

Edison K-8 School

Observation 2

Your Name: Amanda Satterfield

Date: 27 February 2023

Lesson Title/Name of Song: Ms. Cho's 3rd Grade Class!

Lesson Objectives/Instructional Outcomes.

Outline the concepts, knowledge, skills or applications that students will be able to demonstrate upon completion of this lesson. Objectives may be stated in the form of a critical question students should be able to answer.

- 1) Can I identify middle C-3rd line B on the treble clef staff?
- 2) Can I use my knowledge of meter and rhythm to compose a short 4-measure melody in a meter of 4? Using middle C-3rd line B on the treble clef staff?
- 3) Can I play B-A-G on the recorder?
- 4) Can I read B-A-G notation and transfer what I've read onto the corresponding pitches on the recorder?
- 5) Can I play pieces on piano using F-C in the LH and C-G in the RH on the piano?
- 6) Can I connect music to movement through dancing to a piece based on suggested body rhythms?

Relationship to Overarching Learning Goals

How does this lesson support enduring understandings and build upon previous knowledge? How does this lesson support the next lesson in the instructional sequence?

This lesson supports past lessons that have focused on their ability to play songs using B-A-G on the recorder. We will need all of these notes plus new ones as we move forward in the instructional sequence to more difficult songs (in order to earn all of the recorder belts). This lesson also provides consistency in student's piano playing of F-C in the left hand and C-B in the right hand on the piano through the continuous practice of songs using these notes. In addition, this lesson builds on their growing notation reading skills of treble clef by asking students to use this knowledge in a more complicated task - composition. Finally, having played Au Claire de la Lune on solo instruments this year and last, this lesson moves forward with individual ability on this piece into a group setting by asking students to attempt playing it in duet.

Instructional Materials/Resources:

List all materials and resources required by the teacher and/or students. Include preparation and special instructions that should be in place at the start of the lesson.

- 1) Keyboards (lab style with ~10 available)
 - a) Au Claire de la Lune sheet music
 - b) Waxman Book songs F-C
- 2) Laptop/TV (for agenda, attendance, warmup)
- 3) Body percussion warm up video - "Signed, Sealed, Delivered, I'm Yours" by Steve Wonder - <https://www.youtube.com/watch?v=1-JQnxa0h4c>
- 4) Recorders (1 assigned for each student)
- 5) Handbells
- 6) Rug space
- 7) Piano board
- 8) Composition paper/pencils/clipboards (optional)
 - a) Sample composition posted on board

Methods and Instructional Strategies

Demonstrating SMK's and PST's: Content and pedagogical knowledge.

Anticipated Student Misconceptions:

- 1) Students may need support with playing F-C on the piano
- 2) Students may need support with playing B-A-G on the recorder in a song setting (proper finger position)
- 3) Students may need support reading notation for F-C in bass clef and C-B in treble clef
- 4) Students may need support executing given rhythms in a piece setting (on recorder or piano)
- 5) Students may need support playing in an instrumental duet setting (staying together, when to start, etc.)

Concept Prerequisites (previous knowledge required):

- 1) Knowledge of how to play B-A-G on the recorder
- 2) Knowledge of basic rhythms using ta, ta-a, ta-ti and rest
- 3) Knowledge of meter (a meter of 4)
- 4) Knowledge of how to play F-C in bass clef on piano and C-B in treble clef on piano
- 5) Knowledge of how to read notation for F-C in bass clef and C-B in treble clef
- 6) Knowledge of how to write basic melodies using the above describe pitches and basic rhythms

Introduction/Doorway in:

How will you draw the students in?

We will start the class by greeting each other at the door. Once everyone is seated on their appropriate riser color, I will ask for 3 volunteers to share something from their vacation (since it is the first day back).

Instructional Activities:

Includes questioning techniques, grouping strategies, pedagogical approaches.

1. Welcome/Hello
 - a. First, students will be welcomed at the door and instructed to find their spot at their assigned color of riser.
 - b. While seated, I'll ask for 3 volunteers to share something fun or interesting from their February vacation.
2. Body Percussion Warm-Up (based on the composer(s)) of the month
 - a. I will ask students to join me on the rug (on the piano keys) in 5-4-3-2-1
 - b. I will quickly show the movements that are included in this particular video and I will provide rhythmic help where needed while the video is ongoing
 - i. <https://www.youtube.com/watch?v=1-JQnxa0h4c>
 - c. After the video has finished, I will ask students to find their proper riser spot in 5-4-3-2-1
3. Station Division
 - a. First, I will explain what will be happening at each station. (3ish min?) Then assign color groups to each activity.
 - b. Piano Station (Independent w/check-ins from Amanda) - no rotation
 - i. Students will be given 2 minutes of free time to explore the piano
 - ii. Then, they'll be given their usual song package to play through
 - iii. Once they've reviewed their songs, they will be given Au Claire de la Lune to practice
 - c. Recorder Station (Amanda) - rotation after 15 min
 - i. Students will find their recorder from their designated class bin
 - ii. We will quickly review our finger positions for B-A-G → "show me your B, show me your A, show me your G..." game
 - iii. Repeat after me - 1st part of Au Claire de la Lune; then 2nd part of Au Claire de la Lune
 - iv. We will play with the video and I play along/give finger cues/provide help to students that need support
 - v. I'll ask students if they would like a chance to play it on their own; all other students not playing will finger on their instrument or sing using B-A-G
 - d. Quiet Work Station (Mr. Miles) - rotation after 15 min
 - i. Students will first spend time composing their own 4-measure melody using C-G (in a meter of 4)
 - ii. Then, they will move to the rug to try playing their and their peers' melodies on the handbells that will be placed on the appropriate piano mat keys
4. Duet Opportunity? (Optional)
 - a. I will pick a student duo (or two) to play Au Claire del la Lune on piano and recorder at the same time in front of everyone; this will be on a volunteer basis. Everyone else will listen as the audience.
5. Goodbye/Lineup
 - a. We will put all instructional materials away
 - b. A Happy Note will potentially be given out? (Incentive for a student who was a role model during the day's class)

Culminating Activity:

How will the students demonstrate their learning?

Students will demonstrate their learning throughout the lesson in individual opportunities to sing or play instruments.

1. Students will demonstrate their ability to play G-B in LH and C-G in RH on piano through playing Au Claire de la Lune on piano
2. Students will demonstrate their ability to play G-A-B on the recorder in the context of a piece through playing all of Au Claire de la Lune on the recorder
3. Students will demonstrate their treble clef middle C-3rd line B notation reading and writing abilities through the composition of their own piece using these pitches and the subsequent playing of their piece on the hand bells
4. (Optional) Students will demonstrate their ability to play in a duet with a different instrument through the playing of Au Claire de la Lune on recorder with piano or vice versa (on piano with recorder).

Differentiation According to Student Needs:

Indicate the strategies you will use to address diverse student learning needs. Include accommodations for students with an IEP or 504, cultural, or linguistic needs.

For students with auditory needs:

1. I will make sure to project my voice + use eye contact
2. I will make sure to speak slowly
3. I will repeat directions when necessary

For students with attentional needs:

1. I will provide rests when requested or they appeared needed - 2min break in designated section of the classroom or a brief walk with the paraprofessional
2. I will make sure to switch up tasks fairly often - done in the form of stations
3. I will make sure that one group is never sitting with nothing to engage in

For students who may experience anxiety:

1. I will provide an agenda on the board to mitigate nervousness about the course/sequence of the lesson
2. I will promote a low-stakes and comfortable environment

For students with linguistic needs or may need visuals:

1. I will also make sure to emphasize the usage of my body
2. (I will also speak slowing and repeat things as stated for students with auditory needs)

Assessment (Formative and Summative):

Indicate the type of assessment most appropriate. For example, sample questions, tests, rubrics or other.

Formative: Based on the individual opportunities listed above, students will earn points for class. Points are based on participation but notes are made about individual abilities and needs.

Summative: Students will be assessed on their ability to play Au Claire de la Lune on a designated instrument (recorder or piano) in a solo or group setting. Students are assigned points based on their capability to do this and an action plan will be put in place in future classes depending on what they are or are not able to accomplish.

Framework Alignment:

Indicate the MA Arts Standards covered in this lesson. Creating, performing, Responding and Connecting.

1. **Generate and conceptualize artistic ideas and work.** Sing or play original musical ideas that explore more complex rhythmic and melodic concepts (including syncopation, three-four time signature, and minor keys). (3-4.M.Cr.01)
2. **Organize and develop artistic ideas and work.** a. Document original simple melodic ideas with standard notation. (5-6.M.Cr.02.a)
3. **Select, analyze and interpret artistic work for presentation.** Individually read moderately complicated rhythms and melodies (e.g., melodies with alternating eighth notes, quarter notes and half notes, pentatonic and diatonic tonalities) in standard notation in treble clef. (3-4M.P.04)
4. **Develop and refine artistic techniques and work for presentation.** Sing and play musical canons, rounds and music in at least two parts. (3-4.M.P.05)