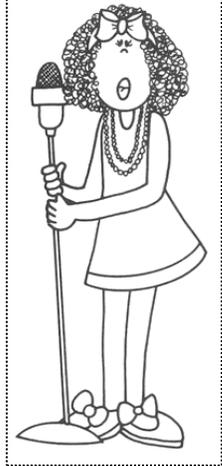


Music Lesson Plans: Judkins



ljudkins:2013-2014

Grade: **Second Grade**

Title: **Meet Me in Music**

Week: October 21- November 22

Source: Various

Materials: Orff instruments, Drums, lyric sheets, iPod, written music

MPG/Big Idea:

MPG1: Develop skills in music reading

MPG4: Make value judgments about music

State Standard:

9.1

9.4

Enduring Understandings:

1. Music reading skills provide the basis for creating, understanding and performing music
4. Music is a lifelong avocation that requires personal choices and critical response
5. Knowledge of vocal and instrumental techniques are necessary to properly produce quality music

Essential Questions:

1. What is music?
4. What makes good music good?

Knowledge:

1. Music ideas can be organized
1. Proper instrumental skills will create a more confident instrumentalist
2. Instrumental performance requires a combination of elemental skills
1. Beat and rhythm are different

Skills:

Form

3. Distinguish between the use of the following forms: AB, ABA, call/response and echo

Instrumental Skills

1. Play instruments independently and confidently while other students sing or play contrasting parts
2. Play instruments in combination while developing basic mallet techniques
3. Play a melodic ostinato
4. Perform accompaniments using body percussion and/or classroom instruments

Aesthetic Response

1. Demonstrate quiet and appreciative attention to the performance of others and express criticism of

Procedure:

Gilly, Gilly, Gilly, Good Morning

1. Learn the song by rote
2. Once students can perform the selection with accuracy discuss proper mallet techniques
3. Discuss the term bodoun
4. Discuss the form of the piece: AB
5. Have one group of students perform the bodoun on the A section while the other students stand behind and sing
6. On the B section all students will sing while students rotate positions
7. As students become more adept at playing the bodoun, increase the tempo of the selection

Shake the Papaya Down

1. Discuss the origins of the selection. Shake the Papaya Down is a traditional Jamaican children's calypso song. A kind of music in syncopated

- a performance with clapping, compliments or constructive criticism
- 2. Demonstrate audience behavior appropriate for the context and style of music performance

Rhythm: Beat, Meter, Duration, Rhythmic Patterns

- 1. Demonstrate steady beat, strong beats and simple rhythmic patterns
- 5. Echo rhythmic patterns

Vocal Skills

- 1. Match pitches while expanding vocal range
- 2. Sing simple songs in their entirety
- 6. Perform one or more of the following: traditional songs, singing games, chants, rhymes and/or dances from various cultures

- rhythm, with words on a topical theme.
- 2. Discuss the history of the song. It is the job of some of the people and children in South American to climb papaya trees and shake the yellow fruit off of the branches. The song was often sung by children to pass the time as they worked shaking the trees.

- 2. Learn Shake the Papaya Down by rote
- 3. Define syncopation. Playing rhythms on more upbeats than downbeats.
- 4. Have the students sit in a drum circle.
- 5. Begin with a four-beat steady beat pattern.
- 6. Once students can maintain the four-beat pattern, switch to the upbeat.
- 7. Slowly introduce the syncopated rhythm having students pass it around the drum circle.

ti ta ti ti ti ta
L R L R L R

- 8. Once the rhythm makes it completely around the circle, have the entire circle try the pattern together working toward performing the pattern for 8 measures, then resting 8 measures, playing for 9 measures and ending with quarter quarter quarter rest.
- 9. Once students can complete the entire drumming pattern, add the music.
- 10. Increase the tempo as students become comfortable with the syncopated rhythm.
- 11. And finally, have students play with [youtube.com/watch?v=FGIGOKJx7f4](https://www.youtube.com/watch?v=FGIGOKJx7f4) (Shake the Papaya Down~Visual Musical Minds)

It's You I Like

- 1. Discuss the Pittsburgh connection to this selection
- 2. Students will learn the selection by rote.
- 3. All students will be guided through proper vocal production and technique.
- 4. The class will discuss audience etiquette and how to implement proper stage/performance etiquette
- 5. Students will work in small groups to master memorization of the lyrics

Assessment:
-formative assessment