**Name:** Cameron Michael Joyce Wirtz

**District:** LAUSD

**School:** Brockton Avenue Elementary School

**Subject:** General Music

**Grade:** G1/ Autism

**Date:** October 25th, 2018

**Lesson Plan Number:** 1

**National Standards for Music Education:**

**CREATING**

*Imagine – Generate musical ideas for various purposes and contexts*

(MU:Cr1.1.1a) With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

**PERFORMING**

*Select – Select varied musical works to present based on interest, knowledge, technical skill, and context*

(MU:Pr4.1.1a) With limited guidance demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections

*Analyze – Analyze the structure and context of varied musical works and their implications for performance*

(MU:Pr4.2Ka) With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance

**RESPONDING**

*Interpret – Support interpretations of musical works that reflect creators’/performers’ expressive intent*

(MU:Re8.1.1a) With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators’ / performers’ expressive intent

**California Visual and Performing Arts Content Standards:**

1. **ARTISTIC PERCEPTION –** Processing, Analyzing, and Responding to Sensory Information Through the Language and skills Unique to Music

**1.2** *Listen to, Analyze, and Describe Music – Identify and describe basic elements in music (e.g, high/low, fast/slow, loud/soft, beat).*

**1.3** *Listen to, Analyze, and Describe Music – Use body movement to respond to dynamics and tempo*

1. **CREATIVE EXPRESSION –** Creating, performing, and Participating in Music
	1. *Apply Vocal and Instrumental Skills – Move or use body percussion to demonstrate awareness of beat and tempo.*

***2.3*** *Compose, Arrange, and Improvise – ImproviPlay instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.*

***4.0 Aesthetic Valuing –*** *Responding to, Analyzing, and Making Judgments About Works of Music*

 *4.1 Derive Meaning – Create movements in response to music*

 4.2 *Derive Meaning* – Participate freely in musical activities

**Objectives: (appreciate, understand, develop)**

1. To become acquainted with the setup of a full-size symphonic orchestra through, pictures, videos, games, and props.
2. To have students identify certain instruments they hear in a recording, through active participation with props (paper bows, paper mallets, paper woodwinds, paper brass, paper baton)

**Equipment and Supplies:**

1. Electronic Equipment
	1. Internet access
	2. Projector
	3. Computer
	4. HDMI chord
	5. Portable speaker
	6. PowerPoint with photos of certain instruments and orchestral set up
2. Other Equipment
	1. Blue Tape
	2. Printed poster of a full symphonic orchestra
	3. A big white sheet
3. YouTube
	1. <https://youtu.be/cH2PH0auTUU?t=16s>
		1. George Gershwin - Rhapsody in Blue - Leonard Bernstein, New York Philharmonic (1976)

**Procedure:**

1. Introduction
	1. Have students sit in a U shaped semi-circle facing the front of the classroom.
	2. Prepare the students for the class activity by singing the “good morning” song as a class. Attempt to look at every student while singing the good morning circle to show students you are invested in their progress.
	3. Instruct the class to lip buzz while singing very high and then very low to show the students the capabilities of their vocal range
	4. Sing the good morning song once again once the warm up is complete.
2. Instrument song
	1. Introduce each instrument that will be a part of the instrument song using the PowerPoint
		1. Articulate to the students which instrument is being demonstrated and what family they are part of using the PowerPoint presentation
	2. Using the skeleton of “Old McDonald Had a Farm” replace lyrics with [teacher name] and an instrument
		1. Example song
			1. Teacher Cameron had an orchestra, eyi eyi oh. And in his orchestra he had a violin (instrument plays to eyi eyi oh).
			2. Teacher Cameron had an orchestra, eyi eyi oh. And in his orchestra he had an oboe (instrument plays to eyi eyi oh).
			3. Teacher Cameron had an orchestra, eyi eyi oh. And in his orchestra he had a tuba (tuba plays to eyi eyi oh).
			4. Teacher Cameron had an orchestra, eyi eyi oh. And in his orchestra he had a Drum. (Drum plays to eyi eyi oh)
3. PowerPoint Presentation
	1. Shows a birds-eye view of an orchestra with a picture.
	2. Show slides with instruments and family names
	3. YouTube video of Rhapsody in Blue
		1. <https://youtu.be/cH2PH0auTUU?t=5s>
4. No peaking Instrument Zoo
	1. Have students face the front marker board.
	2. Instruct the instruments that just participated in the instrument song to stand behind the students
	3. Have an instrument behind the students play a song.
	4. Ask the class if they can identify the instrument.
	5. Repeat this process, but ask the students to identify what family the instruments are a part of.
	6. Play this game until the students get comfortable naming and identifying the instruments.
5. YouTube video (<https://youtu.be/cH2PH0auTUU?t=5s>)
	1. Queue up the YouTube video of Rhapsody in Blue
	2. Ask students to watch the type of instrumentation that is shown on the screen
	3. When the clip finishes ask students for feedback of what instruments they saw while playing.
	4. When each instrument is discovered, assign that specific instrument to certain students sitting in their specific section
		1. Enforce to the students that they should move freely with the instrument that is assigned to them
			1. Follow the tempo, rhythm, and articulation subconsciously while air-playing their instrument.
	5. Stop the YouTube video when performance is over
6. Recap of the Music Lesson
	1. Ask the students what they learned in today’s music lesson. If no one raises their hand, attempt to summarize the lesson
		1. “What type of group did we just make today”
		2. “What were some of the instruments we played and heard today”
		3. “What did the music make you feel when you were playing your specific instrument?”
7. Finish
	1. While everyone is seated have the students sing the goodbye song together

**Evaluation (student centered) (analysis of student response)**

The activity that seemed most beneficial to the students learning was the no peaking instrument zoo. The activity was engaging and active. The students did not lose their attention span. The instrument song activity was also engaging as it was a call and response activity which helped the students become familiar with certain instruments. I noticed that the students had a hard time remembering the words to the song and that they were actively looking at my face to see what the words were that I was saying. The students also had trouble remembering the instrument family names. As soon as I started mouthing the names, the students immediately remembered what family each instrument was part of. As both activities repeated themselves, the students became better and better at recognizing the instruments and family names. The last listening activity which incorporated a YouTube video was the least successful as far as student response. The students seemed to want to move to the music as their chosen instruments were shown playing in the video. They were swaying their bodies left and right while sitting and some students even bowed or positioned their hands to pretend they were playing an instrument.

**Extension (self reflection of your teaching) (talking about what they did well and showing what you could do with the success of learning for a future lesson)**

I incorporated all the elements of my lesson plan. The first 3 activities were quite successful as I saw lots of student engagement. The last activity which involved watching a YouTube video of a piece needed some improvement. The students wanted to move with the music that they were watching. I should have incorporated more movement in the last activity. I also ran out of time at the end of the lesson. I was confused halfway through, as the TK group left midway through my lesson. If I could re-do my lesson, I would add more videos showing different styles that an orchestra can play in. For example, I could show an orchestra in a classical setting, a popular music setting, and a studio orchestra setting. With all these multiple options, students can see the wide range of possibilities for an orchestra and not just have a narrow idea of what an orchestra is.