

BRAINY Lesson Plan

Objectives:

- A. The learner will be able to understand how emotions relate to music, through listening to contrasting songs
- B. The learner will understand the beauty of art in nature, and how it relates to the state of Colorado
- C. prep 2 beat meter - visual

Materials: I will need....

- Orff Xylophone
- Recording technology
- Indiv. instruments
- Prepared images from Art Exhibit

Procedure:

CSP	Tone Set* *list in order from low to high	Song*/Activity/Game *please underline names of songs	Timing	Standards
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<p>D = sol,</p>	<p>sol, do re mi sol</p>	<p>Good Morning - Ms. Jansky -at homes</p> <ul style="list-style-type: none"> ● Introduce yourselves, show instruments, fact about ourselves (emotional/philosophical) <ul style="list-style-type: none"> ○ Be over the top ○ Pick key ○ <i>Clip together one 10sec intro from each person</i> ● Say you will be teaching this, so listen closely ● Sing through good morning song ● Break into lines, leave space for response ● Sing song in whole again ● Say it can be put in to a round ● Explain premise of "the round" <ul style="list-style-type: none"> ○ <i>Input round part: video of each of us this song indiv, put together in a round</i> ○ <i>Think about what you just heard (put up fingers of how many voices you heard)</i> 	<p>5min</p>	<p>1</p>
<p>D = do</p>	<p>do re mi sol la</p>	<p>Improvisation Activity -comp studio 1 pm</p> <ul style="list-style-type: none"> ● Start with a clip of T. playing Orff xylophone (using only D pentatonic notes), improvising and singing along. Each note with a different color: red = do, yellow = re, green = mi, blue = sol, and la = purple (talk in colors, not solfa). ● St. will follow T. on using hand contour to show the five notes of the pentatonic scale. ● St. will then loo-sing each note of the pentatonic scale. ● T. will explain the improv activity, asking St. to sing the pentatonic scale, but change the last note. Do the same now with the last two notes, then allow students to improv. ● T. will accompany St. using Orff xylophone. 	<p>10min</p>	
<p>A = mi</p>	<p>La, do re mi</p>		<p>10min</p>	

		<p>Phoebe</p> <ul style="list-style-type: none"> ● T will start out with choreo "body percussion" (good way to get brain restarted and have them stand up) ● (clap left, middle, right, snap, repeat) ● T will go over each step three times ● Have st say movement out loud first couple tries and then internalize what they are saying. ● To make sure students know, T will ask students "which movement comes next?" and the video will display 2 different options ● T will go into how we all wear different clothing items to show our uniqueness. ● Sing phoebe and propose different clothing items you can improvise . ● prepping 2-beat meter by showing a puzzle piece 2x8 <p>stomp, stomp, knee, knee, shoulder, shoulder, clap, clap</p> <p>What we wear can be an expression of how we feel. It also can show what time of year it is. Include an introduction. Add what a petticoat is.</p> <p>Art Music</p> <ul style="list-style-type: none"> ● Explain how emotions can be shown through music <ul style="list-style-type: none"> ○ Have you ever been listening to your favorite song, and you just feel so happy? How about when you are sad, and what would comfort you is a sad song? ○ Ask them to close their eyes and picture a time they were in the mood to listen to a certain type of music. Wait 15 seconds. Now we'll listen to an example... 	<p>1 and 2</p> <p>10min</p> <p>4</p>	
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		<ul style="list-style-type: none"> ● during the editing of the closing, (will add piano music that goes with the ups and downs of winter and spring) <ul style="list-style-type: none"> ○ *Possibly add interlude of horn or flute (McKenna Peer Gynt during flower blooming action) ● Will end off with each T thanking st for watching our lesson <p>Broad concepts - tempo, dynamics, meter, articulation</p> <p>Certain part of story, have them add the sound effects. (When I mention rain, everyone uses something around them to recreate the sound effect of rain.)</p>	45-50min in total	
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- Add objectives A B C D - including 3-4 4th grade concepts**
- Add CSP, tone set, etc.**
- Add small revisions**
- Continue to edit activity**
- Finalize the plan**
- Make an outline/plan of all the moving parts (recording together, recording in different locations, putting pieces together, etc.)**

Send finalized plan to Dr. Jacobi before next meeting
Meeting next Fri, same time
Goal: have plan completely ready so we can begin recording

***Can record segments IN the museum**