

Grade: 5		Subject: General Music	
Materials: "Scarborough Fair," White board and markers, Barred Instruments, Other percussion instruments		Technology Needed:	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes. MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. MU:Pr4.2.5b When analyzing selected music, read and perform using standard notation. MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences: Auditory, Kinesthetic	
Objective(s) TLW identify 6/ 8 time and rhythms in standard musical notation. TLW compare 6/ 8 time with 3/ 4 time TLW create an arrangement of a folk song with the development of ostinato and improvisation. Bloom's Taxonomy Cognitive Level: Knowledge, Comprehension, Creation			
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will not walk over instruments. Instruments are to be treated with care. When not actively playing instruments, mallets will be set in a resting position (Mummy or Kneecap).	
Minutes	Procedures		
	Set-up/Prep: - Sing "Scarborough Fair." - Ask students to tap the beat with me (and sing when they are able) while singing it again. - Have students stomp on the stronger beat.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) - Write the rhythms on the board without the time signature. - Ask students to mark the stronger beats.		
	Explain: (concepts, procedures, vocabulary, etc.) - Write 6/8 in the time signature. - Explain to students that we have six eighth notes to a bar/measure. - Compare to ¾, and observe that the emphasis is on 1 and 4 rather than on 1, 2, and 3 or just 1.		

	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - Have students create an ostinato in 6/8 using herbs and spices like one might find at Scarborough Fair. Eg. Cinnamon, peppercorn, ginger, etc. - Students take turns singing and playing the ostinato that they developed on barred instruments.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Have students create an ostinato in 6/8 using herbs and spices like one might find at Scarborough Fair. Eg. Cinnamon, peppercorn, ginger, etc. - Students take turns singing and playing the ostinato that they developed on barred instruments.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Participation in movement; moving in time with the beat</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Closing performance/participation with correct rhythms If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	