

Name: Elizabeth Frasciello

Grade: 3

Title: Great Big House on Instruments

Musical Focus: concepts/skills to emphasize

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

Materials:

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: |

Preparation:

40 stories to BX - find big drink and big apple - play with finger mallets

New Orleans to AX - find a big apple - play with finger mallets

Big House group to SM/AM (Small Drink and Large Drink) finger mallets

40 stories - what does your part look like with finger mallets?
Hand out mallets when pumpkin pie looks good

N. O. - what does your part look like with finger mallets?
Hand out mallets when NO looks good

BH - what does your part look like with finger mallets?
Hand out mallets when BH looks good

Position 1! 2! 0! 2! Etc. 3! Ready to play

Start with NO - play through your whole pattern
Add 4S - play through whole pattern together
Add BH - play through whole pattern together

Isolate any struggling parts

Ss all play - T sings first verse

Inst. soloist from each section - other Ss sing 2nd verse

New inst. Solo - other Ss sing 3rd verse

Lesson Critique: