

## Hilgendorf Lesson Plan

Week of 9/4-9/7

<b>5th</b>	<b>Goals:</b> 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	<b>Resources:</b> Clarinet, saxophone, flute; Quaver K lesson 20 webpage; Autumn Leaf song file; Updated classroom rules	<b>Standards:</b> NL.1; NL-M.2; NM-IM.3; NM-H.6	<b>Procedures:</b> 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 <b>Woodwind lesson</b> -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. <b>Brass lesson</b> -Repeat Woodwind Lesson w/ brass anatomies; demonstrate buzz with trumpet. Play trumpet for class.	<b>Assessment:</b> -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
<b>4th</b>	<b>Goals:</b> 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.	<b>Resources:</b> Updated classroom rules; Kick It Up a Notch song file; Piano or other instrument; student concert etiquette cards	<b>Standards:</b> NL.1; NL-M.2; NM-IM.3; NM.7	<b>Procedures:</b> Sign 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.	<b>Assessment:</b> -Teacher will play various styles of music; students will demonstrate proper audience behavior -Students will explain their behavior choices after the performance

<b>3rd</b>	<b>Goals:</b> I can sing with others -I can use proper concert etiquette in various audience settings.	<b>Resources:</b> Updated classroom rules; Kick It Up a Notch song file; Piano or other instrument; student concert etiquette cards	<b>Standards:</b> NL.1; NL-M.2; NM-NH.3, IM.3; NM.7	<b>Procedures:</b> 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 <b>Concert Etiquette</b> -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 <i>*exactly*</i> 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.	<b>Assessment:</b> -Teacher will play various styles of music; students will demonstrate proper audience behavior -Students will explain their behavior choices after the performance
<b>2nd</b>	<b>Goals:</b> I can sing with others -I can use proper concert etiquette in various audience settings.	<b>Resources:</b> Updated classroom rules; Kick It Up a Notch song file; Piano or other instrument; student concert etiquette cards	<b>Standards:</b> NL.1; NL-M.2; NM-NH.3, IM.3; NM.7	<b>Procedures:</b> 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 <b>Concert Etiquette</b> -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 <i>*exactly*</i> 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.	<b>Assessment:</b> -Teacher will play various styles of music; students will demonstrate proper audience behavior -Students will explain their behavior choices after the performance

<b>1st</b>	<b>Goals:</b> 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.	<b>Resources:</b> Updated rules; Hola Means Hello song file; Quaver K Lesson 4 webpage; Voice-type signs and tape	<b>Standards:</b> NL.1; NL-M.2; NL-M.3	<b>Procedures:</b> 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. <b>Four Voices</b> -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	<b>Assessment:</b> -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
<b>K</b>	<b>Goals:</b> 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.	<b>Resources:</b> Updated rules; Hola Means Hello song file; Quaver K Lesson 4 webpage; Voice-type signs and tape	<b>Standards:</b> NL.1; NL-M.2; NL-M.3	<b>Procedures:</b> 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. <b>Four Voices</b> -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	<b>Assessment:</b> -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