

Name: Trevor Meseroll	Date: March 9 th , 2021
Grade: 5th	Class Type: Music

1. Measurable Objective(s): *(Measurable learning objectives use action verbs to describe what you want the students to be able to do by the end of the class.)*

Students will be able to sing "Black Socks."

Students will be able to demonstrate the song "Black Socks" at 10 different volumes.

Students will be able to perform and annotate rhythms on the "Ta-Ta Rhythm Worksheet" using the Ta-Ta system

2. Assessment: *(What evidence will show that the students understand? Describe the assessment used – formal and informal assessments based on learning objectives.)*

Performance of the Objective – Informal – Teacher observation of Black Socks and Rhythms

Written Worksheet – Formal – Written evaluation from the teacher

3. National Standards: *(Creating, Performing, Responding – Write out the standards that you will be addressing in their entirety.)*

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

MU:Pr4.2.PKa With substantial guidance, explore and demonstrate awareness of musical contrasts.

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances

4. State Standards: *(Creating, Performing, Responding, Connecting - Write out the standards that you will be addressing in their entirety.)*

Refine and complete artistic work. Explore different musical ideas by experimenting with the voice or instruments.

Convey meaning through the presentation of artistic work. Sing and play in groups matching dynamic levels and responding to the cues of a conductor	
5. Required Prior Knowledge and Skills: <i>(What must students know to be successful.)</i> -ability to match pitch and sing in time -Ta-Ta system 1) quarter note= ta-a 2) eighth note= ta 3) quarter rest=um-pa and instead of a clap, a wave -Goodbye “See You Later Alligator” song -students need pencils for the worksheets -marker for whiteboard or pencil for a projector for the teacher	
6. Material, Repertoire, Equipment needed: <i>(Be sure to include music titles, composer/arranger, text etc.)</i> “Black Socks” - Unknown composer Ta-Ta Rhythm Worksheet (attached) printed copies for everyone White board or projector for the rhythms in the worksheet	
7. Review Needed: <i>(What needs to be reviewed to reinforce prior learning related to this lesson.)</i> Ta-Ta Rhythms learned so far	
8. Accommodations: <i>(Special Needs, ELL, etc.)</i> One section of this lesson plan includes holding up hand signals to represent the dynamic the music should be sung. If a blind student is in the class, this can easily be accommodated by verbally saying the signal (number in this case) while also providing the visual aid for the other students.	
9. Agenda: <i>(List items to be taught and post.)</i> 1. Review Ta-Ta’s 2. Learn a new song! “Black Socks” 3. Learn Ti-Ti’s 4. Goodbye Song	

10. Lesson Sequence <i>(Be sure to list time in the Pacing Section)</i>	Pacing
A. Brief Opening: <i>(A teacher posted group or brief individual assignment. Brief reading writing, editing, or problem-solving activity to ready them for learning – may be a question about the rehearsal music or at the younger levels it may be a learning activity to set up for today's lesson such as a "Do Now.")</i> Student’s will review rhythmic solfedge by completing the first 2 examples from the worksheet. Completing the examples entails writing the Ta-Ta or Ta-Ah over the rhythms as previously taught. (Ta-Ta Rhythm Worksheet is attached)	A..... 5 min
B. Learning Activities: <i>(What learning experiences and instruction will enable students to achieve the desired results – have more learning activities than you need.)</i> 1. Students will hold on to the worksheet, but put them away for now. The teacher will sing the entirety of “Black Socks” for the class 2. Then ask the class what they thought of the song. Leading them also towards the lyrical content and the humor of it.	B 1. 1 min 2. 2 min

<p>3. Begin to teach the melody with the lyrics in a call and response style singing only two beats at a time. EX: “Black socks” “They never get dirty”. During this part of the lesson, any problem areas should be repeated until sung correctly.</p>	<p>5. 2 min</p>
<p>4. Now begin to add phrases together into 4 beat phrases. “Black socks they never get dirty” “The longer you wear them the blacker they get.” Again, addressing problem sections via repeat or possibly slowing the tempo.</p>	<p>6. 1 min</p>
<p>5. Again use call and response but this time for the A and B section. “Black socks they never get dirty the longer you wear them the blacker they get” and then “Someday I’ll probably wash them but something keeps telling me don’t do it yet, not yet, not yet.”</p>	<p>7. 1 min</p>
<p>6. Finally put the whole song together and have them sing it back.</p>	<p>8. 1 min</p>
<p>7. This song is sometimes sung at varying volumes (usually getting louder as you repeat). Ask the class to sing the song very softly. A good method for measuring personal dynamics is using a scale from 1 to 10 (1 being softest possible with good sound and technique, 10 being loudest possible with good sound and technique). It is very important to add that this is not the softest or loudest possible sound you can make, but rather the softest/loudest best sound you can make. This first repetition could be asked to sing at a 3 or 2 (saving 1 for later)</p>	<p>9. 2 min</p>
<p>8. Sing “Black Socks” at a 5 dynamic level</p>	<p>10. 1 min</p>
<p>9. Sing “Black Socks” at an 8 dynamic level</p>	<p>11. 1 min</p>
<p>10. Ask the class if there are any other ways we can change how we are singing black socks. Things to look for would be dynamic, tempo, articulations, etc.</p>	<p>12. 1 min</p>
<p>11. Any suggestions that come up should be attempted by the class with guidance from the teacher.</p>	<p>11-12. 5 min</p>
<p>12. If tempo or articulations do not come up, those can be addressed now by the teacher. Ask the class to sing the song faster, slower, Stacato (detached, dare I say short⊗ I.E. don’t say that without explanation), and legato (slurred, smooth) etc.</p>	<p>13. 1 min</p>
<p>13. Now combine these elements together into a final performance of “Black Socks.” Sing the song on repeat but each time will be a different dynamic, articulation, and/or tempo. Explain that the dynamic will be indicated visually via the teacher holding up the number that should be sung with their hands. Articulation and tempo will be indicated verbally at the end of each repetition. Not every repetition needs to change all of these aspects, but the teacher can push the class according to their observed coordination and competency with these concepts. There is a lot for them to look out for!</p>	<p>14. 2 min</p>

<p>14. Now return to the worksheet for the rhythmic part of the lesson. Start by going over the rhythms that were completed at the beginning of class. This should be done on the whiteboard or projector. Students can volunteer to come up and write their answers or speak them from their seat.</p> <p>15. After each line has been completed, the whole class will speak and clap the rhythms. This should be repeated or broken down if issues occur. That can be isolating specific sections or slowing the tempo.</p> <p>16. Lines 3-5 introduce 16th note rhythms to the students. These will be written/spoken as ‘Ti.’ Start by explaining them to the students (half the length of an eighth note). Since this is new, introduce line 3 one measure at a time and work through it slowly with the class. Once all of line three is completed and performed, move on to line 4.</p> <p>17. Line 4 should be completed similar to line 3, but with more independence on the students potentially, unless they are struggling. After it is written out, it should be performed.</p> <p>18. Line 5 is a bonus example that can be completed if the students are grasping the material. This line introduces the Ti-Ta-Ti rhythm, which may be difficult at first, but with the Ta-Ta system, shouldn’t be too hard. This line can be left for a future class if needed. If it is completed it should then be performed.</p> <p>19. Turn in the worksheets. The worksheets will be collected for evaluation, though not graded. These can be returned next week with corrections or for them to complete Line 5 if it was not completed.</p>	<p>15. 2 min</p> <p>16. 5 min</p> <p>17. 4 min</p> <p>18. 4 min</p> <p>19. 20 seconds</p>
<p>C. Closing/Wrap-up: <i>(This is a recap of the key learning of the day to check for understanding. Could be a ticket to leave as individuals or group answers.)</i></p> <p>Sing our usual closing song “See You Later Alligator”</p>	<p>C.</p> <p>2 min</p>
<p>D. Assignment:</p> <p>Sing “Black Socks” for your parents!</p>	<p>D.</p>

<p>11. Reflection Prompt: <i>What do you think went particularly well? How did this strength impact your students’ learning?</i></p> <p>N/A</p>
<p>12. Reflection Prompt: <i>If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students’ learning?</i></p> <p>N/A</p>

Ta-Ta Rhythm Worksheet

1.

Musical notation for exercise 1 in 4/4 time. The first measure contains two quarter notes, followed by two eighth notes, and another quarter note. The second measure contains two eighth notes, a quarter note, and another eighth note. The third measure contains a quarter note, a quarter rest, and another quarter note. The fourth measure contains two eighth notes, a quarter note, and another eighth note.

2.

Musical notation for exercise 2 in 3/4 time. The first measure contains a quarter note, a quarter note, and an eighth note. The second measure contains a quarter rest, a quarter note, and another quarter note. The third measure contains two eighth notes, a quarter note, and another eighth note. The fourth measure contains a quarter note, a quarter note, and another quarter note.

3.

Musical notation for exercise 3 in 4/4 time. The first measure contains a quarter note, a quarter note, and two eighth notes. The second measure contains a quarter note, a quarter note, and two eighth notes. The third measure contains a quarter rest, a quarter note, and another quarter note. The fourth measure contains a quarter note, a quarter note, and two eighth notes.

4.

Musical notation for exercise 4 in 2/4 time. The first measure contains a quarter note, a quarter note, and two eighth notes. The second measure contains a quarter note, a quarter note, and two eighth notes. The third measure contains a quarter rest and a quarter note. The fourth measure contains a quarter note, a quarter note, and two eighth notes.

5.

Musical notation for exercise 5 in 4/4 time. The first measure contains a quarter note, a quarter note, and two eighth notes. The second measure contains a quarter note, a quarter note, and two eighth notes. The third measure contains a quarter note, a quarter note, and two eighth notes. The fourth measure contains a quarter note, a quarter note, and two eighth notes.

Ta-Ta Rhythm Worksheet

(Answer Sheet)

1.

Ta:a Ta:a Ta Ta Ta a Ta:a Ta Ta Ta:a Ta Ta Ta:a Ta:a Ta:a Um:pa Ta Ta Ta Ta Ta:a Ta Ta

2.

Ta:a Ta:a Ta Ta Ta:a Um:pa Ta:a Ta Ta Ta:a Ta Ta Ta:a Ta:a Ta:a

3.

Ta:a Ta:a Ti Ti Ti Ti Ta:a Ta:a Ta Ta Ti Ti Ti Ti Ta Ta

Ta:a Um:pa Ta:a Ta Ti Ti Ta Ta Ti Ti Ti Ti Ta:a Um:pa

4.

Ta Ta Ti Ti Ti Ti Ti Ti Ti Ti Ta Ta Ta:a Um:pa Ti Ti Ti Ti Ti Ti Ta

5.

Ta:a Ti Ta Ti Ta:a Ti Ti Ta Ti Ta Ti Ta:a Ta Ti Ti Ta Ta

Ti Ti Ta Ta Ta Um:pa Ti Ti Ti Ti Ti Ta Ti Ti Ta Ti Ta:a Um:pa