

Technology in the Music Classroom Lesson Plan Assignments

Name: Kasey Ristow

Lesson Plan Type: Creating, Performing, Responding

Lesson title: Learning to Improvise using known notation and rhythms on the recorder.

Class/Grade: Elementary Music Grade 4

Standards:

4.1.1 (B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.

4.2.1 (A) sing or play a classroom instrument independently or in groups.

4.2.2 (A) read and write music notation, using a system (letters, numbers, syllables).

4.2.3 (A) create rhythmic and melodic phrases.

4.4.1 (A) apply basic criteria in evaluating musical performances and compositions.

Learning Outcomes:

Students will be able to read and play “Hot Cross Buns,” as a group, on the recorder, using the correct notes (B, A, G), rhythms (Half notes, quarter notes, 8th notes, and half rests), posture, and tone.

Students will be able to improvise, individually, on the recorder, using known notation and rhythms.

Students will be able to critique a musical performance, improvisation, composition, or arrangement.

Assessment Evidence:

Teacher will have students identify notes & rhythms using ActiveInspire and Pen. Students will write underneath each note. Students will be called on at random. Success means every student will be able to label the note or rhythm as called upon.

Students will create their own improvisation and write it down, using staff paper and a pencil. Students will record their improvisation using Sound Recorder on the computer. Students will turn in their staff paper to receive a grade. Success means all students complete the activity correctly.

Students will assess themselves by listening to their recording. They will simply tell the teacher if they feel they met expectations, did not meet expectations, or exceeds expectations based on musical terms. Successful lesson means all students think they meet or exceeds expectations.

Prior Knowledge and Skills:

Review “Ram Sam Sam” in the keyboard lab.

Students will need to review rhythms. The teacher will ask the class how many beats each note gets and call on students at random.

Students will need to review how to play A, B, and G on the recorder.

Students will need to review the correct posture, hand position, breathing techniques, etc. before playing “Hot Cross Buns” on their recorder.

Students will review playing “Hot Cross Buns,” as written, before adding improvisation.

Materials:

- MIE Keyboards
- Mac Computer (hooked up to keyboards)
- Recorders on the side of the classroom, each stand is labeled by day, students get the number recorder of the chair they are sitting in, recorders are numbered on the stand.
- Computer-password and username on post it next to keyboard.
- Promethean Board-used with ActiveInspire folder.
- ActiveInspire-click on “Hot Cross Buns” music in ActiveInspire-found on desktop. Will show up on Promethean Board. Students can write the names of the notes underneath on the Promethean Board using the pen. Can also write rhythm numbers underneath.
- YouTube Videos-to show improvisation video.
- Sound Recorder-on computer, on desktop. Use to record each student playing “Hot Cross Buns.”
- Blank Sheet Music and Pencils-to write down improvisation.

Learning Activities:

1. Students start in the MIE Keyboard lab.
2. Talk about and define improvisation. **3 min.**
3. Have students improvise an accompaniment line to “Ram Sam Sam” (previously learned song) using percussion sounds on the keyboards. Students will use headphones so students can practice individually. Partners can switch headphones to listen to each others improvisation. **10 min.**
4. Walk the students back the the music room. **2 min.**
5. Teacher starts by handing out recorders to the students. Call students up by row. Give the number recorder of the chair they are sitting in. Tell students to put their recorder under their chair. **2 min.**
6. Turn on the Promethean Board using the white remote on teachers desk.
7. Teacher clicks on “Hot Cross Buns” folder in ActiveInspire-on the desktop.
8. Ask students to identify the notes (A, B,C). Call on students to come up and write the answer underneath the note using the Promethean Board Pen (in the holder on the Promethean Board). **3 min.**
9. Sing through “Hot Cross Buns” using the note names (A,B,C). Can use piano for guidance. **1 min.**
10. Review how to play A, B, and G on the recorder (1 finger + thumb=B, 2 fingers + thumb=A, 3 fingers+thumb=G). **2 min.**
11. Review correct posture (sitting up straight, head up, left hand on top, right on the bottom), tone (not blowing to hard, say “tu” into the back of hand, no squeaking), make sure all the holes are covered. **2 min.**
12. Sing through “Hot Cross Buns” using the note names, while students finger along on the recorder. They are NOT blowing into the recorder at this time. **2 min.**
13. Finally, have students play “Hot Cross Buns.” Help students struggling with wrong notes, blowing too hard, etc. **3 min.**
14. Review about improvisation. **2 min.**
15. Play an example of improvisation either on YouTube or yourself, on the recorder. **3 min.**
16. Have students practice improvisation on the last 2 measures of “Hot Cross Buns” using A, B, and G. Students will practice as a class, then by rows. **5 min.**
17. Have students practice creating their own improvisation and then write it down on staff paper. **5-10 min.**
18. Once the students have written down their improvisation, have them come to the computer, one at a time, to record their improvisation for “Hot Cross Buns” using Sound Recorder. After recording, have students listen to it and critique their own improvisation. **10-15 min.**
19. Continue recording until all students have had a chance to record and listen. Continue in the next lesson, if needed.