

Elementary Lesson #1

Teacher Candidate Name:	Danica Mickelson
Grade Level:	First Grade
Subject:	General Music
Date:	January 9, 2017

PLANNING

<ul style="list-style-type: none">• 1.MU.Cr.1.1.b. With limited guidance, generate musical ideas in multiple tonalities and meters.• 1.MU.Cr.2.1.a. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.• 1.MU.Pr.4.1.a. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.• 1.MU.Pr.4.3.a. With limited guidance, demonstrate and describe music's expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation, and style).
List the Learning Objective(s) to be addressed in this lesson:
Students will be able to: <ul style="list-style-type: none">• Hear and recognize the different between different tempos and styles of music• Ask questions about genres• Move with the beat of the music
Describe how the objective is relevant to students' lives. (Rationale)
According to the South Dakota Standards for Music Education, identifying different kinds of music is an important skill to acquire in a music classroom. In students' lives, they hear all kinds of different music whether they are at home, in class, outside, in a car, etc. If students can identify different genres and styles of music, they are then able to open up their horizons to new and different kinds of music.
List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary)
<ul style="list-style-type: none">• Dalcroze• Beat• Genre• Style• Movement• Melody• Instruments• Harp• Piano• Trumpet• Cello• Bass• Violin
List the materials you will need to teach the lesson.
<ul style="list-style-type: none">• Smartboard• Laptop• Internet access• Projector• Speakers• Youtube

ASSESSMENT

Pre-Assessment: Explain how you know your students are ready for this lesson:

In order to assure the students' readiness prior to this lesson, I will review with the students about our lesson before that dealt with moving to different genres of music. In a before lesson, the students were able to find the beat within the music

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:

I will be using the smartboard to show the students' the Youtube video of "Everybody Wants To Be A Cat". I will also be using the speakers to project the sound of the pieces being played for the lesson.

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).

Based on the information that I have gathered, the first grade has no children with disabilities or any behavioral issues.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.

I will be using the warning system for the first grade class. The students will be allowed two warnings. If a student receives more than two warnings, he or she will be moved to a different spot. If the students are given more than two warnings as a class, we will move onto something different.

LESSON IMPLEMENTATION

Lesson Opening Describe how you will engage students (hook)

- The first grade class will walk down the hallway to the music room. They will have a seat on the floor on the circle.
- While walking into the room, Disney music will be playing because it easily gets their attention.
- After getting into the room and sat down, I will slowly turn the music down/off and ask the students what they heard.

List Activities (modeling, guided practice, rehearsal techniques, etc.)

- The students will be given the opportunity to close their eyes and listen to a little bit of each piece.
- Once the students have listened to a little bit of each piece, I will ask them to move according to the way the music sounds.
- The pieces that the students will listen to include: Darth Vader March, Let It Go, Beethoven Moonlight Sonata, Under the Sea, and Everybody Wants to be a Cat.
- While the students are moving and dancing, I will ask them questions about the way they are moving and why they are doing it that way.
- On the last song played, Everybody Wants to be a Cat, I will allow the students to watch the music video for educational purposes.
- The music video has different instruments in it and I want to point them out to the students.

Lesson Evaluation Describe how you will determine the success of your students (Include a blank copy of your post-assessment (if applicable))

I will use formative assessment in this lesson by asking the first grade class about genres and styles of music and why the students move the way they do.

Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity

- Before class ends, we will sing our line-up song and line up quietly.
- Once the students are done singing and are lined up quietly, they will be walked back to their classroom without talking.

REFLECT

(Teacher performance and teaching strategies)

Describe what went well.
In my lesson, I believe that the first graders responded very well to the music and they already knew exactly how to move to the beat, which impressed me.
List and describe challenges.
There were a few challenges during this particular lesson. The first graders had a hard time staying focused and just wanted to dance however they wanted. Another challenge that I faced was that they did not always know how to comprehend what I was saying about the lessons and did not always respond to questions that were asked.
List and describe strategies for improvement.
I believe that I could do a better job being clearer about giving directions to the first graders, but this was my first lesson so I think there is plenty of time for me to improve in my teaching habits.

PLANNING

Elementary Lesson #2

Teacher Candidate Name:	Danica Mickelson
Grade Level:	Kindergarten, Second Grade
Subject:	General Music
Date:	Thursday, February 23, 2017

List the State Standard(s) to be addressed in this lesson:
<ul style="list-style-type: none"> • K.MU.Pr.6.1.a. With guidance, perform music, alone and with others, with expression. • K.MU.Cn.10.1.a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • 2.MU.Pr.6.1.a. With minimal guidance, perform music, alone and with others, for a specific purpose with expression and technical accuracy. • 2.MU.Pr.5.1.a. With minimal guidance, apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
List the Learning Objective(s) to be addressed in this lesson:
Students will be able to: <ul style="list-style-type: none"> • Hear and recognize the difference between Baroque and Classical music • Ask questions about Classical period • Perform and learn by rote
Describe how the objective is relevant to students' lives. (Rationale)

According to the South Dakota Standards for Music Education, performing is extremely important and is listed several times throughout the standards (guidelines). Performing needs to be taught because it teaches students confidence and how to believe in themselves by being up in front of an audience. Students will also be taught on how to differentiate between music and their textures.

List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary)

- Melody
- Tune
- Balanced phrases
- Classical
- Baroque
- Composer
- Instrument
- Orchestra
- Medieval
- Renaissance

List the materials you will need to teach the lesson.

- Piano
- Smartboard
- Laptop
- Quaver
- Internet access
- Projector
- Summer Camp CD
- CD Player
- Speakers

ASSESSMENT

Pre-Assessment: Explain how you know your students are ready for this lesson:

In order to assure the students' readiness prior to this lesson, I will review with the students on what they learned in the previous lesson. I know that the students are ready for this lesson because we have already gone over Renaissance and Medieval periods and we are just adding on in this lesson.

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:

- Laptop
- Smartboard
- Projector
- Piano
- CD player
- Speakers

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).

Based on the information that I have gathered, the Kindergarten class has no children with disabilities or any behavioral issues. However, second grade does have children with disabilities and one with behavioral issues. The child with a disability sits in the front and understands the music. The child with behavioral issues is always accompanied by a paraprofessional. Sometimes the student is removed from the room if they start acting up or causing danger to anyone.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.

I will be using the warning system for kindergarten and second grade. The students will be allowed two warnings. If they receive more than two, the student will be moved to a different spot. If the students are given more than two warnings as a group, we will move onto something different.

LESSON IMPLEMENTATION

Lesson Opening Describe how you will engage students (hook)

- The Kindergarten and Second grade classes will walk down the hallway to the music room. They will have a seat on the floor on the circle.
- While walking into the room, Classical music will be playing.

List Activities (modeling, guided practice, rehearsal techniques, etc.)

- After listening to the song, I will ask the students what they heard in the Classical music song. (instruments, vocab words)
- After the song, we will discuss what we learned in the previous lesson.
- We will continue to watch and listen to our Quaver Classical episode, stopping in between to discuss.
- After the episode, we will discuss what we learned.
- Once we are done discussing, students will learn Summer Camp by rote.
- We will put what we learned by rote all together until the bell rings.

Lesson Evaluation Describe how you will determine the success of your students.

I will use formative assessment in this lesson by asking questions throughout the lesson about the Classical music episode to gain a better understanding of the students' thoughts and ideas.

Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity

- Before class ends, we will go through their song one more time.
- Students will wait until told to line up quietly.
- Once students are lined up, they will be walked back to their room without talking.

REFLECT

(Teacher performance and teaching strategies)

Describe what went well.

The students did a very good job of following along with the episode and they retained the information quickly and efficiently. While reviewing, they remembered what the episode had talked about. The second grade also applauded when the special needs student answered a question correct.

List and describe challenges

The challenge of this lesson was keeping the students quiet during the Classical episode. Another challenge that I faced was giving out warnings to my students about needing to be quiet.

List and describe strategies for improvement.

I think the one thing I could improve on in this lesson, is keeping the students engaged and excited about the Quaver program. I truly believe that the students enjoyed it, but it is hard for kindergarten and second grade to sit still for that long.

Elementary Lesson #3
PLANNING

Teacher Candidate Name:	Danica Mickelson
Grade Level:	Fifth Grade
Subject:	General Music
Date:	March 13, 2017

List the State Standard(s) to be addressed in this lesson:
<ul style="list-style-type: none">• 5.MU.Pr.4.2.a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.• 5.MU.Pr.5.1.a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
List the Learning Objective(s) to be addressed in this lesson:
Students will be able to: <ul style="list-style-type: none">• Match pitch• Audiate music• Sing music literature• Perform in front of an audience
Describe how the objective is relevant to students' lives. (Rationale)
According to the South Dakota Standards for Music Education, basic singing skills, matching pitch, and being able to use solfege correctly are all important skills to have in a general music classroom. Performing is also mentioned in the standards and needs to be taught because it teaches students how to be confident with themselves. During this lesson, the students are using aural skills, by listening to me, and oral skills when the students sing.
List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary)
<ul style="list-style-type: none">• Rhythm• Audiation• Beat• Repetition
List the materials you will need to teach the lesson.
<ul style="list-style-type: none">• Piano• Music literature• Whiteboard• Markers• Eraser• CD• CD player

ASSESSMENT

Pre-Assessment: Explain how you know your students are ready for this lesson:
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In order to assure the students' readiness prior to this lesson, I will review with the students on what they learned and talked about in the previous lesson. We talked about dynamics and what they mean and how they are using in music literature. I then played the song and had the students point out each dynamic and how they changed throughout the piece.

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:

- Piano
- CD player

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).

Based on the information that I have gathered, the fifth grade has no students with disabilities, but there are a few students who have behavioral issues and are on IEPs. The children on IEPs are sometimes by each other and if they cause problems, they will be moved to a different spot. If they cause danger towards others, they will be removed.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.

I will be using the warning system for the fifth grade. The students will be allowed two warnings. If they receive more than two, the student will be moved to a different spot. If the students are given more than two warnings, as a class, we will move onto something they can handle.

LESSON IMPLEMENTATION

Lesson Opening Describe how you will engage students (hook)

- The fifth grade class will walk down the hallway to the music room. They will be instructed to stand in a circle.
- While walking into the room, Haida will be playing and the students will be listening (audiate).
- The students will participate in sirens, lip trills, and other vocalises.
- As a class, we will go over the correct singing posture by rolling up and putting our shoulders back.
- After vocalises, the students will be instructed to sit down to listen.

List Activities (modeling, guided practice, rehearsal techniques, etc.)

- After listening to Haida, I will ask the students what they heard in the piece that was played.
- I will have the students listen and audiate Haida again.
- The students will listen again and will be instructed to pick out who has the harmony and melody.
- I will hand out the music literature and I will ask the students to sight sing the first page on the top line.
- We will then all sing the second line. Once all the students have each sung both lines, we will split into two groups.
- The students will attempt to sing the assigned parts to put Haida together.
- We will add clapping and stomping on the rests to help the students count and keep the beat.
- We will put what we have learned together until the bell rings.

Lesson Evaluation Describe how you will determine the success of your students.

I will use formative assessment, in this lesson by asking questions throughout Haida and listening to them sing, to gain a better understanding of the students' thought and ideas.

Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity

- Before class ends, we will go through Haida one more time.
- Students will wait until told to line up quietly.
- Once students are lined up, they will be walked back to their classroom without talking.

REFLECT

(Teacher performance and teaching strategies)

Describe what went well.

Once we went through the piece a few times, the students could pick out the harmony and melody very easy.

List and describe challenges.

The biggest challenge was getting each group to come in while overlapping each other. The students were not used to this so it was harder for them to understand the concept.

List and describe strategies for improvement.

Some things that I could do to improve this lesson would be just to have more time with the students. I feel that the students understood the concept of harmony and melody, but I wish they would have had more time to really understand overlapping each other in Haida.