Marisa Desjardins

05-80-316-01

November 14th 2016

Music Mini Lesson

Teacher Candidate Name: Marisa Desjardins

Lesson Plan Information:

Subject/Course: Music

Grade Level: 3

Date: November 21st 2016

Time: 11:00am

Length of time: 5 minutes

Topic: Elements of music

Expectation(s):

C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

C2.1 express personal responses to musical performances in a variety of ways.

C2.2 describe ways in which the elements of music are used in the music they perform, listen to, and create.

Content:

Hook: Ask students to each pick an animal. After giving them a few seconds to decide on an animal, ask each student which one they chose. Ask if all of their animals would get along if they were in a big bed. Why or why not? Next ask students to pick a small animal to represent the “little one” in the song we are about to sing. Ask what is the difference between big and small animals besides size? Suggest that perhaps it is the variances in voice and volume.

Using the chant *Ten in the Bed*, this lesson focuses on teaching the fundamental concept of dynamics. More specifically, students will learn about *forte* (loudness) and *piano* (softness/quietness).

Ten in the Bed:

*There was ten in the bed and the little one said: “roll over, roll over.” Then they all rolled over and one fell off.*

*There was nine in the bed…(repeat same lines above until there is one in the bed)*

*There was one in the bed and the little one said: “come back!”*

Song: Ten in the Bed

Grade: 3

Concepts: dynamics (forte and piano)

* 30 seconds: Begin by having students pretend they are an animal of their choosing. Discuss characteristics of those animals and whether or not all of their animals would get along if they were in one big bed. Discuss the difference between big and little animals (in particular, explore the variances in voices)
* 2 minutes: Teach *Ten in the Bed* using call-and-response. As the students become familiar with repetition in the chant, emphasize the increases in loudness and quietness.
* 30 seconds: Ask the students what happened as we spoke as the little animal (little one).
  + Answer: Decrease in loudness.
  + Introduce concept of *piano*
* 1 minute: Lead *Ten in the Bed* again*,* this time having the “little one” speak loudly.
* 30 seconds: Ask the students what happened when we change the little one’s voice.
  + Answer: Increase in loudness.
  + Introduce concept of *forte*
* 30 seconds: Recap/follow up with the students to check for knowledge acquisition. What did we learn?
  + *Forte* (dynamics; increase in loudness)
  + *Piano* (dynamics; decrease in loudness)

Connections to Curriculum:

This mini lesson asks students to analyze the way they create music, and focus in on some of the many elements of music. Since the song requires students to act/replicate the voices and actions of big and little animals, they are welcomed to communicate their feelings about acting big and small and compare and contrast the two experiences. The actions to go with the song engages students and helps them understand the differences between loudness and quietness (as the actions reflect those elements).

Assessment/Evaluation:

To assess for knowledge acquisition, students will be asked to give examples of *forte* and *piano* sounds. Once enough students have presented examples that are true to the terms, they will be asked the differences between the two musical elements and the effect they have in music. Does each term change the tone/mood of a song?