

Name: Jake Ezzo

Date: 10/26/2011

Grade: Middle School I 5th

Title: 'Down Under!'

<p>A. Musical Focus: (concepts/skills to emphasize)</p> <p>Playing Instruments Timbre Singing Harmony Melody Creating Rhythm Movement Expressive Qualities Form</p>	<p>Preparation: (link to prior knowledge or "jump start")</p> <ol style="list-style-type: none"> 1. Enter and Greet the Class. 2. Introduce guest (otherwise it'll take up time) 3. Funga Alafia (2-3 minutes) <p>Where does this song come from? Name for me the other countries whose music we have learned! (Ireland, Australia). (2)</p>
<p>B. Materials:</p> <ul style="list-style-type: none"> -Didgeridoo -Bullroarer -Sesere eeye sheet, rhythm sheet, -Djembe -Drums 	<p>Process + Personalization: (teaching sequence + participation)</p> <ol style="list-style-type: none"> 1. Discuss everything we know about Australia and about its music! (7 minutes max) <p>Down Under- looks like it is under the bottom of the globe. Hows it goin? Animals- Kookaburra (know song?)</p>
<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>2. Share what you know about the Didgeridoo and the Bullroarer. Aboriginal Instruments! Talk about who they are, where they live.</p> <p>Bullroarer- Doppler effect! 19,000 years old. Slat of wood. Communicate between areas.</p> <p>Didgeridoo-over 1,500 years old. Wood trumpet. Traditional Names: martba,paampu. Used to imitate wild animals. (Dingo, Kookabura) (10 minutes)</p>
<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 100%. Students will be able to play the rhythms and sing seseere eeye with a success rate of 100% 2. Understand (cognitive): 3. Encounter (experiential): students will sing Australian music, as well as play percussion instruments. 4. Change/add value (critical): students will realize the connection between music and culture. As a result, students will have a change perspective of this relationship. 	<p>3. Speak rhythms from rhythm worksheet with animal names to help learn them. Eventually switch to percussion instruments! Talk about Accents (stress) (13 minutes)</p> <p>4. What song are we doing from Australia? (Sesere eeye)</p> <p>5. Review song- Jenny- Higher Part Catherine and Justin- Melody Zach and Max- Lower Part. (10 minutes)</p>
<p>E. Focusing Question/Objective: As a result of the lesson.... students will be able to keep a steady beat and also will explore elementary practices of 3 part harmony.</p>	<p>Perform:</p> <ol style="list-style-type: none"> 1)Perform Sesere eeye one final time! (2 minutes) 2) Do Funga Alafia

F. Assessment:

- A. Written
- B. Informal
- C. Individual- Everyone will individually model.
- D. Group- everyone is playing
- E. Performance- Everyone will perform at the end of
- F. Other

Accomodations:

- *SOME KIDS DON'T LIKE RAWHIDE!!!*
- Max is very hands on. Multisensory is good for him.
- *Zach- Great enthusiasm, but make sure he stays focused. 'eyes on me'
- *Max- allow him to get up and talk to Cari if necessary. He is on the spectrum and does need to let steam off sometimes. Try to keep him engaged though.
- Individualize think time between call and response.
- 'I still think we need to give you a little think time'-for Max.