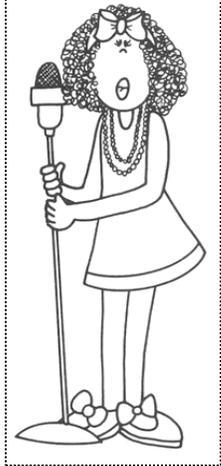


Music Lesson Plans: Judkins



Grade: **Fifth Grade**

Title: **Meet Me in Music**

Week: October 21- November 22

Source: Various, youtube.com/Radford College

Materials: buckets, drum sticks, Promethean Board, flip chart, lyric sheets, iPod, written music

MPG/Big Idea:

MPG1: Develop skills in music reading

MPG2: Perform with musical expression

MPG4: Make value judgments about music

State Standard:

9.1

9.4

ljudkins:2013-2014

Enduring Understandings:

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

Essential Questions:

1. What is music?
2. How can music be expressive?
4. What makes good music good?

Knowledge:

1. Everyone can sing
2. Proper vocal skills will create a more confident aesthetically pleasing singer
3. Singing songs from memory allows for more flexibility to personalize music
4. Singing a wide variety of music either alone or in groups will create challenging singing scenarios
1. Music is a personal choice
3. Audience etiquette is a necessary part of being a responsible music consumer
1. Music is a personal choice
2. Articulating personal choices should correspond with knowledge of music terminology
1. Melody has its own notation
1. Beat and rhythm are different
2. Rhythm has its own notation
3. Meter determines how beats are grouped
1. Proper instrumental skills will create a more confident instrumentalist
2. Instrumental performance requires a combination of elemental skills

Skills:

Vocal skills

1. Demonstrate various uses of the voice (head

Procedure:

Clapping Game

1. Introduce the following rhythms:

- voice, chest voice and falsetto)
2. Match pitches across and expanded range
 3. Demonstrate appropriate tone quality, posture, clarity of diction and breathing
 4. Demonstrate confidence in solo singing by singing songs confidently and with correct notes and rhythms
 5. Sing songs from memory
 6. Perform one or more of the following: traditional songs, folk dances, line dances, action songs and singing games from various culture
 7. Sing expressively using variations in tempo, dynamics, style and phrasing

Aesthetic Response

1. Demonstrate quiet and appreciative attention to the performance of others and express criticism of a performance with clapping, compliments or constructive criticism
3. Demonstrate attentiveness and be actively engaged when listening to a piece of music of appropriate length and complexity

Rhythm: Beat, Meter, Duration, Rhythmic Patterns

1. Demonstrate steady beat, strong beats, the upbeat, the off-beat and simple rhythmic patterns
3. Perform music with meter of 2, 3 or 4
4. Perform rhythmic patterns which include whole note, dotted half note, half note, quarter note, paired eighth notes, eighth note, whole rest, half rest, quarter rest and eighth rest
5. Identify measure, bar line, double bar line, repeat sign and meter signature

Instrumental Skills

1. Play instruments independently and confidently while other students sing or play contrasting parts
2. Play instruments in combination while demonstrating proper mallet skills
3. Demonstrate combination skills of reading and playing
4. Perform accompaniments using body percussion and/or classroom instruments

- Quarter note- Paired eighth notes- Paired eighth notes quarter note
2. Have students practice 4 of each rhythm with a steady beat
 3. Identify that each rhythmic pattern has a specific direction assigned to it.
 4. Quarter note= moves in the same direction
 5. Partner Eighth Notes= switch directions
 6. Ti ti ta= move in the same direction skipping one person
 7. One student begins with a ta, from there the following students can choose any pattern but must remain on the beat
 8. Any student who does not remain on the beat must sit
 9. The last remaining student becomes the "judge"

Bucket Drumming

1. Listen to the Bruno Mars recording and have the students sing-a-long if they choose.
2. Discuss the origins of the song. Uptown Funk is a song recorded by British record producer Mark Ronson and American singer and songwriter Bruno Mars. The song was released on November 10, 2014. The song immediately became a worldwide phenomenon with a major impact on pop culture. Uptown Funk spent 14 consecutive weeks at number one on the Billboard Hot 100 in the US. The song won two Grammy Awards, including "Record of the Year" and is the fifth most watched YouTube video of all time! Can you believe it's been almost three years since the song was released?
3. Ask students to discuss their perspective on why the song was so popular.
4. Review rhythms (Half note, Half rest, Quarter note, Quarter rest, Sixteenth note, Eighth note, Eighth rest) and the terms measure, bar line, and double bar line
5. Discuss the meter of the selection
6. Demonstrate proper mallet grip
7. Demonstrate the three bucket techniques used in the selection
8. Introduce and practice each recurrent rhythmic theme
9. Begin adding each rhythmic pattern by rote increasing the tempo as students are increasingly comfortable with the music
10. Students will need to be quite adept at performing their parts with a fast tempo and a steady beat. Once they are prepared, add the

	<p>music</p> <p>Don't Give Up On Me</p> <ol style="list-style-type: none">1. Students will learn the selection by rote.2. All students will be guided through proper vocal production and technique.3. The class will discuss audience etiquette and how to implement proper stage/performance etiquette4. Students will work in small groups to master memorization of the lyrics
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Assessment:
-formative assessment