

## EdTPA ELEMENTARY GENERAL MUSIC LESSON

Teacher: Kenneth Kamping

Lesson Title: The Pilgrims Come to America

Music Learning Discipline (Instrumental, Choral, General): General

Grade(s): Kindergarten

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Central Focus: Students will participate in tonal pattern and echo song exercises that are related to America and the First Thanksgiving, developing their audiation skills and content knowledge, along with learning about the First Thanksgiving.

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Essential Literacy Strategy: Students develop music and language literacy through a research-based pedagogical process that involves audiation preparing them for music reading, tonal readiness exercises using solfege to develop musical understanding, and learning songs based on America and the First Thanksgiving by rote.

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Requisite Skills: Students have a sense of tonality and meter and a basic understanding of the English Language.

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Reading and Writing Connections: Students read along with the songs and story on the Smartboard as the teacher sings/tells it to them.

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### Standards

Content/Common Core Standard(s):

ELA 3: Staircase of Complexity:

1. Each grade level requires a “step” of growth.
  - 1.a. Each level of music reading, understanding and performance is set to create an upward spiral of growth.

ELA 4: Text-based Answers:

2. Teachers insist that classroom experiences stay deeply connected to the text on the page.
  - 2.a. Teachers continuously direct students to seek better understanding of the music at hand throughout rehearsals.

New York State Learning Standards for the Arts:

MU:Cr1.1.Ka.

Artistic Process: Creating

Anchor Standard: 1 – Generate and conceptualize artistic ideas and work

Enduring Understanding: The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources

Performance Indicator: With guidance, explore and experience musical concepts (such as beat and melodic contour).

MU:Pr4.2.Ka.

Artistic Process: Performing

Anchor Standard: 4 – Select, analyze, and interpret artistic ideas and work for presentation

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Performance Indicator: With guidance, explore and demonstrate awareness of musical contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr5.1.Ka.

Artistic Process: Performing

Anchor Standard: 5 – Develop and refine artistic techniques and work for presentation

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Performance Indicator: With guidance, apply personal, teacher, and peer feedback to refine performance.

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Developmentally Appropriate Learning Objectives Linked to Assessment

Content Knowledge Objectives: Students will be able to sing All Night Long and My Country 'Tis of Thee and be able to explain the history of how the first Thanksgiving happened.

Process Skill and Concept Objectives: Students demonstrate their understanding of how to sing All Night Long and My Country 'Tis of Thee when the teacher gestures for them to sing.

Student Friendly Daily Learning Target (I can...or pose as question): I can sing All Night Long and My Country 'Tis of Thee and explain how the first Thanksgiving happened

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Music Education Approach (Gordon, Kodaly, Orff, Dalcroze): Gordon

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Academic Language

Vocabulary: macro-beat, micro-beat, meter, tempo, tonality, tonal syllables, lyrics and diction

Language function:

Perform: Students perform the tonal warm up patterns using syllables

Respond: Students echo and respond to the teacher's tonal warm up, as well as the echo and rules songs.

Analyze: Students analyze the lyrics to the songs

Evaluate: Students peer evaluate their performances of the songs they learned

Syntax or Discourse:

Syntax: Students read lyrics presented to them on the Smartboard, which correspond to the songs they will learn by rote.

Discourse: Students follow along with the sign language version of the song, which symbolically demonstrates the meaning of the lyrics they are singing.

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Monitoring Student Learning: Formal and Informal Assessment

Description of assessment:

Informal assessment: Students peer evaluate their performance on the tonal pattern and echo exercises, as well as the song they learned in class.

What is being assessed: Music and language literacy.

Assessment accommodations: Teacher will understand the differences in learning speeds of students in the class, and through informal assessment evaluate and gauge where the class is in order to aide those who might need it.

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Feedback

Type of feedback that will be given to students: Teaching cues such as facial expressions, breaths, and conducting gestures will be used as non-verbal feedback to assist the students in following along while learning the songs by rote.

What students will do with the feedback: Students will use feedback to stay on task and help them to learn the songs for this lesson.

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Instructional Resources and Materials:

- Piano
- Smartboard
- Computer
- Storybook
- Pilgrim Hat and Jacket

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Connection to Prior Academic Learning and Requisite Skills: Students are familiar with tonal and rhythm patterns, the rules song, and how to learn songs from the teacher by rote.

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Connections to Cultural/Personal/Community Assets: My Country 'Tis of Thee is a traditional American Song, and the story of how the Pilgrims came to North America and eventually had the first Thanksgiving directly relates to the fall season with the Thanksgiving Holiday approaching.

## Instructional Strategies and Learning Tasks that Support Diverse Student Needs

Motivation: Teacher guides students to move freely around the circle to the weight, space, time and flow to the song Shepherds Hey.

Sound Before Sight Procedure (Expand table as needed.)

Time	Teacher Action (Include higher order thinking questions and grouping strategies.)	Student Action
5 Minutes	<p style="text-align: center;">Guided Movement to “Shepherd’s Hey”</p> <ol style="list-style-type: none"> <li>1. Teacher will start playing a recording of the piece “Shepherd’s Hey” through the speakers as they bring the students into the room.</li> <li>2. The teacher will instruct the students to move their feet in time around the circle or instruct those who can’t walk around the circle to tap their shoulders to the beat.</li> <li>3. Halfway through the song the teacher will instruct all the students to tap the beat on their knees, then their shoulders, then their head.</li> <li>4. Once the song stops, the teacher will replay it and instruct the students to move around the circle and match the music with their movements. The teacher should demonstrate movements along with the students when there are changes in dynamics, style and flow.</li> </ol>	<p>Students will move around the circle as instructed and follow the prompts given by the teacher.</p>
7 Minutes	<p style="text-align: center;">Echo Song and Rules Song</p> <ol style="list-style-type: none"> <li>1. First the teacher will sing tonal patterns in the key of “C” while gesturing to the class to know when to sing. The teacher will sing each subsequent pattern immediately after the class sings the previous pattern.</li> <li>2. The Teacher will sing the tune up “bum bum bum, listen and repeat after me” on SO ME DO, then DO an octave up for the starting pitch of the song “All Night Long”</li> <li>3. The teacher will sing each two-measure phrase of the song “All Night Long” for the class, and have the class echo each phrase by gesturing to them. The teacher will go through the whole</li> </ol>	<p>Students will do their best to audiate and sing back the tonal patterns that the teacher sings.</p> <p>Students will do their best to listen and echo the teacher as they go through the song.</p>

	<p>song, being sure to sing the chorus at the end as well.</p> <ol style="list-style-type: none"> <li>The teacher will then go through the rules song, being sure that students follow along and repeat the rules of the class.</li> </ol>	
8 Minutes	<p style="text-align: center;">My Country 'Tis of Thee</p> <ol style="list-style-type: none"> <li>Teacher will first prompt the students to engage in showing the macro beats of a tempo the teacher gives, and the teacher will say, "Make sure you keep the tempo steady to help me while I sing for all of you"</li> <li>The teacher will then accompany themselves while singing through the song "My Country 'Tis of Thee" twice.</li> <li>The teacher will then teach the song to the class one phrase at a time, combining shorter phrases into longer ones for the students to echo.</li> <li>The teacher will then sing the song in its entirety again and prompt the class to sing the entire song afterwards.</li> </ol>	<p>Students will follow the teacher's instructions and try their best to maintain a steady tempo</p> <p>Students will do their best to listen to and learn the song by rote.</p>
15 Minutes	<p style="text-align: center;">The Pilgrim's Come to America</p> <ol style="list-style-type: none"> <li>The teacher will quickly put on a Pilgrim hat and jacket and prepare to act out an interactive story based on the Pilgrims.</li> <li>The teacher tells a story about how the Pilgrims sailed across the ocean, settled and farmed, and had the first Thanksgiving.</li> <li>The teacher will have movements associated with parts of the story such as: sailing across the ocean, searching for other people, making friends with the natives, farming and then eating at the first Thanksgiving.</li> <li>The teacher will then pull up the lyrics for the song "The First Thanksgiving" on the smartboard, then proceed to teaching the class the song by rote.</li> <li>The teacher will first have the students establish a rhythmic context by tapping on their knees while they sit and will proceed to sing through the song in its entirety twice.</li> <li>The teacher will then teach each stanza by rote while the students are sitting down.</li> <li>Once each stanza is learned, the teacher will prompt the students to stand up by saying</li> </ol>	<p>Students will remain quiet and listen while the teacher tells the story.</p> <p>The students will follow along with the movements presented to them by the teacher.</p>

	<p>“please stand up” on DMS, and the class will sing through the entire song while the teacher follows along with their finger on the lyrics on the smartboard.</p> <p>8. There will be someone else following along with the lyrics in sign language to aid those who need it.</p>	The students will do their best to learn the song by rote.
5 Minutes	<p>Thank you and Tak for Maden</p> <p>1. Teacher will teach students the “Thank You” song using the same process for teaching a song by rote as stated above for teaching “The First Thanksgiving” song.</p> <p>2. If time allows, the teacher will also teach the “Tak for Maden” song using the same process for teaching a song by rote as described above.</p>	The students will do their best to listen and learn both songs if time allows.

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Closure: The lesson ends with the students performing My Country ‘Tis of Thee for their classroom teacher when they arrive to bring them back to class.

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Student Reflection Exercise: Students will be given the lyrics to My Country ‘Tis of Thee on a piece of paper and are encouraged to go sing the song for their parents when they get home from school.

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Learning Adaptations/Differentiation Strategies Based on IEP or 504 Plans:

Learning Disabilities and Communicating Disorders: Teacher repeats patterns and concepts as needed. Audiation activities, peer assessment, peer collaboration, and movement exercises provide multimodal learning. Patterns are broken into smaller chunks as needed and pacing is adjusted according to student needs.

Visual and Hearing Impairments: Teacher provides braille music and presents large notation on the SmartBoard for students with visual impairments. Curwen hand signs, cuing gestures and the use of sign language assist the learning process for hearing impaired students.

Orthopedic or Other Physical Impairments: Teacher provides sign language handouts and/or projects sign language signs on the SmartBoard for those who cannot physically perform them. The room will be wheelchair accessible for students who need it

Behavioral Issues: Teacher designs the lesson to inspire joy in learning for all students. Calmly redirect students who misbehave. Classroom management rules are in place and will be enforced for students who elect to break the rules.

\*Adaptations accommodate specific IEP or 504 plans\*\*

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Technology Integration to Support Learning:

The Smartboard will be utilized to project the lyrics of the songs the class will learn.

Class Assessment Rubric: The Pilgrims Come to America

Classroom Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

	Outstanding - 4	Excellent - 3	Developing - 2	Needs Assistance - 1
Behavior	All students responded well and there were no behavioral issues.	Most of the students responded well and there were few behavioral issues.	Most of the students responded well, but there were some behavioral issues.	Some of the class responded well, but there were many behavioral issues throughout the lesson
Following Instructions	All students followed the instructions to their best ability and there were no problems	Most of the students followed the instructions to the best of their ability, and there were a few who did not follow instructions.	Most of the students followed the instructions to the best of their ability, but there were some who did not follow instructions.	Some of the students followed the instructions to the best of their ability, but there were many who did not follow instructions.
Lesson Engagement	All students were fully engaged in the lesson that was being taught and there were no problems.	Most of the students were fully engaged in the lesson and there were a few who were not engaged.	Most of the students were engaged in the lesson, but there were some students who were not engaged	Some of the students were engaged in the lesson, but there were many who were not engaged.