**Name:** Cameron Michael Joyce Wirtz

**District:** LAUSD

**School:** Brockton Avenue Elementary School

**Subject:** General Music

**Grade:** Kindergarten

**Date:** November 10th, 2018

**Lesson Plan Number:** 2

**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

**2.1** *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:**

1. To appreciate and experience Native American traditional dancing
2. To understand the importance of Native American Drums in relation to dance and ritual
3. To develop improvisational and creativity skills in the style of Native American dance and drumming
4. To prepare students for the American holiday of Thanksgiving
5. To improve musical memory skills through movement and song
6. To develop musical leadership skills through different tempos in movement and song

**Skill Outcomes:**

1. To perform and experience Native American dance
2. To perform and play Native American drumming patterns
3. To perform and dance to a composed drum pattern

**Equipment and Supplies:**

1. Projector
2. HDMI chord
3. PowerPoint Presentation
   1. Background of Native Americans
      1. <https://media.npr.org/assets/img/2014/06/24/tribal_nation_map_custom-973eefab3541e8d2c23056100549ac543e59beee-s1500-c85.jpg>
   2. YouTube Videos
      1. Rain Dance
         1. <https://youtu.be/0mwzC95MeG0>
      2. Grass Dance
         1. <https://youtu.be/-BmH0fxnHfY>
      3. Fancy War Dance
         1. <https://youtu.be/TbTlLUOZV2o>
         2. Start video at 2:10
   3. Native American Drums
      1. <https://i0.wp.com/s-media-cache-ak0.pinimg.com/originals/11/5b/1f/115b1f1ecca75811fb561e2ef8ee8ebe.jpg?w=600>
   4. Turkey and the Straw music
      1. <https://violinsheetmusic.org/title/t/turkey-in-the-straw/>
4. Speakers
5. Skin Head Drums

**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. Sing the “Good Morning” song again
      1. Have students stand up and stretch
2. Turkey and the Straw Activity Warm Up
   1. Sing and become acquainted with the Lyrics of Turkey and the Straw as a class using movement
      1. “Do your ears hang low (point at ears), do they wobble to and fro” (wiggle ear lobes)
      2. “Can you tie them in a knot (cross arms), Can you tie them in a bow (make a heart shape with arms above head)”
      3. “Can you throw them over your shoulder like a big big soldier (bring arms behind head)
      4. “Do your ears hang low (point to ears)
   2. Adjusting Tempo
      1. Sing the song faster then sing the song slower
   3. Have one or two students become the class leader
      1. Repeat the song with the new class leader
         1. Emphasize the movement of both the choreography and the differences in tempo
      2. Have everyone follow the student
         1. Repeat this as many times necessary
3. PowerPoint Presentation
   1. Ask students what holiday is just around the corner? (Thanksgiving)
      1. Ask what they associate with Thanksgiving
         1. Colonization of the Americas
            1. a lot of tribes and Native American heritage has been lost
            2. We are honoring Native American Tradition
   2. Show slides and videos of different Native American dancing traditions
      1. Question the students what instrument they heard most in each of the recordings (Drum)
      2. Explain to the students the reasoning behind the dancing and music with the PowerPoint presentation visual aid
         1. i.e (if the dance is called war dance, what do you think they were dancing for?)
   3. Native American Drum
      1. Explain the significance of the drum
         1. <http://aktalakota.stjo.org/site/News2?page=NewsArticle&id=893>
            1. “Carries the power and heartbeat of Mother Earth”
            2. “The drum has a life of its own, as well as its own powerful spirit”
            3. Drum is referred to as both the instrument and the group of people gathered around it to play, dance, and sing”
      2. Explain the different parts of the drum:
         1. Constructed of a wooden frame, or a cared and hollowed-out log, with deer, elk, horse or buffalo hides stretched taut across the opening by sinew thongs. Traditionally, Native American drums are two to three feet in diameter.
            1. <http://aktalakota.stjo.org/site/News2?page=NewsArticle&id=8913>
      3. How to play the drum
         1. Styles of drum attacks
         2. Different dynamic level possibilities
         3. Timbre differences
      4. Explain the significance of Dance and music
         1. Used as a worship tool for good health and prosperity
         2. Dances for weather, war, and spirits et.
4. Class Activity
   1. Place a drum in the front of the classroom facing the students
      1. Make sure the students have enough room to move and dance
   2. Strike the drum at a steady quarter note pulse
      1. Show the students how to move to the beat of the drum
      2. Have the students repeat and follow the movements of the instructor
   3. Strike the drum with random rhythms, articulations, and tempo patterns
      1. Have students associate their own movements with the drum patterns
   4. Give students the opportunity to create beat patterns and differing tempos on the drum (can do this as many times as necessary)
      1. Students follow the beat of the drum
5. 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. The importance of Native American Tradition
      2. The Native American drum
      3. Improvisation and creativity
6. Finish
   1. While everyone is seated have the students sing the goodbye song together

**Evaluation**

1. The lesson was mainly focused on movement. Because of this, the students stayed constantly engaged in the activities.

2. When telling the story of Thanksgiving and Native American history, they stayed focused because of the visual aids of the PowerPoint.

3. When the students were given a question, many times the students could not answer or answered the questions incorrectly.

4. When selecting volunteers for students to lead the class, every student raised their hand to participate.

5. For the drum activity, two students were selected at a time to play the drums in sync. The students were very creative in their rhythms and tempo.

6. The “Turkey and the Straw” song was also successful. The students were able to associate certain movements to certain lyrics making it easier for the students to remember the words. When students volunteered they had little to no issue remembering the movements and words. It was just a confidence issue performing in-front of their peers.

My six objectives were achieved. Because the lesson plan was based on a holiday that was fast approaching, the students could relate their prior experiences of Thanksgiving with new learned experiences from the lesson. Students were able to follow different dynamics and speed of the drum and played the instrument correctly as well. As more and more students volunteered to play the drum, the articulation, speed, and dynamic range differences became more dramatic and accurate. During the Turkey and the Straw activity, students learned line by line the lyrics to the song along with the movement. When two volunteers were selected to lead the class, they had a much easier time remembering the movement to the song, rather than the words. Verbal queues from the teacher were needed to remind students of the words.

**Self-Evaluation**

1. The technology that was running my lesson did not function properly. I wasted 5 or so minutes trying to get the projector to unsuccessfully connect to my computer properly. I eventually moved on and brought my laptop to the circle of the students.

2. When showing the different Native American dances, I asked the students what instruments they heard. One student responded trumpet. This answer was incorrect, but I replied “yeah, maybe.” The students answer was wrong, therefore I should have re-enforced to the student that their answer was wrong so they could learn from their mistake.

3. During the drum activity, I selected multiple students to lead the class in a drum beat. I should have only selected one student at a time to play the drum as the lesson was focused on dancing to a specific tempo and rhythm. Each time two students played the drum, their rhythm and tempo was different.

4. Overall, I think my lesson was strong and the students learned the concepts I wanted to express in my lesson plan. There are just little details that need to be addressed to make the lesson even better.

**Extension**

In a follow up lesson, I would bring more drums for the students to play, as well as a simpler Thanksgiving song. I would like every student to have a drum as this would help students solidify change in articulation, dynamics, and tempo. I would change the vocabulary used in the song was difficult for a kindergarten level. Many of the words in the song are unfamiliar and are not widely used in the English language today. Since the students understood generally about the history of Native American drumming, my next lesson would focus on specific tribes in the Los Angeles area. I would teach specific tribal rituals that involved dance and drumming and bring in a guest dancer or speaker from that tribe. The students also understood why thanksgiving came to be. I would like to historically expand upon this for the next lesson as to lead up to and came after the thanksgiving meal.