

Name: Aly Han	Date: N/A
Grade: Elementary School	Class Type: Elementary

**1. Measurable Objective(s):** *(Measurable learning objectives use action verbs to describe what you want the students to be able to do by the end of the class.*

Students will be able to demonstrate understanding of whole notes, half notes, and quarter notes by being able to describe the duration of each note value, what each note value looks like, and what they are called. Students can also demonstrate their understanding through connecting the note duration to the number associated with it (see *Learning Activities*).

**2. Assessment:** *(What evidence will show that the students understand? Describe the assessment used – formal and informal assessments based on learning objectives.)*

Students will be assessed based on their ability to accurately identify the notes and its duration, as well as being able to draw the correct notes when asked. Students may also be assessed through ability to sing the duration of each note as asked, connecting the note duration to the number we have associated (ie, quarter note = 1 beat, half note = 2 beats, whole note = 4 beats), and being able to draw a given note name, or name a given notation. If time allows, students can also show further understanding through short compositional works (an 8 measure composition containing at least one of each new note value in 4/4). I may assess them with an exit ticket style question as well.

**3. National Standards:** *(Creating, Performing, Responding – Write out the standards that you will be addressing in their entirety.)*

**Creating**

1. Imagine
2. Plan and Make

**Performing**

1. Analyze
2. Rehearse, Evaluate, and Refine
3. Present

**Responding**

1. Select
2. Interpret
3. Evaluate

**4. State Standards: (Creating, Performing, Responding, Connecting - Write out the standards that you will be addressing in their entirety.)**

**Create**

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

**Performing**

1. Develop and refine artistic techniques and work for presentation.

**Responding**

1. Perceive and analyze artistic work.
2. Apply criteria to evaluate artistic work.

**5. Required Prior Knowledge and Skills: (What must students know to be successful.)**

Students will have at least seen some kind of musical notation or explanation of the concept of musical notation, so that they know what they are learning, and understand that it is something they can use to make music.

Students also will have also sung together before, so that they are able to identify cues and cut off marks. Through prior singing, students will also be able to stay on beat and know how to follow beat/tempo.

**6. Material, Repertoire, Equipment needed: (Be sure to include music titles, composer/arranger, text etc.)**

White board, possibly worksheets if I feel it is appropriate.

**7. Review Needed: (What needs to be reviewed to reinforce prior learning related to this lesson.)**

Students and I will sing a song together that contains only whole, half, and quarter notes. (*Au Claire De La Lune* if students can handle another language while they learn, or *Before Dinner* if I think they would do better with English only songs).

**8. Accommodations: (Special Needs, ELL, etc.)**

Music notation in braille if available, and if not, go over what the notes look like, but try to use more aural examples to assess understanding.

**9. Agenda: (List items to be taught and post.)**

1. Let's Sing Together! (Name of piece we will sing)
2. Whole, Half, Quarter! (Small diagrams)
3. Worksheet!
4. Exit Tickets!

**10. Lesson Sequence (Be sure to list time in the Pacing Section)**

**Pacing**

<b>A. Brief Opening: (A teacher posted, group or brief individual, assignment. Brief reading writing, editing, or problem-solving activity to ready them for learning – may</b>	5 minutes.
---	------------

<p><i>be a question about the rehearsal music or at the younger levels it may be a learning activity to set up for today's lesson such as a "Do Now."</i>)</p> <p>Sing a song with all 3 types of notes, then introduce the objectives (learning 3 new note durations). Tell them the name and show them how it is written briefly before getting into the nitty gritty.</p>	
<p><b>B. Learning Activities:</b> <i>(What learning experiences and instruction will enable students to achieve the desired results – have more learning activities than you need.)</i></p> <ol style="list-style-type: none"> <li>1. For each note, ask students to make hand signs and ask them which it looks most like.</li> <li>2. I will sing/play the duration of the respective note, and ask how many beats it was, then write the number under the notes.</li> <li>3. We will sing each note duration after a 4/4 count off for each note that we learned this way. I will also change pitches here and there to make sure that they are identifying duration, not pitch.</li> <li>4. Students may also be given a worksheet with similar questions if I feel it is appropriate.</li> </ol>	30 minutes.
<p><b>C. Closing/Wrap-up:</b> <i>(This is a recap of the key learning of the day to check for understanding. Could be a ticket to leave as individuals or group answers.)</i></p> <p>Students will each answer a question as an “exit ticket” before the end of class. Based on how many students there are I may group them and give them a moment to collaborate before answering. Questions may vary, such as “What hand sign does the half note look like?”, “Can you please sing a whole note for me after my count off?”, “How many beats are in a half note?”, etc. Students may also be asked to close their eyes and show me with their fingers how many beats a certain note has if I have too many students or too little time.</p>	15 minutes.
<p><b>D. Assignment:</b></p> <p>If I didn't give a worksheet in class, I may ask students to complete it as homework. Otherwise, I anticipate this lesson to be a lead up into a composition project, so I will ask students to make a short melody (lyrics are optional) that they can teach by rote to the class, and it can be any pitch or any length, but it must include at least 2 of the notes we learned.</p>	N/

**11. Reflection Prompt: *What do you think went particularly well? How did this strength impact your students' learning?***

I had to teach this over zoom when I first did it, but it actually went pretty well, and I think it is a pretty good lesson plan for online lessons. It is not heavily affected by latency or collective singing/playing, and students can be called upon individually to answer questions. I think I did well in articulating the connection between beats and note durations, and I think I also did well in showing how duration is not affected by pitch (vice versa).

Overall I believe it was a good lesson!

**12. Reflection Prompt: *If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students' learning?***

I remember I started mentioning fractions and going in that direction briefly, until Libby mentioned that 1st-3rd grade probably are not so proficient in that area, and 4th-6th grade is probably a bit late to have an “intro to whole notes” type class. I also think that I start to ramble/repeat myself when I stray a little from my lesson plan or get nervous, so I definitely need to work on going with the flow and thinking on the fly instead of relying so heavily on my lesson plan.