

Lesson Title	With A Little Help From My Friends	Medium	Music
Curricular Unit	Calming Technique: Asking for help	Lesson #	11
Lesson Goals			
Socio-emotional	Impulse control: Demonstrate calming technique		
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts		
Academic	Confirm understanding of a text read aloud of information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood		
Lesson Details (45 minutes total)			
Opening Routine	<i>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.</i>		
Time: 5 mins			
Warm Up	Provide each student with a boomwhacker to create a C Major scale. Invite them to figure out how to line up in order. Once they have the order figured out (even if incorrect), ask them to play from one end of their line to the other, being sure to watch/listen to the person next to them to know when to play.		
Time: 7 mins	If lined up incorrectly, ask if they think they are in the correct places and allow them to rearrange.		
Lesson Intro	Building on their practice of listening and watching one another, write out a simple phrase using just note names and have them try to play through it. It may be helpful to point to each note as they go.		
Time: 7 mins	If there is time (and they are staying calm), try one or two other phrases.		
Brain break	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>		
Time:			
Main Lesson	1. Start by assigning each student a note (A, B, C, D, E, F, G). Let students know that they can ONLY play the note they are assigned.		
Time: 16 mins	2. Hand out a musical phrase to each student (see attached) and have them ask others if they can help them.		
	(i.e. "I need a G, are you able to help me?" "Yes, I have a G"/"No, I do not have a G")		
	3. Once the student finds someone with the note they need, the two students will approach the piano and play the musical phrase together on the piano. After they play through the phrase a few times successfully, they can ask for a new phrase and start again.		
	4. After a few rounds of this, gather the students and assign them a new note. Repeat the exercise, but this time hand out boom whackers that correspond with their given note.		
	How did it feel to ask others for help? How did it feel to help others? Remind students that asking for help can sometimes be scary but keep in mind that people generally like to help others.		
Cool down/Closing	<i>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.</i>		
Time:			

MaterialsMusical phrases (https://docs.google.com/document/d/1KLG_2NbCplQyEk9P-3r15EFRhUUzzJ6w1jSbSPu9AQ4/edit?)

usp=sharing). Piano. Boom whackers.

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Impulse control: Demonstrate calming technique	Students were able to identify calming techniques	Students were able to identify calming techniques that work from themselves	Students were able to develop a calming strategy that identifies which calming techniques they will use when they are feeling stressed
Artistic Skill			
Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts	Students were able to identify the general emotion or meaning behind the work of art -OR- students were able to apply a general sense of emotion or meaning behind their artwork	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork through description of context clues	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork and explain how and why the artwork conveys emotions/feelings
Academic Skill			
Confirm understanding of a text read aloud of information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood	Students were able to ask or answer general questions with little to no key details.	Students were able to ask or answer questions with adequate and relevant detail from source	Students were able to ask or answer questions with significant and specific detail from source.