

Music Lesson Plan

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Course & Grade: Grade 3 Music and Language Arts **Date:** April 8th, 2021

Unit/Topic: Beats and Rhyme **Time:** 11:30am

Mentor Teacher: Mrs. Smith **School:** Somewhere Elementary

1. Learning Outcomes and Cross Curricular Competencies

a) Two 3-part Learning Outcomes

TS= Teaching strategy

TS= BOPPPs, Outcomes

1. Given direct instruction, plus time to work in small groups, students will carry out activities that will allow them to **explore** what a beat is and where in the song the beats are, as **demonstrated** by their ability to **accurately** march and strum to the beat of the song "Down By The Bay."
2. Given direct instruction along with their prior knowledge, the students will work in small groups to **identify** rhymes within the song "Down by the Bay", as well as **convert** their thoughts into rhymes, as **evidenced** by their ability to **underline** rhyming words and **create** their own verses for the song.

b) BC Grade 3 Arts Education and English Language Arts (ELA) Curriculum

1. Core Competencies:

Communication: Communicating

Profile 3: I communicate purposefully, using forms and strategies I have practiced.

I can communicate clearly about topics I know and understand well, using forms and strategies I have practiced.

2. Understand - Big Idea

Use language as a creative and playful way to help them understand how language works (BC ELA 3)

Dance, drama, music and visual arts are each unique languages for creating and communicating (BC Arts Education 3)

The mind and body work together when creating works of art (BC Arts Education 3)

3. Know - Content knowledge

Literary elements and devices: rhyme & rhythm (BC ELA 3)

Oral language strategies (BC ELA 3)

Music: beat/pulse & form (BC Arts Education 3)

Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment (BC Arts Education 3)

4. Do - Curricular competency

Plan and create a variety of communication forms for different purposes and audiences (BC ELA 3)

Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play (BC Arts Education 3)

5. First Peoples Principles of Learning (FPPL)

Learning is experiential.

Learning involves patience and time.

c) Professional Growth Goal(s):

What am I working on in my teaching practice? How will I gather evidence about this?

Madeline: I want to work on creating lessons and activities that are engaging for my students. I will gather evidence about this by getting more experience in a class and understanding what students want and/or need. I would also like to gain confidence directing a lesson and being in front of the class. While I do have performing experience, and have been in classrooms, I have never had to teach an entire formal lesson. I will gather evidence about this by taking every opportunity to take on leadership roles and speak in front of people.

Charlotte: I am working on slowing down my teaching practice, which means two things. Firstly, I will not move too quickly through lessons and make sure the children have the time to fully understand each concept. Secondly, I will slow down my instructions. This means talking slower, and giving instructions that are shorter and to the point. I will gather evidence about this by noticing if the children are more engaged with my lessons when I slow down.

Raquel: I want to break down the discomfort I feel about singing in front of groups of people. I would consider myself to have a very average amount of musical experience. Looking ahead to instructing a musical lesson to my peers, I am going to need to sing with my classmates, which means that I need to work on my hesitance of singing in public. I will gather evidence about this by reflecting upon how comfortable I felt singing when teaching the class. I plan to build up my confidence by properly preparing for my presentation and practicing it on my own, with my group, and in front of my family. Hopefully, by the time I need to teach my peers, I will be feeling more comfortable singing.

Kate: As a future educator, I want to ensure that I am helping my students to enrich their learning by offering a variety of ways for them to learn and explore new topics. I will gather evidence about this by getting more classroom experience through practicum and practicing lesson plans with my peers.

2. Assessment and Evaluation

Elaborate on the 3rd part (as evidenced by) of each of the two learning outcomes.

TS=BOPPPS, Post assessment


- 1) As evidenced by their physical demonstrations of marching (heart activity) and strumming to the beats, we will be assessing the students' understanding of beats in music. We would formatively assess this by using a checklist to look at how accurately the students identify the beats on a scale of 1-3. Three would be given when the student is always able to always demonstrate the beat, two would be given when they mostly stay on the beat, and one would be given when they rarely identify the correct beats. This is just a checklist for teachers to gauge where their students are at and is not intended to be directly translated to grades. The teacher can also give verbal feedback to aid the students who are clearly struggling.

Checklist:

<https://docs.google.com/document/d/1JRHthDkTP8UmVOI3ggAFT-pM9goaw2dWBEETR40Tt0/edit?usp=sharing>

- 2) As evidenced by the students underlining and highlighting the lyrics, along with their own composition of lyrics using rhymes, we will be assessing how well they can identify rhymes and create their own. We would use both summative and formative assessment strategies. Students would hand in their fill in the blank worksheets and the sheets they used to underline rhymes. The teacher would then give feedback directly on the worksheet for each student to help identify whether or not their rhymes fit the song. The teacher would also be using the proficiency scale to summatively assess their work as they would have been introduced to rhymes in a prior lesson.

Four Point Assessment Rubric

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the assignment and its criteria (see handout) relevant to the expected learning.	The student demonstrates a partial understanding of the assignment and its criteria (see handout) relevant to the expected learning.	The student demonstrates a complete understanding of the assignment and its criteria (see handout) relevant to the expected learning.	The student demonstrates a sophisticated understanding of the assignment and its criteria (see handout) relevant to the expected learning.

If students are 'extending,' they will have developed original rhymes with a more sophisticated vocabulary. This would translate to a 10/10.

If students are 'proficient,' they will use slightly simpler words, while still completing the activity effectively. This would translate to a 8 or 9/10.

If students are 'developing,' they may be repeating words that were initially used in the song. This would translate to a 6 or 7/10.

If students are 'emerging,' some of their words may not rhyme, and they may have incorrectly identified rhymes. This would translate to a 5/10.

3. Considering Student Learning Needs

Adaptations and Modifications

- 1) If a student is unable to march to the beat, some alternative options include tapping their foot, nodding their head, or clapping their hands to the beat.
- 2) We can incorporate multiple forms of representation (audio and visual) as recommended by the Universal Design for Learning (UDL) to help all types of learners, including those with a disability. The Universal Design for learning is

recommended by BC's ministry of education. We will enact this guideline by playing a video of "Down By The Bay" that includes the lyrics on the screen.

- 3) For the fill in the blank worksheet, a student could have their partner scribe for them if they struggle with written output.
- 4) To make the strumming more challenging, the teacher could change up their strumming pattern to something more complicated, while having the students attempt to keep strumming the same beat as before.

4. Required Resources and Equipment

- Guitar (teacher will play)
- Printed lyrics of "Down By The Bay" (one for every 2-3 students)
- Pencils/highlighters for each student
- Fill in the blank worksheet (one for every 2-3)
- Heart stencils for the ground (one per child)
- Projector/computer to play video

5. Content and Teaching Strategies of Lesson

a) Introductory statement (Overview)

TS=BOPPPS, Bridge In

Hello class! In today's lesson we will be applying our knowledge about rhymes to a song, and learn about finding the beat in a song. We are going to sing "Down By The

Bay,” which will be the focus of our activities throughout the lesson. Get ready to do some singing and moving around!

b) Hook

TS= BOPPPS, Pre-assessment

Previously, we read “Kermit the Hermit.” With this book, we looked at what a rhyme is and how to identify rhymes.

Can anyone give me an example of 2 words that rhyme?

Definition of rhyme: When similar or identical syllabus are repeated in different words. It is the end of words that often rhyme.

Kermit The Hermit: https://www.youtube.com/watch?v=Eb1wl7p_d64

c) Content and Teaching Strategies

Unfold the entire lesson here. Indicate estimated minutes for each activity.

- [BOPPPS Model for Lesson Planning \(queensu.ca\)](#) (TS= teaching strategy)
- **LS**= Learning Strategy, and the **FPPL** are italicized.

TS= BOPPPS, Participatory Learning

Introducing the song (approx. 3 min):

First, we are going to start by listening to part of “Down by the Bay” via a youtube video that includes the lyrics.

**For the rest of the lesson Charlotte will play the guitar when using the song.

LS=Guided Practice

Going through the lyrics and finding rhymes (approx. 7 min):

Now everyone will receive a printer copy of the lyrics to read over. In groups of 2-3 *highlight or underline the words that rhyme in the song (Learning is experiential)*. When you are done, we will go over the rhyming words as a class.

LS= Small Group Work/Direct Instruction

Lyrics:

https://docs.google.com/document/d/1a-K3f7V0xM5tnPjFXb_MRyOJ7FsX_jBkJ3GhkHGj5e0/edit?usp=sharing

Introduction to beat (approx. 10 min)

Pose the question: "Does anyone here know what a beat is?"

Answer: If you put your hand over your heart, you should feel your heart beat regularly. This is the same in music. Each song has a pulse or beat that repeats regularly throughout the song.

We will practice learning the beat by marching. Everyone stand up, and we will play the song again. *There are hearts placed on the ground in a circle and you will step to the next heart on every beat (Learning is experiential)*.

**Students should attempt to feel the beat themselves, but if they are having trouble, they can follow along with the teacher.

Now that we know a little bit about what a beat is, we are going to practice strumming the beat of the song rather than marching. Pretend that you are holding a guitar like Charlotte and follow along. You will strum every "beat." *If you are unsure when to strum, you can look up and follow along with the teachers (learning is experiential)*.

**If the students need a challenge, after the second chorus of the song, Charlotte will play a new strumming pattern, but the students will continue to strum the same beat. They can follow along with the other teachers if they get lost.

LS= Guided Practice

Bringing it together (approx. 15 min):

Now we are going to get into small groups of 2-3. Everyone will be given a fill in the blank worksheet. In your groups, you will need to create some rhyming lyrics. You can use whatever words you like as long as they rhyme like they did in the song. For example, "Have you ever seen a bear combing his hair". The words "bear" and "hair" rhyme in this section. The fill in the blank verses will come from the song "Down By The Bay." (Learning is experiential and learning takes patience and time)

****Groups can pick which verse to find rhymes for, but make sure the groups do not all choose the same verse.**

Now that everyone has written their rhymes, who wants to volunteer to share their rhymes and we will play the song again using the new lyrics. While we are doing this, everyone will be strumming or marching along so we can work on finding/keeping the beat and singing our new rhyming words. Let us know if you want your verse to go faster or slower than the original beat in the song.

LS= Small group inquiry and guided practice

Worksheet:

<https://docs.google.com/document/d/1OiR8W7aYEgXe0nTJ-4AE31n2-v6j2TWglUt7qNcl6xg/edit?usp=sharing>

**** Playing the song with the new lyrics may be pushed to the next lesson depending on time.**

d) Consolidation

TS= BOPPPS, Summary.

Today we reviewed rhyming and practiced identifying it in a song. We were also introduced to the idea of beat and that a song has a steady pulse.

Next class, we are going to be learning about rhythm, which is the pattern of notes or words in a song. We will then work to identify the rhythms in "Down By the Bay" and compose our own.

6. Reflections

- Handed in after presentation

Questions:

- What are some things that worked well in your lesson?
- What are some things you would like to improve on for next time?

- How would you change this lesson if you had to teach it again?
- How was your time management during the lesson?

Additional Materials

This worksheet will be used when students are highlighting or underlining the words that rhyme in "Down By The Bay." The worksheet is also linked under content.

Down By The Bay Lyrics

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Did you ever you ever see a goose
kissing a moose?"

Down by the bay
Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Did you ever see a whale
With a polka dot tail?"

Down by the bay
Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Did you ever see a fly
Wearing a tie?"

Down by the bay
Down by the bay
Where the watermelons grow
Back to my home

I dare not go
For if I do
My mother will say
"Did you ever see a bear
Combing his hear?"

Down by the bay
Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Did you ever see a llama
Eating pajamas?"

Down by the bay
Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Did you ever have a time
When you couldn't make a rhyme?"

Down by the bay
Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do

Fill in the blank worksheet:

This worksheet will be used when the students are making up their own rhymes for the song "Down By The Bay." It is also linked under content.

Rhyme & Beat Worksheet

Down by the Bay - Fill in the blanks

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do

My mother will say
"Did you ever you ever see a _____
kissing a _____?"
Down by the bay

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Did you ever see a _____ -
With a _____?"
Down by the bay

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do

My mother will say
"Did you ever see a _____
Wearing a _____?"
Down by the bay

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Did you ever see a _____
Combing his _____?"
Down by the bay

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Did you ever see a _____
Eating _____?"
Down by the bay

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do

My mother will say

"Did you ever _____"

When you couldn't _____?"

Down by the bay

Down by the bay

Where the watermelons grow

Back to my home

I dare not go

For if I do