

Name: Elizabeth Frasciello

Grade: 2<sup>nd</sup> grade

Title: Ram Sam Sam

**Musical Focus:** concepts/skills to emphasize

- |   |                                   |
|---|-----------------------------------|
| <input checked="" type="checkbox"/> Playing instruments | <input type="checkbox"/> Timbre   |
| <input checked="" 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:**

**Visual of words with instrument cues**

**Finger cymbals**

**Alto xylophone**

**woodblock**

**drum**

**Objective:** Playing instruments correctly in tempo with song.

**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 type="checkbox"/> Individual       | <input checked="" type="checkbox"/> Performance |
| <input checked="" type="checkbox"/> Group | <input type="checkbox"/> Other:                 |

**Sequence:**

Sing through Ram Sam Sam – what kind of words are these?

Nonsense words – Children’s game from Morocco

- Echo me (sing one line at a time) – in F
  - o (A Ram Sam Sam A Ram Sam Sam Guli guli guli guli guli Ram Sam Sam) x2
  - o (A Rafi, a rafi Guli guli guli guli guli Ram Sam Sam) x2
- Sing through adding movements
  - o Pat knees on “Ram Sam Sam”
  - o Circle fists on “guli”
  - o Shake hands in air on “A Rafi”
- Take a look at the board – What words look different?
  - o We should do something special with those words
- Demonstrate Finger cymbal on “a **RA**fi”
  - o Give instrument to calm quiet student
- Sing through demonstrating woodblock on “guli”
  - o Instrument to student, finger cymbal to diff. student
- Sing through demonstrating alto xylophone part (F & C)
  - o Rotate instruments, one student plays xylophone
- I need someone to keep a steady beat for me on the drum
  - o Sing through practice performance with all instruments
- Trade instruments for FINAL PERFORMANCE

**ASSESS:** Are student playing instruments at the right time and being conscious of the steady beat?

**Lesson Critique:**