**Technology in the Music Classroom Lesson Plan Assignments**

**Name \_Alex Gil\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan Type \_\_\_Connecting to Music\_\_\_\_**

**Lesson Title/Description:** The Sweets of May

**Class/Grade:** 2nd Grade general music

**Lesson Time:** 45 minutes

**Standards:**

**MU:Cn11.0.2a** Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Evidence** |
| By the end of this lesson, students will know how to dance “The Sweets of May” from the New England Dancing Masters book.  | Evidence: Success is when the student can perform the folk dance as a class with minimal teacher direction.  |
| By the end of this lesson, students will know more about how dance and music are connected forms of art.  | Evidence: Success is when the student can engage in discussion on how music and dance are connected.  |
| By the end of this lesson, students will learn about Irish geography, music, dance, and culture.  | Evidence: Success is when each student can engage in discussion about unique features of Irish culture.  |

**Prior Knowledge and Skills:**

* Students must already know basic folk dance terminology like longway set, and cast off.
* Students must already know grade appropriate music vocabulary dealing with musical form.

**Materials:**

* Video Recording device (smart phone)
* Teacher Computer
* Projector
* Sound system.
* Google Slide
* YouTube videos embedded into the slides.

**Learning Activities:**

* Teacher will open the google slide for this lesson on the teacher computer and project it onto the screen.
* Here is the link to the Google Slide
* <https://docs.google.com/presentation/d/1lGDj38uanZDKt30A0N67-qtS0iTuNm3TPfNNXo76T88/edit?usp=sharing>
* Teacher will begin class by introducing the title of the folk dance “The Sweets of May”, and letting students know that the song originates in Ireland.
* On the second slide, the teacher will show students where Ireland is on the map.
* Teacher will then click the link for the virtual tour of Ireland and scroll through some of the sites for students to see. Teacher will ask guiding questions to compare Ireland’s features to that of Texas.
* [https://earth.google.com/web/@53.82318672,-8.04079609,122.55317303a,1883594.45690989d,35y,0.55968234h,1.58614283t,0r/data=Ci4SLBIgMWMzNTNlZGM1NzBiMTFlOWI4MjA1Yjg4NDU1MWIwMmYiCG92ZXJ2aWV3](https://earth.google.com/web/%4053.82318672%2C-8.04079609%2C122.55317303a%2C1883594.45690989d%2C35y%2C0.55968234h%2C1.58614283t%2C0r/data%3DCi4SLBIgMWMzNTNlZGM1NzBiMTFlOWI4MjA1Yjg4NDU1MWIwMmYiCG92ZXJ2aWV3)
* Teacher will play the following video showing musicians playing traditional Irish music and ask students guiding discussion questions pointing out the unique features of their music.
* <https://www.youtube.com/watch?v=tEJQuwHm88I>
* Teacher will play the following video showing traditional Irish dance asking guiding questions to students leading to understanding how traditional music and dance are interconnected.
* <https://www.youtube.com/watch?v=Fr2JPIaDixo>
* Next on slide 4, teacher will play the song for the students asking them to identify the different repeating sections leading students to discover the ABC form.
* Students will use the movement word wall in the classroom to move through space with a different locomotor or non locomotor movement for each section.
* Teacher will use slides 6 and 7 to help students get into starting formation (longway set) and learn the A section of the folk dance.
* Teacher will display slide 8 to teach students the B section of the folk dance.
* Teacher will use slide 9 to aid students in learning the C section of the folk dance.
* The lesson will conclude with the students performing the piece straight through and repeating until the end of the track.
* Teacher will record video of the class performance for students to evaluate in the next lesson.