

Subject: Music	Focus: Concert Preparation	Grade: KG2	Date: 10-13 November 2014
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<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What is your role in the concert? ➤ What does concert behavior look like? ➤ How can we work together to put on a great performance? 	<p>Standards & Benchmarks</p> <ul style="list-style-type: none"> ➤ 1-A: Sings in a variety of modes ➤ 1-K: Explore shared space, self space, high, middle, and low space ➤ 7-A: Know expressive characteristics that make certain music suitable for specific occasions. ➤ 7-B: Know and demonstrates appropriate audience behavior. 	<p>Resources/Materials</p> <ul style="list-style-type: none"> ➤ Students script for “The Big Chill” musical (included here) ➤ Lyric packet for “The Big Chill” (included here) ➤ Teacher music/script and accompaniment ➤ Movement videos (accessible through music blog)
<p>Formative Assessment Strategies</p> <p>Throughout the lesson, teacher will monitor student progress and mark notes for records in record file.</p> <p>Teacher will monitor student responses to questions and notate as necessary.</p>	<p>Differentiation Strategies</p> <p>Throughout the lesson, several modes of delivery will be used including: video, audio, direct instruction, kinesthetic, visual. Students will have different opportunities to show their strengths through singing, movement, and drama.</p>	<p>Grouping Strategies</p> <p>This is a whole class/whole school activity and students will work as a class during these lessons.</p> <p>The concert will be repeated four times with two or three classes from each grade performing in each concert. Concerts we strategically grouped according to ability, behavior, and number of students.</p>

TEACHING

<p>Learning Objectives</p> <ul style="list-style-type: none"> ➤ Review the songs and dances for the concert performance of “The Big Chill” ➤ Review words and instrumental parts to “Jingle Bell Band” ➤ Review appropriate concert behavior and routines ➤ Singing together in various styles with accompaniment and without ➤ Moving safely and musically, exploring the space as it relates to music ➤ Check for understanding 	<p>Student Outcomes</p> <ul style="list-style-type: none"> ➤ Students will demonstrate specific movements for the songs in the collection “The Big Chill” ➤ Students will use appropriate singing voices and words for the songs in the concert. ➤ Students will role-play and verbally describe appropriate concert behavior ➤ Students will use space around them to explore movement and use choreographed movements (ribbon dance) ➤ Students will demonstrate their learning in their actions, descriptions, and self-reflection
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Opening Activity

Students will enter from the hall and sit quietly on their floor spots showing “concert behavior”. Share the goals for the lesson using picture charts on the white board. We will join together in singing our welcome song of the days with “Four Hugs A Day” - this activity is part of an opening/closing movement/socialization routine. Throughout the year, we work through several different thematic songs that encourage socialization, collaboration, and motor skill development.

Main Part of Lesson

Begin with questions about our concert and solicit feedback from students. Be sure to keep notes or marks of student responses. What is our job in the concert? How should we behave when we are in the concert?

With students seated on the floor, begin to review the word to “Jingle Bell Band.” Begin with an echo pattern “my turn, your turn” and note student involvement in record book.

Invite students to sing with teacher, the whole song, with steady beat pattern on knees. Ask: how can we work together to make our song even better?

Pass out jingle bells and egg shakers. Ask students about the song patterning. 1st time=only singing 2nd time=only steady beat with instruments 3rd time-both singing and playing

Review “Snowflake Dance” with ribbons. While passing out ribbons, ask students about using space safely. What can we do to make sure everyone is safe? How will we move like musicians? How will we use the ribbons to show the music? What do we do if we make a mistake or if something is difficult? KEEP TRYING AND PRACTICE!!!

Repeat this process for “Seven Feet of Snow” and “Snow Day” (if time allows) -two more songs from the musical “The Big Chill.”

Invite students back to their floor spots.

Closing Activity/Checking for Understanding

Ask students to sit on their spots and think about their work. 1 finger up for “I really need to practice more” and 2 fingers up for “I am doing pretty well” Ask students “what will we do next time we come to music?” What should we practice? End with “Each of Us is a Flower” (for kinesthetic movement). Throughout the year, we work through several different thematic songs that encourage socialization, collaboration, and motor skill development.

Begin singing the class goodbye song and invite students to line up by colored spot. Wish them a “musical day” on their way out the door.