

Fleetwood Elementary General Music Cycle (#35)
C Day: Period 1 (8:55-9:35am) and Period 3 (10:05-10:45am)
Tuesday April 26, 2022
Mr. Camano

Jazz Appreciation Month Lesson #2

Standards:

- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Objectives:

- Students will be able to use bean bags to be musical; focusing on keeping a steady beat throughout and working together as a class, while listening to Dave Brubeck's "Take Five".
- Students will learn about the famous jazz musician, Louis Armstrong, and discuss why Bob Thiel and George Weiss wrote the song "What A Wonderful World" that Louis made famous by recording.
- Students will be able to listen to and experiment with the musical element of tempo.

Assessment:

- Students will be informally assessed on their participation and whether they are being musical throughout the lesson.
- Students will be informally assessed on singing as a group. Select students who wish to sing individually will be formally assessed on their singing, and ability to experiment with the musical element of tempo.

Prior Knowledge:

- Students performed the movement activity in the previous class.
- Students learned about the musical genre of jazz in the previous class.
- Students have learned and sung the Cousin Peter song throughout various classes since mid-end March.

Pre-Lesson:

- Teacher places a bean bag on each dot spot (number of bean bags/dot spots will be determined by how many students are in the class).
- Upon entering the music room, students pick up the beanbag, sit on a dot spot, put the beanbag in front of them and wait patiently for further instruction.

Learning Plan:

Feierabend's First Steps in Music 8-Part Workout is used exclusively in Dr. Strong's classroom. For this lesson, a modified workout is used

- Movement Activity

- Teacher tells students they will be trying the activity they performed in the previous class again. Teacher tells the class they are going to use beanbags to be musical, and reminds students that although they might be tempted to throw the bean bags across the room, or in the air, they should resist the temptation, and not cross the line.
 - “Crossing the line” is a term Dr. Strong uses to describe when students are misbehaving in the music room.
- Teacher asks students to pick up the beanbag, stand up, and copy their motions while staying on their dot spot (left stomp, right stomp, left stomp, toss bean bag from left hand to right, or clap twice instead of tossing the bean bag) Teacher asks students to count to 5 while doing this.
 - This is to help students feel the mixed meter of 5/4 with their entire body before performing the activity.
- Teacher asks students to make a circle sitting down. Students should be sitting criss-cross applesauce or on their knees.
- Teacher reminds students that the most important thing about the activity is that they must work as a team/class in order for it to be successful. Teacher asks students if they remember why it is important that they must do this.
- Teacher reviews the instructions and/or asks students if they remember what the motions for the activity are.
 - Students pat their lap 3 times (beats 1, 2 & 3) then grab the beanbag and pass it to the person sitting to their right (beats 4 & 5).
- Teacher tells students that there is going to be a “beat buddy” in the circle (and in each small group) and its job is to help them keep track of when they have performed the activity for one full rotation of the circle. When the beat buddy finishes in the same place it started, one full rotation has gone by.
- Teacher and students practice the motions of the activity (123, grab pass).
- Teacher reviews with students what they should do when the music starts. Students and teacher practice this without music, and then add music.
 - When the drums start playing, students move their bodies to the beat in the mixed meter of 5/4.
 - When the piano part enters, students begin to count to 5 (1, 2, 3, 4, 5) with the teacher and follow the teacher’s beat being tapped on the rhythm sticks.
 - When the teacher says “1, 2, 3, ready, go” students start performing the activity, patting their lap 3 times, grabbing the beanbag and passing it to the person on their right while maintaining a steady beat counting out loud (1,2,3,4,5)

- Depending on time, students split into 2 groups of about 10-15 people each and perform the activity again.
- Students split into multiple groups of about 4-5 people each and perform the activity for the last time.

Transition: When the activity finishes, teacher asks students if they remember what kind of music they were being musical to? Teacher leads students to say that they were being musical to a piece of jazz music. Teacher asks students if they remember why jazz has been the focus of their previous class and today's class, leading students to say that April is Jazz Appreciation Month. Teacher transitions to the next activity by telling students that in their lesson they are going to learn about a famous jazz musician whose name was Louis Armstrong, and asks students if they've heard that name before.

- About Music
 - Teacher briefly explains that Louis Armstrong was a famous jazz musician who lived from 1901-1971 (70 years), who was nicknamed Satchmo, Satch and Pops because he had a large wide mouth, that he was from New Orleans, Louisiana, that he first played in front a live audience with a band called the Creole Jazz Band in 1922 (age 23), and that the most famous song he is known for is called What a Wonderful World.
 - Teacher asks students if they remember what originated in New Orleans, Louisiana and leads students to answer that jazz originated in the same city Louis was from.
 - Teacher tells students that the song was recorded and made famous by Louis, but written by two other songwriters Bob Thiele, and George Weiss.
 - Teacher tells students that they are going to listen to the song and that they should think about two things while listening. (1) Why do you think Bob Thiele and George Weiss wrote this song? (2) What's something you heard that Bob Thiele and George Weiss thought was wonderful about the world?
 - If time, if you wrote the lyrics to this song, what might be something you would write, what do you think is wonderful about our world?
 - Teacher plays an excerpt of audio of What A Wonderful World.
 - Teacher asks for students to share their responses to the question.
 - Teacher gives an example "I love the springtime, because there's warmer weather, the days are longer, and we see the flowers bloom".

Transition: Teacher tells students they are going to warm up their voices and that they are going to need to pretend that they are holding a slide whistle.

- Pitch Exploration

- Teacher asks students to echo the sound the slide whistle is making with their voices and to follow its direction (high, middle, low) with their fingers.
 - If time, teacher plays the Toy Pitch Exploration video and asks students to follow the toy with their voices and their fingers based on its direction (high, middle, low).

Transition: Teacher tells students they are going to learn a new song today, and that it's an old fashioned song, because there's one word that isn't spoken nowadays.

Teacher asks students if they can identify that word while listening.

- The word identified should be buggy. Teacher can explain that a buggy is an old fashioned word for carriage such as horse and carriage.
- New Simple Song: Riding in a Buggy
 - Teacher reminds students that they should be listening in red light the entire time.
 - Dr. Strong created what she calls a "Musical Stoplight" to help students keep track of when they should be singing and when they should be listening.
 - Green light means that the class should be singing but the teacher shouldn't be.
 - Yellow light means the class and the teacher should be singing together.
 - Red light means only the teacher should be singing, and the class should be silently listening and audiating.
 - Teacher has students listen in red light and pat the beat while the teacher sings the song. Teacher sings the song twice and then tells students that they are going to play around with the speed of the song. Teacher asks if anyone knows what the musical vocabulary word is for describing the speed of a song, and formally introduces the musical term "tempo" if students do not know.
 - Teacher tells students to pat the beat, but reminds them to match the speed of the song. If the teacher is singing the song slowly, the beat should be patted slowly. If the teacher is singing the song quickly, the beat should be patted quickly, etc.
 - Teacher does the same thing but asks students to stand up and march/walk around the room to the beat while following the tempo the teacher chooses.
 - Teacher reminds students that although the activity is fun, they should remember not to cross the line, and to be musical.

Transition: Teacher asks students to get into a circle standing up while singing Riding in a Buggy one last time, while students, still listening in red light, silently make their way to the circle.

- Action Song w/ Game: Cousin Peter

- Teacher asks students to sing the Cousin Peter song. Students sing the song.
- Teacher tells students they are going to play the Cousin Peter game (hot potato) with the yarn ball, but instead of everyone singing this time there is going to be only one person singing, and being the game leader for each verse. That person gets to play around with the tempo of the song, singing it faster or slower to try to get people out.
- Teacher reminds students that only one person should be singing, everyone else should be in red light and respecting the game leader's singing.
- Once a student is out, they will be the next person to be the game leader. If a student does not wish to be the game leader, the entire class sings the verse. After the student is out, they should pick up a boomwhacker and tap the beat, following the tempo that the game leader is singing the song.
- Hickety Pickety Honey Cup (if extra time)

Closure: Students stop playing the game and pass the yarn ball to the teacher. The teacher asks students to line up quietly at the door and await their homeroom teacher.

Differentiation:

- Visual slideshow of lesson.
- Oral instructions
- Class discussion, silent responses.
- Audiation