

Hilgendorf Lesson Plan

Week of 9/4-9/7

5th	Goals: I can sing with others -I can identify woodwind instruments by sight and sound. -I can list key characteristics of woodwind instruments -I can identify brass instruments by sight and sound -I can list key characteristics of brass instruments	Resources: Clarinet, saxophone, flute; Quaver K lesson 20 webpage; Autumn Leaf song file; Updated classroom rules	Standards: NL.1; NL-M.2; NM-IM.3; NM-H.6	Procedures: Sign the contract -1 student raps classroom rules; the rest beat-box -Song of the month: Autumn Leaf. Goals: learn part 1, use quality singing technique Woodwind lesson -Quaver K, lesson 20, slide 2: Woodwind Anatomies -Teacher will play sample of instrument -Student volunteers will identify the instrument parts	-Teacher present various woodwinds. -Students will identify instruments by sight; point out key parts that make them woodwinds. -Teacher will play instruments for class. -Students face away; teacher plays each instrument, students identify by sound. Brass lesson -Repeat Woodwind Lesson w/ brass anatomies; demonstrate buzz with trumpet. Play trumpet for class.	Assessment: -Students will identify Mr. H's instruments when he shows them to the class -Students will identify instruments played by Mr. H by sound while facing away. -Students will verbally list key parts of woodwind and brass anatomies
4th	Goals: I can sing with others -I can demonstrate proper concert etiquette in various audience settings. -I can explain how audience behavior differs between musical settings.	Resources: Updated classroom rules; Kick It Up a Notch song file; Piano or other instrument; student concert etiquette cards	Standards: NL.1; NL-M.2; NM-IM.3; NM.7	Procedures: Sign the contract -1 student raps classroom rules; the rest beatbox -Song of the month: Autumn Leaf. Goals: learn part 1, use quality singing technique -Teacher polls students; what's the right way to act when watching a show? What if it's a rock show? Classical? Theater?	-Allow discussion between peers -Hand out cards—don't let students peek! Instruct students to do *exactly* what their card says. -Teacher performs; students model what is on their cards. -"What did you see or hear that didn't belong in the show? Explain." -Play in other styles; students model appropriate behavior.	Assessment: -Teacher will play various styles of music; students will demonstrate proper audience behavior -Students will explain their behavior choices after the performance

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3rd	<p>Goals: I can sing with others -I can use proper concert etiquette in various audience settings.</p>	<p>Resources: Updated classroom rules; Kick It Up a Notch song file; Piano or other instrument; student concert etiquette cards</p>	<p>Standards: NL.1; NL-M.2; NM-NH.3, IM.3; NM.7</p>	<p>Procedures: Sign contract -1 student raps classroom rules; the rest beatbox -Song of the Month: Kick It Up a Notch. Goals: learn melody, sing with proper technique Concert Etiquette -Teacher polls students; what's the right way to act when watching a show? What if it's a rock show? Classical? Theater?</p>	<p>-Allow discussion between peers -Hand out cards—don't let students peek! Instruct students to do *exactly* what their card says. -Teacher performs; students model what is on their cards. -“What did you see or hear that didn't belong in the show? Explain.” -Play in other styles; students model appropriate behavior.</p>	<p>Assessment: -Teacher will play various styles of music; students will demonstrate proper audience behavior -Students will explain their behavior choices after the performance</p>
2nd	<p>Goals: I can sing with others -I can use proper concert etiquette in various audience settings.</p>	<p>Resources: Updated classroom rules; Kick It Up a Notch song file; Piano or other instrument; student concert etiquette cards</p>	<p>Standards: NL.1; NL-M.2; NM-NH.3, IM.3; NM.7</p>	<p>Procedures: Sign contract -1 student raps classroom rules; the rest beatbox -Song of the Month: Kick It Up a Notch. Goals: learn melody, sing with proper technique Concert Etiquette -Teacher polls students; what's the right way to act when watching a show? What if it's a rock show? Classical? Theater?</p>	<p>-Allow discussion between peers -Hand out cards—don't let students peek! Instruct students to do *exactly* what their card says. -Teacher performs; students model what is on their cards. -“What did you see or hear that didn't belong in the show? Explain.” -Play in other styles; students model appropriate behavior.</p>	<p>Assessment: -Teacher will play various styles of music; students will demonstrate proper audience behavior -Students will explain their behavior choices after the performance</p>

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1st	Goals: I can sing with others -I can identify my 4 types of voices -I can use my 4 types of voices -I can identify the right times to use my different voices.	Resources: Updated rules; Hola Means Hello song file; Quaver K Lesson 4 webpage; Voice-type signs and tape	Standards: NL.1; NL-M.2; NL-M.3	Procedures: Sign the contract -call-and-response rap the classroom rules -Song of the Month: Hola Means Hello. Goal: identify a new language to say "hello" in. Four Voices -Poll class: what are the 4 ways we can use our voice? (review) -Put voice-type signs up around room; students identify signs	-“Walk to the sign that matches the voice you should use.” Give an example of a situation; students walk to the corresponding sign. Ask why they went where they did. - “What voice am I?” game. Quaver lesson 4, slide 4 -Students say which voice is being used while also modeling that voice	Assessment: -Students walk to the sign that shows the voice they should use -Students explain why they walked to the sign they chose -Students demonstrate voice control by imitating *and* identifying voice types during the end-of-class game
K	Goals: I can sing with others -I can identify my 4 types of voices -I can use my 4 types of voices -I can identify the right times to use my different voices.	Resources: Updated rules; Hola Means Hello song file; Quaver K Lesson 4 webpage; Voice-type signs and tape	Standards: NL.1; NL-M.2; NL-M.3	Procedures: Sign the contract -call-and-response rap the classroom rules -Song of the Month: Hola Means Hello. Goal: identify a new language to say "hello" in. Four Voices -Poll class: what are the 4 ways we can use our voice? (review) -Put voice-type signs up around room; students identify signs	-“Walk to the sign that matches the voice you should use.” Give an example of a situation; students walk to the corresponding sign. Ask why they went where they did. - “What voice am I?” game. Quaver lesson 4, slide 4 -Students say which voice is being used while also modeling that voice	Assessment: -Students walk to the sign that shows the voice they should use -Students explain why they walked to the sign they chose -Students demonstrate voice control by imitating *and* identifying voice types during the end-of-class game