Lesson Plan

| Name: Aly Han | Date: Feb. 14. 2022 |
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| Grade: Elementary School | Class Type: Dalcroze Method |

| **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 recognize rhythm and control their eurythmic functions according to the beat of the tune through ball rolling/tossing activities. |
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| **2. Assessment: *(What evidence will show that the students understand? Describe the assessment used – formal and informal assessments based on learning objectives.)***  Students can show understanding by “syncing” up with their partner(s) and being able to adjust the speed/height in which they roll/toss their ball. They should be able to do this even when the tempo changes. |
| **3. National Standards: *(Creating, Performing, Responding – Write out the standards that you will be addressing in their entirety.)***  **Perform**   * Rehearse, Evaluate and Refine * Present   **Respond**   * Interpret |
| **4. State Standards: (*Creating, Performing, Responding, Connecting - Write out the standards that you will be addressing in their entirety.)***  **Performing**   * Develop and refine artistic techniques and work for presentation * Convey meaning through the presentation of artistic work   **Responding**   * Perceive and analyze artistic work * Apply criteria to evaluate artistic work |
| **5. Required Prior Knowledge and Skills: *(What must students know to be successful.)***  Students should be able to match pitch, and stay on beat to a metronome or accompaniment (whichever I choose to do). By this point students will have at least sung rote songs together as a group. |
| **6.Material, Repertoire, Equipment needed: *(Be sure to include music titles, composer/arranger, text etc.)***  Small balls (not super bouncy, but has some bounce to it), a large space (this class may be moved to the field or a gym if time allows), and maybe a piano if I think an accompaniment will help. |
| **7. Review Needed: *(What needs to be reviewed to reinforce prior learning related to this lesson.)***  I will have students stomp or clap 4/4 beats with me so that we can practice staying together on a beat before we get started. I may also ask students to sing solfege to that beat together so we can work on multitasking. |
| **8. Accommodations: *(Special Needs, ELL, etc.)***  If there is a student who has difficulty when rolling/tossing the ball, I would like for them to clap or tap the beat so that they can continue to work in an ensemble setting to “sync” up with their classmates. |
| **9. Agenda: *(List items to be taught and post.)***   1. Rhythm review! 2. Roll the ball! 3. Catch the ball! 4. Toss the ball! 5. Sing and roll/catch/toss! 6. Roll twice, toss twice, repeat! |

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

| **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 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.")***  Have students clap/stomp a 4/4 rhythm, then add solfege melodies as needed. Accents may be added to the clapping/stomping accordingly. | 10 minutes. |
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| **B. Learning Activities: *(What learning experiences and instruction will enable students to achieve the desired results – have more learning activities than you need.)***   1. Ask students to catch the ball when I toss it to them, but once they have the ball I will tell them to get into their rest position (sitting on their hands with the ball in front of them so they don’t throw them around) 2. We will roll the ball back and forth a few times with their partners, and I will start singing the song to see if students can automatically start rolling to the beat. 3. I will then ask students to try tossing the ball, bouncing it if they can/need to. 4. Same as 2, but with tossing. 5. I will then instruct students to roll twice, toss twice, and then after one round, I will repeat that sequence until we get it right together. 6. I may throw in hold the ball if I think the students need it/if I feel that it will add to the lesson. | 30 minutes. |
| **C. Closing/Wrap-up: *(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 will create a new sequence of rolling/holding/tossing the ball, and we will try it together as one last run through before we leave. I will have students line up and hand me their balls instead of tossing them back to me, or if I have a particularly well behaved class, I will ask students to (one at a time) try to roll the ball into the basket. | 15 minutes. |
| **D. Assignment:**  N/A |  |

| **11. Reflection Prompt*: What do you think went particularly well? How did this strength impact your students’ learning?***  I think that I definitely took inspiration from Libby’s lesson where we did *Bounce High, Bounce Low* and I think it was definitely a Dalcroze lesson. Of course I would have liked to play an accompaniment or kept a rhythm on a drum but I also had fun just singing and joining in on the rolling and tossing! I think I did well with instruction and explanation of the lesson so that there wasn’t so much confusion on what to do. |
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| **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?***  At first I tried to do it randomly (rolling/tossing/holding), but that was pretty chaotic and didn’t help students to feel a rhythm. I definitely should’ve thought that through before I did it, but I think it went alright once I had fixed that. I also think that every time I teach, I have a nervous energy about me that I think others can definitely feel. |