



This is a resource from CPALMS (www.cpalms.org) where all educators go for bright ideas!
Resource ID#: 164950

Primary Type: Lesson Plan Playing in a Group Setting

In this lesson, students will be able to collaborate with their peers to create a performance. sing and play melodies by ear with support and develop strategies for listening to unfamiliar musical by incorporating a scarf dance.

Subject(s): Music

Grade Level(s): 6, 7, 8

Intended Audience: [Educators](#)

Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection, Interactive Whiteboard, LCD Projector, Overhead Projector

Instructional Time: 1 Hour(s) 30 Minute(s)

Keywords: scarf dance, play by ear

Resource Collection: Arts for a Complete Education (ACE)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?

Students will be able to collaborate with their peers to create a performance.

Students will be able to sing and play melodies by ear with support.

Students will develop strategies for listening to unfamiliar musical like incorporating a scarf dance.

Prior Knowledge: What prior knowledge should students have for this lesson?

Students should be familiar with the following terms:

Fingers only

Create and protect a space

Explore the space

Remove the burden of right and wrong

Play by ear

Guiding Questions: What are the guiding questions for this lesson?

How do I repeat music by ear without having any written notes?

How do you analyze chord changes in a piece of music?

Teaching Phase: How will the teacher present the concept or skill to students?

Whole class lesson, What is play by ear? Discuss what to listen for: instrumentation, chord changes, rhythm, timing, breaks, etc. Teacher will play excerpt of song and will walk students through what to listen for.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

Using scarves students will toss scarves into the air on the chord changes. The teacher will be available for assistance to review material / apply it to individual instrument parts. Reviewing out loud, what each instrument is using to find their notes and what it's called. How are students applying what they hear to what they play?

Student partners will toss scarves to each other on chord changes.

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

Students will look at a new song and repeat the scarf activity independently.

Students will have free play / instrument exploration / band practice at for 10mins at each station. When attention signal is given, students will rotate.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

Students will clean their final station, return to floor and discuss any questions, discoveries, suggestions. Go over the next day expectations / assessments. Review

Summative Assessment

Teacher will assess visually assess each student's ability to repeat music by ear and analyze chord changes in the music.

Students are using correct language and tools while finding notes for their instruments

Students move freely, socialize freely, are not intimidated by Facilitator, display confidence in trying various instruments/stations, they feel comfortable asking for Facilitator assistance, students use journal and each other as they explore the piano, students continue to apply knowledge at other stations

Formative Assessment

Teacher observation of notes taken in journal and individual application independent and dependent practice. Individual assessment at stations.

Feedback to Students

The students will receive feedback from the teacher throughout the lesson and during class discussions. As students prepare their motif's the teacher should circulate and give feedback on their musicality and performance elements.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

Teacher to provide notes, visual aids and aural examples/ individual & small group instruction / Physical placements / Peer tutoring / Review / Variety of assessment options/ allow extra time for journal with 504 students/

Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection, Interactive Whiteboard, LCD Projector, Overhead Projector

Special Materials Needed:

Instruments

SOURCE AND ACCESS INFORMATION

Contributed by: Pamela Haas

Name of Author/Source: Pamela Haas, FAAE through the ACE Grant, Polley

District/Organization of Contributor(s): Osceola

Access Privileges: Public

License: [CPALMS License - no distribution - non commercial](#)

Related Standards

Name	Description
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice