

Multi-dimensional Learning in the 5th Grade General Music Classroom

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Lesson Plan

Music Standards Being Addressed:

- MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
- MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose
- MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Materials of Instruction

- “Hey Ya Na” (Edwards, 2009.)
- “Chumbara” (Thompson, 2018.)
- Sound and projection system
- Piano
- Xylophones and mallets for small group of students
- Small rock for passing game
- Unpitched percussion instruments for small group of students

Objectives

- Students will engage their body and focus their mind through the Brain Dance.
- Students will perform rhythm patterns accurately and in-time using the Rhythm Drill Video.

- Students will demonstrate an understanding of rhythm value relationships by performing the given note to the steady beat during the Rhythm Value War game.
- Students will exercise their voices and show their vocal range by echoing the slide whistle.
- Students will sing the song “Chumbara” with mostly accurate pitches and rhythms.
- Students will perform a Native American song, “Hey Ya Na” by singing and with xylophone and unpitched percussion accompaniment
- Students will improvise their own part on the xylophone during “Hey Ya Na” within the parameters given by the teacher.

Lesson Sequence

1. Teacher leads Brain Dance Sequence to a song of her choosing for that day.
2. Students clap and pat along with the “Rhythm Drill” video.
3. Teacher holds up various cards with musical note values (quarter, eighth, sixteenth) and students perform whatever rhythm they see on a loop until the card is changed.
4. Students are divided into 2 teams, and teacher shows a different card to each team, but they must maintain their part.
5. Once this is finished, teacher plays various melodic patterns on the slide whistle, and students echo it back using their voices.
6. Next, students review singing and body percussion for the Native American song, “Hey Ya Na.” The teacher plays the piano to accompany them. Their body percussion mimics the crossover pattern that is used later on the xylophones.

7. Once students have mastered this, they form a circle on the ground in preparation for the passing game that goes with the song. Students practice the passing game without a guesser in the middle yet, to establish the steady beat.
8. Teacher invites several students to join her on the xylophones to accompany the game. Students watch and mimic the teacher's patterns on the xylophones until they are ready to add the voices.
9. At this point, the xylophones are playing and the students are singing, so it is time to introduce the passing game. One student is the guesser in the middle. That student closes their eyes during the A section then opens their eyes for the B section to see if they can identify which student in the circle has the rock in their hand on the final beat of the song.
10. Students on the xylophones choose someone to take their place and teach them the xylophone part through peer learning.
11. Teacher introduces a new part for unpitched percussion instruments and invites a few students to play them.
12. Once students are comfortable on all parts, teacher invites students to improvise their own patterns using only the pitches that they had been performing earlier on the xylophones.
13. This continues until all students have had a turn playing and improvising on a xylophone.

Assessment(s) (You should have a specific assessment for each objective you wrote) How will you know that students have learned what you have taught? What will students do to demonstrate their learning?:

- The teacher will listen to students to hear if they are playing correctly and singing with accurate pitches.
- The teacher will observe students playing the xylophone for accuracy.
- The teacher will observe students playing the game for steady beat and understanding of A and B sections.