



OMA LESSON PLAN 2017 - 2018

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

Submitted By: Arts Integration Specialist, Banks and Wheeler Elementary Schools

Name(s): Katy McNiff

School/Grade Level: Banks Elementary School, 2nd Grade

Big Idea/Title of Lesson: Telling a story with our Rhythms

Date: Week of 11/6/2017-11/13/2017

Duration: 2 lessons, 30 minutes each

Objective: Students will put together an informative sentence with proper nouns using our rhythmic notation. Students will then perform their sentence as a rap. If time permits, pitches will be added.

"I can":

- I can choose words based on syllables which match our notation
- I can make those words into a sentence
- I can say my sentences with my class

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

2.RL.4 Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.

MU.CR.2.2b. Use notation to document personal or collective musical ideas (e.g. sequencing)

21st Century Skills Content: (place an X before all that apply)

☒ Creativity/Innovation
☒ Critical Thinking

☒ Problem Solving
☐ Democracy

☐ Health/Wellness
☐ International Perspectives

x Communication
x Collaboration/Teamwork

x Adaptability/Resiliency
_ Financial & Economic Literacy

x Ethics
x 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 OMA Teacher 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).

Materials: Marker Board, Markers, Notation Cards, Drums or Clappers, Rhythm Sticks

Lesson Plan Design

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Lesson Plan Design

A.

Anticipatory Set / Activation of Prior Knowledge: Students review how to do our rhythmic notations using rhythmic sticks and drums.

B.

Teaching the Lesson, students will select two "trail lines" or two full bars of notation in 4/4 time and will use previous knowledge to select appropriate words to create a sentence which could be sung or spoken in correct notation.

Teaching the Lesson Day 2: Students will review pitches Do Mi and So, and will and La. Using these pitches, they will add pitches to their notation to create a musical phrase of their sentence.

C.

Closure / Concluding the Lesson: Students will be given the opportunity to add instruments as they see fit and will split into two groups to perform their composition for each other.

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.