

Name: Elizabeth Frasciello

Grade: 2nd Grade

Title: Caterpillar

Musical Focus: concepts/skills to emphasize

- | | |
|---|--|
| <input checked="" type="checkbox"/> Playing instruments | <input checked="" type="checkbox"/> Timbre |
| <input type="checkbox"/> Singing | <input type="checkbox"/> Harmony |
| <input type="checkbox"/> Melody | <input type="checkbox"/> Creating |
| <input type="checkbox"/> Rhythm | <input type="checkbox"/> Movement |
| <input type="checkbox"/> Expressive Qualities | <input type="checkbox"/> Form |

Materials:

Various unpitched percussion instruments

"Family Labels"

Poem: Only My Opinion by Monica Shannon

Objective: Explore (unpitched) instrument sounds; timbre

National Standard(s) Addressed:

- Singing, alone & with others, a varied repertoire of music
- Performing on instruments, alone & with others, a varied repertoire of music
- Improvising melodies, variations and accompaniments
- Composing & arranging music within specific guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music & music performances
- Understanding relationships between music, the other arts, & disciplines outside the arts
- Understanding music in relation to history and culture

Assessment:

- | | |
|--|---|
| <input type="checkbox"/> Written | <input checked="" type="checkbox"/> Informal |
| <input checked="" type="checkbox"/> Individual | <input checked="" type="checkbox"/> Performance |
| <input checked="" type="checkbox"/> Group | <input type="checkbox"/> Other: |

Lesson Critique:

Preparation:

(Unpitched percussion families)

Selected instruments on the floor (same as will be used for Caterpillar)

4 Labels: Woods, Skins, Metals, and Rattles

When called, students will come choose an instrument and bring it back to their seat in position zero

Sequence:

Demonstrate how to test an instrument

Give students the chance to test instrument - lights off with be the cue to go into position zero

Reciprocal Teaching: Allow students to find their own problems/confusion while trying to organize instruments (problematizing)

Ss should make an educated guess (predicting)

With the help from the class, T should help Ss come to a final/correct conclusion (clarifying)

With out any talking - If you think you have a skin instrument, come place it by the skin label. (Ss explain)

Continue with metals, woods, and rattle

Assess: Individual - what do students know about unpitched percussion families?

Let students discover sounds and teach each other

Speak Poem:

Is a caterpillar ticklish?

Well, it's my belief

That he giggles

As he wiggles

Across a hairy leaf!

Read together - solo readers

Powerpoint with poem - certain highlighted words (instrument cues)

Count off caterpillar, ticklish, giggles, wiggles, hairy (each student choose an instrument that sounds like your word) - practice perform

Continue until everyone has had a turn

Assess: Individual informal performance - What kind of choices did students make?

Depending on class - group performance

Ss take instrument from beginning of class

Test it out - remember what it sounds like

Raise your hand if you think your instrument has a caterpillar sound

Continue with all words until all Ss have a group

Read through poem and clap where you would play your instrument

Read through poem (poem leader) and play instruments

Read through with all word and instruments, read through without special words (only instruments on special words)

Assess group informal performance - Ability to follow directions?

What kind of choices did students make in terms of word & instrument? Are Ss using proper instrument playing technique?