

Edison K-8 School

Observation 1

Your Name: Amanda Satterfield

Date: 31 January 2023

Lesson Title/Name of Song: Ms. Farmer's Kindergarten 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 sing basic melodies in a call and response setting?
- 2) Can I sing do-re-mi while using proper hand signs?
- 3) Can I incorporate simple rhythmic patterns into songs on percussion instruments?
- 4) Can I listen to a piece of music and answer questions afterwards based on what I heard?
- 5) Can I connect music to movement through dancing to a piece based on what I hear?

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 singing voice development through continuing our opening hello and attendance singing routine. This lesson supports the continued building of responding to auditory cues through our drumming movement exercise. This lesson also provides repetition of past lessons that have built up students' knowledge of solfege (signs and signing). This lesson also builds on songs previously learned and incorporating them onto instruments. This lesson supports the next lesson by reinforcing high and low in "Aquarium." This will be a concept focused on more in depth in future lessons. In addition, this lesson introduces movement to "Aquarium" which will be adapted in future lessons for a storytelling setting or instruments.

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) Hand drum
- 2) Laptop/TV (for agenda and attendance)
- 3) Full set of handbells
- 4) Glockenspiel
- 5) Bass xylophone
- 6) Mallets
- 7) Colored Scarves
- 8) Ukulele

Methods and Instructional Strategies

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

Anticipated Student Misconceptions:

- 1) Students may need support with singing and using solfege hand signs at the same time (on Do-Re-Mi)
- 2) Students may need support playing "ton-ton-ton" and "tin-tin-tin" on barred instruments at the correct time and with the correct rhythm
- 3) Students may need support with high versus low
- 4) Students may need support with performing the proper dance moves to "Aquarium"

Concept Prerequisites (previous knowledge required):

- 1) Knowledge of how to sing Do-Re-Mi and how to perform corresponding hand signs
- 2) Knowledge of how to play the handbells
- 3) Knowledge of how to sing Debajo un Boton
- 4) Understanding of how the class routine items work
 - a) Marching with the drum (w/o being told)

- b) Standing up and sitting down to the vocal or bell cues (w/o being told)
- c) Knowledge regarding how to sing the Hello Song
- d) Knowledge regarding how to sing for attendance

Introduction/Doorway in:

How will you draw the students in?

We will start the class by greeting each other at the door and walking around to the drumbeat until the sit down bells are played.

Instructional Activities:

Includes questioning techniques, grouping strategies, pedagogical approaches.

1. First, students will be welcomed at the door and instructed to follow me as is our usual routine.
 - a. I will walk around the rug with my hand drum, playing the drum in different ways which the students are meant to simulate.
 - b. To transition to the next activity, I will sit students down to the bells (G-E-C)
2. We will sing our Hello Song together
 - a. "Can you show me how you rock?" "1-2-3, 1-2, 1-2-3, 1-2..."
 - b. "Hello, Hello, it's time for music class"....
3. We will take attendance in a call and response manner
 - a. "Whose name is Miss Amanda?" ... "My name is Miss Amanda"
 - b. To prevent some craziness from the last few classes, I will ask the students if they can simulate a nice, quiet mouse during today's attendance.
4. We will sing and perform our Body Warmup (which follows an ascending and descending pattern)
 - a. First, I will demonstrate sitting
 - b. Then I will transition to standing using a vocal cue (stand back up/bum-bum-bum)
 - c. We will do the exercise standing
 - d. We transition to the next thing using a vocal cue (sit back down/bum-bum-bum)
5. Do-Re-Mi handbells
 - a. Show me your do, show me your re, show me your mi
 - b. I will do a short pattern on the handbells and each student will take a turn
 - c. We will transition by saying "Bye Bye Bye/Bye Bye Bells/Mi Re Do"
6. Debajo un Botón
 - a. Show me your "ton, ton, ton"
 - b. Show me your "tin, tin, tin"
 - c. Sing using our bodies
 - d. Switch to using instruments (bass xylo for ton-ton-ton and glockenspiel for tin-tin-tin)
 - i. We will make two lines and switch when everyone has gotten a turn
 - ii. Students will stand up using 'stand back up'
7. "Aquarium" Listening
 - a. "Go to sleep"
 - b. The kids will be tasked with listening and decided what animal they think the music represents
 - c. We will have a quick discussion
8. "Aquarium" dance with hand scarves
 - a. We will do a dance that corresponds to the melodic and rhythmic structure of "Aquarium"
9. "See ya later"
 - a. We will sing goodbye and lineup
 - 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 singing voice during their turn of hello/attendance

2. Students will demonstrate their do-re-mi hand signs and ability to copy melodies during their hand bell turn.
3. Students will demonstrate their ability to transfer rhythm to instruments during Debajo un Boton
4. Students will demonstrate their listening abilities in the Aquarium activity
5. Students will demonstrate their movement to song through the Aquarium dance

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
2. I will make sure to switch up tasks fairly often
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: N/A

Framework Alignment:

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

1. **Generate and conceptualize artistic ideas and work.** With prompting and support, sing or play short original musical ideas. (PK-K.M.Cr.01)
2. **Select, analyze and interpret artistic work for presentation.** Contrast different musical element opposites (including fast-slow, high-low, quiet-loud) through singing, playing or moving. (PK-K.M.P.04)
3. **Develop and refine artistic techniques and work for presentation.** Demonstrate beat competency by using a steady beat when performing pieces that incorporate simple rhythmic patterns (e.g., body percussion, classroom instruments or movement). (PK-K.M.P.06)
4. **Perceive and analyze artistic work.** Meet expectations of an audience member (e.g., listening quietly, clapping at the end). (PK-K.M.R.07)
5. **Interpret intent and meaning in artistic work.** Share observations regarding diverse musical works (e.g., world, popular, folk, classical, etc.). (PK-K.M.R.08)