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

**Name \_Alex Gil\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan Type \_\_\_Performing Music\_\_\_\_**

**Lesson Title/Description:** Beginning recorder playing G and E

**Class/Grade:** 4th Grade general music

**Lesson Time:** 45 minutes

**Standards:**

**MU:Pr4.2.4a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

**MU:Pr5.1.4a** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

**MU:Pr5.1.4b** Rehearse to refine technical accuracy and expressive qualities and address performance challenges.

**MU:Pr6.1.4a** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

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| **Learning Outcomes** | **Assessment Evidence** |
| By the end of this lesson, students will be able toPlay the G and E on recorder.  | Evidence: Success is when the student can produce a characteristic sound on the instrument with good intonation on the G and E.  |
| By the end of this lesson, students will be able toPerform a recorder piece reading standard notation with the notes G and E.  | Evidence: Success is when the student can read and play the selected recorder piece individually and with classmates.  |
| By the end of this lesson, students will be able toEvaluate the accuracy of their own and others’ performances.  | Evidence: Success is when each student can engage in discussion of their performance and of others’ performances. Students will also type a personal evaluation via google form.  |

**Prior Knowledge and Skills:**

* Students must already know how to hold the recorder properly.
* Students must already know how to blow slow consistent air through the instrument.
* Students must already know how to cover holes on the recorder without letting air escape.
* Students must already know how to play the low E on recorder.
* Students must already know how to read notes on the treble clef staff.

**Materials:**

* Student Chromebooks
* Student Recorders
* Teacher Computer
* Projector
* Google Form exit ticket link
* Recorder fingering posters.

**Learning Activities:**

* Students will retrieve their student recorders and return to their spot with their instrument out ready to play.
* Teacher will review with students how to play the low E on recorder referring to the fingering poster.
* Teacher will model the low E on a whole note and 4 quarter notes asking the class to echo.
* Teacher will turn on the projector and teacher computer and log into Musicplayonline.com (online curriculum)
* Teacher will introduce the new note “G”.
* Teacher will demonstrate that students simply need to remove the right fingers to play G on the recorder.
* Teacher will lead echo patterns using the E and G on recorder.
* Teacher will open up the poison rhythm link G/E under resources in the recorder unit.
* Teacher will lead echo patterns with the poison rhythm displayed.
* Teacher will open song 9 in recorder kit 1 entitled “Starlight” and project it for students to see.
* Teacher will lead students in reading note names and fingering in time as they read the 8-measure piece.
* Students will read and play along to the “Starlight” note highlight video following each note as it is highlighted.
* When students are comfortable, they will play along to the accompaniment track without the note highlight.
* Students will play along to the following youtube video for some extra practice. <https://www.youtube.com/watch?v=Na_QJwN7elw>
* Teacher will call upon different students to play “Starlight” individually.
* Students will engage in discussion about their classmates’ and their own performances.
* In the last 5 minutes, students will put away their recorders and get out their chromebooks.
* Students will fill out the Google form exit ticket where students will write 2-3 sentences about their performance on the recorder that day.