitches and rhythm, inconsistent effort in demonstrating tempo, and poor posture.  |
| 1 | 1 = student did not use head voice, sang without tonal center, no evidence in demonstrating tempo, and poor posture.  |

Teacher’s reflection/talk: