

## LESSON PLAN 1 / PAULA LARKE

OVERVIEW: Prior to the residency teachers will show first portion of power point and lead activities with students to introduce the project and the artist

March 4-8 Music residency with Paula Larke Teachers will prepare room for Larke and her "music wagon." Larke will integrate related subjects as she teaches each math principle.

Optional – After the residency teachers can extend the learning with the resources provided in the EXTENSIONS portion of the power point (elements of music, math and music, music and early literacy, music and reading)

Suggested length of residency: five days

Daily schedule 10-11, 11-12, 12:00-1:00 1-2 FOR WRITE-UP OF DAY'S ACTIVITIES FOR EACH GRADE (Or add one more class )

DESCRIPTION: Primary Music and Math

CURRICULUM STANDARDS: Use Arts and Humanities Program of Studies as base, Primary Math as secondary emphasis. Ask teachers for standards from other content areas if applicable.

### Practical Living

Students are routinely exposed to guest speakers in a variety of leadership positions and career fields.

### Primary Arts and Humanities; Arts and Humanities

AH-P-SA-S-Mu1

Students will begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology

AH-P-SA-S-Mu2

Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others

AH-P-SA-S-Mu3

Students will listen to and explore how changing different elements results in different musical effects

AH-P-SA-S-Mu4

Students will recognize, describe, and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriot, bluegrass)

AH-P-PCA-U-1

Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).

### Primary Math

Kindergarten:

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. CC.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem,) sounds (e.g., claps,) acting out situations, verbal explanations, expressions, or equations.

First Grade

CC.1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using

objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- WORKING ON A BUILDING: students VOLUNTEER and are picked, jump in the ring. When teacher calls a NUMBER, the students in the ring COOPERATE by volunteering to help match up or down the number called by teacher, deciding solutions as a group as to how many need to be added or subtracted. The volunteers either leave or are added to the group after the class figures out how many students more or less are needed to make the "building" . The students inside the circle then form a shape using their bodies ("the building")
- COUNTING IN MY HEAD: Teacher calls 2 plus four. Loud:1,2,3,4 SILENT 1,2,3,4. Students listen to inner pulse (can keep time with their head or hands if it helps) and are silent for four counts, then two, then one as teacher counts. (use "Bingo Was His Name-O ")

Second and third grades

CC.1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract  $12 - 8$  by finding the number that makes 12 when added to 8. Do a simple note pattern using quarter notes and half notes. Ask:

how many quarter notes does it take to finish a  $4/4$  bar if you already have 4 eighth notes?

CC.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Create melodies on paper using quarter, half, eighth, sixteenth notes. Use different color blocks to represent note values.

CC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each equation.

Second Grade: time and measurement USE TULBIN'S TONE MEASURING STICKS

CC.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

CC.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Third Grade

David and Phil Tulbin's websites: time as music

CC.3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

CC.3.MD.3

- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
- Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 4 notes, as they rise and fall in scale or decibel level, the line goes up or down.

LEARNING TARGETS: What will the students know and be able to do?

I can ...

1. Comprehend time patterns.
2. Repeat time patterns; Play in unison.
3. Play in ensemble, keeping separate and simultaneous rhythm patterns.
4. Compare rhythm patterns to other fractions, nature's rhythm patterns.
5. Identify rhythms played by other cultures. (e.g. water music from Baka People, Cameroon.)
6. I can copy a drum pattern.
7. I can create an original drum pattern and perform it for the class. I can remember it and play it as an even-time PATTERN
8. I can count in three time signatures in an even rhythm.
9. I can add and subtract using musical beats as integers.
10. I can draw a graph using decibel levels and staff/scale movements. (2<sup>nd</sup>, 3<sup>rd</sup> grade)
11. I can reverse my understanding of up-down vs. long-short high notes by putting tones horizontally instead of vertically on chart to represent low tones to high. (3<sup>rd</sup> grade)

12. I can sing “Rockin’ Robin,” identify its musical genre, sing it in unison with the appropriate syncopation; I can count measures in the song.
13. I can compare and contrast tempo and force using standard musical terms such as “staccato, legato, pianissimo, forte”, etc.
14. I can identify at least three different musical forms: call and response, aaba, abab, etc.
15. I can identify at least three kinds of American music styles by listening to the song

#### OUTLINE OF TEACHING APPROACH:

What are the steps involved in facilitating this learning?

1. Play a diverse selection of musical pieces.  
Use different music to create auditory environment, encourage consciousness of ambient sound.  
Combination of live music (using bass, guitar, and hand drum) and recorded music (iTunes library and CD’s)  
Create an environment of focus and fun. Use “freeze” and “left” and “right,” sticks up, sticks down,” etc. (drumsticks)  
(Keep excitement to a minimum, engagement to a maximum )
2. Establish beats with hand-clapping rhythm games
3. Introduce claves as the “tick-tock,” hand claps as the “and one, and two, and three and four”(eighth notes)
4. Introduce Phil Tulbin's scale bars with ruler
5. Introduce blocks as quantity groups, other visuals as unit representations.
6. get them to try lifting their feet in time to music (“up, down, up, down” while seated, then standing, then hands, then elbows
7. Break when they are restless, do “Ah Toody Tah”

What is the time frame for each?

5-10 minutes (k-1); 10-15 minutes (2-3)

What resources are needed?

- SMART BOARD; vca and audio cables
- Computer-generated stop watch set to 8 second count loop. (teachers)
- Paula Larke Clip from KET teaching “Zudio”
- Room to try “Zudio” with third graders
- PHIL TULBIN sites (displayed on smartboard)
- HEAVY DUTY ROLLING CART FOR EQUIPMENT TRANSPORT, ROOM TO ROOM
- Markers, dry erase, dry erasers
- ROLL OF TAPE
- Back-up CD player (boombox) for emergencies
- flip chart
- video camera
- chair or stool for Ms. Paula

Who will do what when?

- TEACHER will participate, attempting each activity along with the students
- Teacher and aides can use iPad to video sessions, or partial sessions.

#### ASSESSMENT

What are the indicators of student progress toward or achievement of each learning target?

#### Learning Targets 1-7

Assessment Strategy: Teacher Checklist

- Teacher will observe student participation in activities and assess grade appropriate progress toward identifying, copying, playing, and creating rhythm patterns. Teacher may elect to assess whole class participation and

understanding or to keep a chart of individual students to assess which students learn rhythmically and which struggle with auditory and abstract patterns.

Learning Targets 8-11 (as adapted for each grade level)

Assessment Strategy: Teacher Checklist

- Teacher will assess students' oral responses and written work for grade appropriate progress

(Learning Targets 12-15 )

Assessment Strategy: Artist Observation

- Artist will assess participation and responses to Q and A for whole class understanding and application of terms.