

| Lesson Title | Noting the Notes | Medium | Music |
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| Curricular Unit | Problem Solving: Determining the problem | Lesson # | 7 |
| Lesson Goals | | | |
| Socio-emotional | Problem Solving: Determining the problem | | |
| Artistic | Elements of Music: • duration • intensity • pitch • timbre | | |
| Academic | N/A | | |
| Lesson Details (45 minutes total) | | | |
| Opening Routine Time: | To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group. | | |
| Warm Up Time: 5 mins | Boom whacker scales: D Major Provide students with boomwhackers, invite them to try to figure out where they should stand in line, and have them play the scale ascending and descending. | | |
| Lesson Intro Time: 10 mins | Provide students with sheet music for performance piece. Tell students, "let's go ahead and play through this one time" Students should exclaim that they are unable to read the music or it is too difficult, etc. Ask for ideas of how to solve this problem. Be sure to capture all of the ideas on a paper or white board. Share that you plan to start by learning the note names. | | |
| Brain break Time: | Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused. | | |
| Main Lesson Time: 20 mins | Notes on the staff 1. Explain that music is written on two staves and each line represents a note. Provide each student with a labeled grand staff and identify treble and bass cleft along with names for each space and line. 2. Use the Skittles game to help reinforce this new information (https://susanparadis.com/skittles-board-game/). Start by allowing them to use the music staves that they have just filled in. 3. Save 3-5 minutes of the lesson time for students to list what problems they experienced while playing the game. | | |
| Cool down/Closing Time: | Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next. | | |
| Materials | | | |
| instruments, performance sheet music, Skittles, skittles game sheets, labeled grand staff | | | |
| Lesson Rubric | | | |
| | Developing (1) | Adequate (2) | Excellence (3) |
| Social/Emotional Skill | | | |
| Problem Solving: Determining the problem | Students were able to identify that a problem existed | Students were able to identify what the problem was | Students were able to identify the need for a solution to the problem |
| Artistic Skill | | | |

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| Elements of Music: • duration • intensity • pitch • timbre | Students were able to successfully mimic the element as demonstrated by the instructor | Students were able to demonstrate requested elements without supplied example | Students were able to identify elements within either their own works or works of others |
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| Academic Skill |
| N/A |