

Name: Elizabeth Frasciello

Grade: 1

Title: Top Secret Revealed

Musical Focus: concepts/skills to emphasize

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

Materials:

***Powerpoint of words to Top Secret,**

Objective: Keep steady beat to poem.

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 type="checkbox"/> Group | <input type="checkbox"/> Other: |

Preparation:

Ss enter to riser seats, *ppt. up on board

Sequence:

Fill in my blanks: Show slide with pictures

Please don't read this _____

Keep it _____ for me

This _____ is top secret

It's not for you to _____

*Pictures should be hints for SS

Try filling in the blanks now

Show slide with blanks, not pictures

T reads and leaves blanks - Ss fill in blanks

Read again - let's clap after every line

Does anyone think they can say a whole line by themselves?

Allow students to read entire lines as solos

Build up to Ss saying entire poem without T help

Who would like to know what the secret is?

Let Student open letter (Do this, then that in a piece of paper with symbols showing body percussion pattern)

Let Ss share ideas of what that means

Pat Lap to beat: do this

Clap to beat: then that

Repeat pattern - Ss join

Copy me:

'Do this, then that' patterns with student echo

Raise your hand if you have a 'do this, then that' you want to share

Student leaders - class echo

Use one of the student patterns and add it to Top Secret poem

Practice as class

Break up into pairs - create a "do this, then that"

Decide what to do on "do this"

Decide what to do on "then that"

Practice to words "do this, then that"

Practice to Top Secret poem

Back to risers!

Perform on circle rug one pair at a time

1st: do pattern twice to "Do this, then that"

2nd: Do pattern to Top Secret Poem

Allow Ss to evaluate each other's performances: What did you notice about their performance?

ASSESS: Can each student keep a steady beat during poem?

Lesson Critique: