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| **Teacher: Badovinac**  **Wk 10, Oct. 19** | **K-1st Lesson Plan** | Choose an item.  **Subject: High and Low Pitch, So-Mi, Ta, Ti-Ti** |
| **Lesson Title: Melody** |
| **Focus Area**: *concept/skills emphasized*  Singing  Listening  Tone  Moving   Rhythm  Reading  Writing  Harmony  Melody  Dictation  Form  Pitch  Expression Accuracy  Composition  Style  Technology | **Georgia Standards of Excellence:**  **Creating:**  Choose an item.  Choose an item.  Choose an item.  **Performing:**  ESGM1.PR.1a. Sing accompanied and unaccompanied melodies in a limited range, using head voice.  ESGMK.PR.1a. Sing simple accompanied and unaccompanied melodies in a limited range, using head voice,  Choose an item.  **Responding:**  ESGM1.RE.1b. Describe music using appropriate vocabulary (e.g. high/low, upward/downward, loud/soft, fast/slow, long/short, same/different).  ESGMK.RE.1b. Describe music using appropriate vocabulary (e.g. high/low, loud/soft, fast/slow, long/short)  Choose an item.  **Connecting:**  Choose an item.  Choose an item.  Choose an item. | |
| **Materials:**  **Vocabulary: Rhythm, steady beat, ta, ti-ti, rest** |
| **Essential Question: What is pitch?**    **Learning Objectives:**   * **I Can sing so-mi using head voice** * **I Can describe music using high/low, long/short,** * **I Can read, and play instruments to Ta, Ti-ti** | | |
| **Procedure**:  Review expectations: Mute mic, raise hand to talk,  Review:   * TW have st. warm-up voices, identify if going up or down with voices * TW sing Hello song and class sings song   TW have a few st. sing the lead part  TW have st. identify high and low pitches  TW teach Bee poem by rote  SW pat the beat and say the poem  SW describe the bees and how they are different  SW read the rhythms with ta’s and Ti’s  SW describe how the next slide is different  SW clap the ta’s and ti’s  SW describe the next slide, divide the class and ½ pat and the other ½  Clap the ta’s and ti’s  TW divide the class and ½ plays the steady beat on the drums,  The other half plays the ta’s and ti’s on the sticks = A section  SW say the poem as the B section and repeat the A section  TW introduce so/mi and ask which is the higher pitch, which is the  lower pitch, what is the pattern  SW sign and sing the song with so/mi,  SW sing the song with words and sign the pitches. | | **Justification/Differentiation:**  Teacher works 1:1 with st. who need extra help |
| **Assessment:  Bloom’s Taxonomy Key - I: Remembering, II: Understanding, III: Applying, IV: Analyzing, V: Evaluating, VI: Creating**    ST. will remember ta’s and ti’s, Understand how to play them, Find them in the poem. Look at two lines and tell if they are same or different, tap ta’s and ti’s and steady beat, st. play drums on steady beat and sticks on ta’s and ti’s,  St. sing sol-mi and sign the pitches, St. sign the words and sign the pitches. | | |
| **Supplement/Enrichment:**  If Time: SW sing Harvest songs | | |