

Name: Jake Ezzo _____

Date: 9/19/2011

Grade: Lower School I-III _____

Title: 'Are You Coming Out Sir?'

<p>A. Musical Focus: (concepts/skills to emphasize)</p> <table border="0"> <tr> <td>Playing Instruments</td> <td>Timbre</td> </tr> <tr> <td>Singing</td> <td>Harmony</td> </tr> <tr> <td>Melody</td> <td>Creating</td> </tr> <tr> <td>Rhythm</td> <td>Movement</td> </tr> <tr> <td>Expressive Qualities</td> <td>Form</td> </tr> </table>	Playing Instruments	Timbre	Singing	Harmony	Melody	Creating	Rhythm	Movement	Expressive Qualities	Form	<p>Preparation: (link to prior knowledge or "jump start")</p> <ol style="list-style-type: none"> 1. Enter and Greet the class 2. Sing 'Funga Alafia' as the greeting song to help focus the energy in the classroom. 3. Introduce Puppets, Sir Jonathan and Salty
Playing Instruments	Timbre										
Singing	Harmony										
Melody	Creating										
Rhythm	Movement										
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<p>B. Materials:</p> <ul style="list-style-type: none"> - Two Puppets (probably John and Salty) -Rhythm Sticks/membrane instruments -Are you coming out sir sheet 	<p>Process + Personalization: (teaching sequence + participation)</p> <ol style="list-style-type: none"> 1. Before the story takes place, go over rules for using puppets. <ul style="list-style-type: none"> - Must use their inside voices, any puppet that bites must sit in time-out (back in the bag), 2. Introduce poem to students using two hand puppets pretending To be two people engaged in a conversation. 										
<p>C. National Standards Addressed:</p> <ol style="list-style-type: none"> 1. Singing, alone +with others, a varied repertoire of music 2. Performing on instruments, along +with others, a varied rep. of music 3. Improvising melodies, variations, and accompaniments. 4. Composing +arranging music within guidelines 5. Reading and notating music 6. Listening to, analyzing, and describing music 7. Evaluating music + music performances 8. Understanding relationships between music, the other arts, + disciplines outside the arts 9. Understanding music in relation to history and culture. 	<p>'Are you coming out, sir?/ No, sir./Why, sir?/ Because I've got a cold, sir./Where'd you get the cold, sir./ At the North Pole, sir./ What were you doing there sir?/ Catching polar bears, sir./ How many did you catch, sir?/ One, sir, two, sir, three, sir./ That's enough for me sir!'</p> <ol style="list-style-type: none"> 3. Ask them how many times you say the word 'sir'. Repeat until Consensus is reached on correct number (13). 4. Ask them to listen to the answers carefully. Repeat until... 5. Teacher supplies questions, students supplies answers 6. Ask to listen to questions and repeat.... students supply question teacher supplies answers. (group assessment) 7. Split into two groups, having one group speak the questions and the other the answers. Switch. (group assessment). 8. Have one student do one part while you do the other (with puppets) (individual informal assessment) 9. Supply contrasting instrument to each group. 10. Drop words and have students play rhythms on instruments 11. Transfer to barred instruments set up in C pentatonic, no F or B 12. Have students work in pairs for their own improvised 'dialogue' 										
<p>D. Objectives: Learners will...</p> <ol style="list-style-type: none"> 1. Be able to do (behavioral): students will be able to maintain a steady beat with an accuracy rate of 30%. 2. Understand (cognitive): 3. Encounter (experiential): students will play and sing 'are you coming out sir'. 4. Change/add value (critical): 	<p>Perform:</p> <p>Have students perform their compositions for the class! As students leave the class, end with 'Funga Alafia'.</p>										
<p>E. Focusing Question/Objective: As a result of the lesson.... students will realize a relationship between speech patterns and steady beat. Using the language as a tool, students will be able to maintain a steady rhythm.</p>											

F. Assessment:

A. Written

B. Informal

C. Individual

D. Group

E. Performance

F. Other

Accomodations:

-Puppet etiquette is VERY important...no abusing the tools.

-if students get to rowdy, remind them of their inside voices, use mouse?

- Do NOT expect to get this lesson done in one day. The children need repetition, and taking the time for these skills is more important.

- Be aware of sensory issues or the scary puppets for the littles, (especially Ian).

-utilize aspects from the student's world- Angry Bird dolls for the future?

