



# OMA LESSON PLAN 2017 - 2018

Tucson Unified School District • Fine Arts Department • Opening Minds through the Arts

**Submitted By:** Banks and Wheeler Arts Integration Specialist

**Name(s):** Kathryn McNiff

**School/Grade Level:** Banks Elementary School, 3rd Grade

**Big Idea/Title of Lesson:** Using our notation to learn songs with instruments

**Date:** Week of 10/23      **Duration:** 2 lessons (30 minutes each)

**Objective:** Students will identify our previously learned rhythmic notations and will create small songs using hand held musical instruments. Students will use the syllabic stress previously learned to reinforce the length of each rhythmic notation and we will begin to incorporate solfeg so that students can also learn pitch. This is preparation for Recorders,

I Can:

- Find three pitches, high, middle and low
- Remember my horse/riding a/donkey/clip clop etc and put it into my body
- Play when everyone else plays
- Create my own songs
- Remember the rules of playing my recorder

**State Standards Being Addressed** (only one standard per curriculum item)

3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.

**Standard for Fine Arts – Discipline:**

MU.CR.2.3b. Use notation to document personal or collective musical ideas (e.g. sequencing).

**21<sup>st</sup> Century Skills Content:** (place an X before all that apply)

☒ Creativity/Innovation

☒ Critical Thinking

☒ Communication

☒ Collaboration/Teamwork

☒ Problem Solving

☐ Democracy

☒ Adaptability/Resiliency

☐ Financial & Economic Literacy

☐ Health/Wellness

☐ International Perspectives

☐ Ethics

☒ Social/Civic Responsibility

### **Teacher's Role During and After Lesson**

**Before:** Please have students seated together in lines or a circle as agreed with OMA Teacher

**During:** Please discipline the class as needed and interject your own rules and expectations when needed. Students are expected to participate in a safe and respectful manner. Students who are not able to safely or respectfully use their instruments may have the instrument taken away for the remainder of the class period. In these cases, students will be asked to participate using their hands or voices instead.

**After:** Please reinforce the vocabulary used by the artists whenever possible throughout your own lessons.

**Teachers are respectfully requested to refrain from leaving the classroom for extended periods of time (quick bathroom breaks are acceptable) or removing their attention from the actions of the classroom (such as grading papers, checking emails or removing students for any kind of unrelated tutoring).**

**To promote healthy respect of instruments and OMA time, students will be reminded that if they play their instrument before they are told to, their instrument is taken away. On the first offense, the instrument remains in the OMA Teacher's hands for one round of the song while classmates participate. If the offense is repeated, the instrument remains in teacher's hands for the rest of the class period.**

**Materials: Rhythm Sticks, Jingles, Clappers, keyboard, Recorders on Friday**

### **Lesson Plan Design**

**A. Anticipatory Set / Activation of Prior Knowledge:** Students will work with Sol, Mi, Do, and affiliated hand symbols. The OMA Teacher will demonstrate three pitch patterns and students will then select their own. The OMA Teacher will model after each selection and all students will then sing and show the selected pattern. This will be repeated with anywhere from 5-8 student patterns.

### **B. Teaching the Lesson:**

Day 1: OMA Teacher will reinforce our notation from the previous unit. We will then select a new four note pattern and will place the sound in several areas of our body (claps, feet, shoulders, etc). Students will then have instruments passed out and will work on each each instrument with our rhythmic pattern. Students will work in stations to create their own patterns. Students will have multiple instruments at each station and will be challenged to share their instruments with other members of their group. OMA Teacher will then select one rhythm from each group and the class will perform it together while the OMA teacher improvises pitches on the piano to accompany the class instruments. At the end of the lesson, we will talk about the proper way to take care of our recorders. Students will be given a behavior rules sheet for guardians to review.

Day 2: OMA Teacher will pass out recorders and will work through basic holding techniques and blowing techniques. Students will have several holes taped off, students will work with holes made available. Please note, we will be using aspects of "Recorder Karate" but will not be using it as our only method. We will also be incorporating some unusual techniques developed by Karen Fields at Lineweaver to encourage Fine Motor Skill development. Students will be taught how to blow without shrieking the whistle tones and once students feel comfortable, we will reincorporate our musical notation, working in stations if time permits.

### **Methods for Facilitating Creative and Critical Thinking:**

The students will use creative and critical thinking skills as they listen and respond to music, and develop language and vocabulary through rhyme and meter.

### **Strategies for Active Participation:**

- Echo singing and speaking
- Physical movement to music and rhyme
- Collaboration with peers
- Buddy buzz

### **Strategies for Reviewing, Assessing Understanding, and Reinforcing:**

- Building and reviewing anchor charts together
- Questioning Singing songs – spiraling in songs and games throughout the year to ensure we build a foundation

Scaffolding to what the students know and have learned in their homeroom class.