

Name: Jake Ezzo

Date: 10/19/2011

Grade: Middle School IB, Recorder

Title: 'Patsy Ory Ory Aye!'

<p><b>A. Musical Focus:</b> (concepts/skills to emphasize)</p> <table border="0"><tr><td><b>Playing Instruments</b></td><td>Timbre</td></tr><tr><td><b>Singing</b></td><td>Harmony</td></tr><tr><td><b>Melody</b></td><td>Creating</td></tr><tr><td><b>Rhythm</b></td><td>Movement</td></tr><tr><td><b>Expressive Qualities</b></td><td>Form</td></tr></table>	<b>Playing Instruments</b>	Timbre	<b>Singing</b>	Harmony	<b>Melody</b>	Creating	<b>Rhythm</b>	Movement	<b>Expressive Qualities</b>	Form	<p><b>Preparation:</b> (link to prior knowledge or "jump start")</p> <ol style="list-style-type: none"><li>1. Enter and Greet the Class.</li><li>2. Do finger warm-ups! (5 minutes max!)</li><li>3. Let's remember good posture! (don't lay down or eat the Recorder). (1 minute)</li><li>4. Write words on board (<b>what song is this?</b>)</li></ol>
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<p><b>B. Materials:</b></p> <ul style="list-style-type: none"><li>- Recorders, extras, and cleaning alcohol.</li><li>- Patsy Ory Ory Aye Music lyric sheets for Patsy (5 of them).</li><li>- Accompaniment sheet</li><li>-</li><li>-</li></ul>	<p><b>Process + Personalization:</b> (teaching sequence + participation)</p> <ol style="list-style-type: none"><li>1. Sing Patsy Ory Ory Aye (they sing chorus, I sing verse). 5 minutes</li><li>2. Talk about Patsy Ory Ory Aye <b>Where did this song come from? What are characteristics of the song? What was it about? What type of song is it? (7 minutes)</b></li></ol>										
<p><b>C. National Standards Addressed:-</b></p> <ol style="list-style-type: none"><li>1. Singing, alone +with others, a varied repertoire of music</li><li>2. Performing on instruments, along +with others, a varied rep. of music</li><li>3. Improvising melodies, variations, and accompaniments.</li><li>4. Composing +arranging music within guidelines</li><li>5. Reading and notating music</li><li>6. Listening to, analyzing, and describing music</li><li>7. Evaluating music + music performances</li><li>8. Understanding relationships between music, the other arts, + disciplines outside the arts</li><li>9. Understanding music in relation to history and culture.</li></ol>	<ol style="list-style-type: none"><li>2. In order to discuss the energy of this Irish-American Work song, listen to Irish song 'Bodhran' by The Young Dubliners. <a href="http://www.youtube.com/watch?v=2zPmQsCSbQY&amp;feature=related">http://www.youtube.com/watch?v=2zPmQsCSbQY&amp;feature=related</a> Dublin- Capital of Ireland- 1.8 million. <b>-How are these two songs similar? (7-10 minutes)</b></li><li>3. Let's review the notes for Patsy Ory Ory Aye! Start with B,A,G. Do review of C and high D.</li><li>4. Individually Play G,A,B,C,D. Troubleshoot. Have other students check for: Good Posture, correct breath and tone, and making sure fingers stay over each of the holes. (4 minutes)</li></ol>										
<p><b>D. Objectives: Learners will...</b></p> <ol style="list-style-type: none"><li>1. <b>Be able to do (behavioral):</b> students will be able to play Patsy Ory Ory Aye on the recorder with a success rate of 95%. Students will be able to sing Patsy Ory Ory Aye with a success rate of 100%.</li><li>2. <b>Understand (cognitive):</b></li><li>3. <b>Encounter (experiential):</b> students will play an Irish-American work song both on the recorder and with their voice.</li><li>4. <b>Change/add value (critical):</b></li></ol>	<ol style="list-style-type: none"><li>5. Play Patsy Ory Ory Aye phrase by phrase. Any problems address 6 minutes</li><li>6.</li></ol>										
<p><b>E. Focusing Question/Objective: As a result of the lesson.... students will be able to play an Irish Folk song on recorder while understanding its historical context.</b></p>	<p><b>Perform:</b></p> <ol style="list-style-type: none"><li>1) Perform Patsy Ory Ory Aye in its entirety! (Final 2 minutes)</li></ol> <p><b>Accomodations:</b></p>										

**F. Assessment:**

A. Written

B. Informal

**C. Individual- Everyone will individually model.**

**D. Group- everyone is playing**

**E. Performance- Everyone is playing the recorder for the majority of the class, cumulating in a final performance.**

F. Other

**THIS CLASS ENDS 5 MINUTES EARLY!!!!!! 2:40!!!!!!**

-If Max is disruptive: 'Is that something you can do in your head?'

-\***Zach**- Make sure he raises his hand. Possibly work on Harmony with him?

-\***Max**- He will try to wear his earmuffs when he thinks he is playing too loud. '5 minutes on, 10 off.' CAN play with off..... coping mechanism.

- Individualize think time between call and response.

- 'I still think we need to give you a little think time'-for Max.