

Lesson Plan #1: Create & Improvise in a 2nd Grade Setting

For this particular lesson plan, I will be teaching how to improvise and create basic rhythms in the music classroom. This lesson is intended for second graders so it will contain very elementary knowledge so they can form a basic understanding of what creating means. The materials needed for this lesson include non expensive tom drums, xylophones, and sticks/mallets. As far as technology is concerned, we will need speakers (audio) and a computer connected to a screen. For my instructional strategies I will utilize direct instruction, guided practice, collaboration, and modeling. For guided practice and concrete application, I will utilize large group activity, pairing/collaboration, hands-on, and imitation/repeat. In the words to follow I will describe this music classroom standard and discuss the procedural steps to achieve this standard's objective and beyond.

This 2nd grade music standard is; **improvise rhythmic and melodic ideas and describe connection to specific purpose and context**. Its objective is to allow students to create simple rhythms and melodies together with a partner and to be able to understand what improvisation is. The Bloom Taxonomy Cognitive Level for this lesson involves levels 3-Applying, and 6-Creating. I will now describe each procedure intended for a 50 minute class period. During the set-up time, I will instruct students to find a partner. Once they have found a partner, I will give one of them a tom drum and one of them a xylophone so each pair has one of each instrument. This should take 3-5 minutes. Next, to engage the students in the lesson I will play an audio recording of tom drums & xylophones so they can get a sense of what they should sound like. I will also ask the students what they think it means to create and explain to them a basic definition of improvisation. This should take 5-7 minutes.

To explain the concepts I will explain how to hold the sticks/mallets to play the instruments, explain what three notes on xylophone we will be using today (A, B, C), model simple rhythms and melodies in which the students repeat, and model some simple ideas for them to use in their improvisation. This portion should take 15 minutes. For the exploration portion of the lesson, I will instruct each pair to create a musical phrase from the previously modeled material. During this time I will give the students freedom to form ideas with their partner which enforces the collaboration aspect of musical creation. Once they have developed a phrase they like I would walk around the classroom and listen to them. If they would like, the pair could play their creation for the classroom. This portion of the lesson should take around 20 minutes. For the review and wrap up I will relate improvisation to everyday life. I will explain that we improvise when forming relationships, solving problems, and having a conversation with others. Jazz improvisation is basically a musical conversation with musicians and their instruments. I will also use this time to allow students ask questions and give them knowledge on how to develop their creative skills.

To adapt this lesson for a student with Autism Spectrum Disorder, I would do my best to avoid sensory overload and the entire process in cohesive steps. I would be predictable with my procedures and keep my instruction concrete and direct. I would also take into account how this student learns best and adapt the lesson in that specific way. The student with ASD may have musical gifts or interests so this lesson would benefit them in a creative way.

Ben Lee

| Lesson Plan Template | |
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| Grade: <u>2nd</u> | |
| Subject: <u>Music</u> | |
| Materials: <u>Tom Drums + xylophones + sticks/mallets</u> | |
| Technology Needed: <u>Smartboard + Audio (speakers)</u> | |
| Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Other (list) | <input checked="" type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input checked="" type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling |
| Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input checked="" type="checkbox"/> Simulations/Scenarios <input checked="" type="checkbox"/> Other (list) | |
| Explain: First I would pair students up and they would either have a tom drum or xylophone. Then I would play rhythms/melodies and have the students repeat them back until they can create their own. | |
| Standard(s): <u>MV: Cr.1.2 a. Improvise rhythmic and melodic ideas and describe connection to specific purpose and context.</u> | |
| Objective(s): <u>To be able to create simple rhythms and melodies together with a partner. be able to understand what improvisation is.</u> | |
| Bloom's Taxonomy Cognitive Level: <u>3 - Applying and 6 - creating</u> | |
| Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences: | |
| Classroom Management- (grouping(s), movement/transitions, etc.) | |
| Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) | |
| Minutes | Procedures |
| <u>3</u> | Set-up/Prep: Tell students to find a partner. Give one tom drum or xylophone to the partner in each group so the pair has both instruments. |
| <u>7</u> | Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest / generate questions, etc.) - I play an audio recording of what xylophones + tom drums should sound like - I ask the students what they think it means to create + improvise |
| <u>15</u> | Explain: (concepts, procedures, vocabulary, etc.) - Explain how to hold the stick/mallets - Model simple rhythms + melodies - Give students ideas to create - Explain the three notes that will be utilized in this lesson (A, B, C) |
| <u>20</u> | Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) - Connect improvisation to adapting to real world circumstances -life is improvisation - Have each pair develop a musical phrase that they created. |
| <u>5</u> | Review (wrap up and transition to next activity): - Allow students to ask questions - Give them knowledge on how to develop their creative skills. |
| Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. | |
| Summative Assessment: (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.: | |
| Consideration for Back-up Plan: | |

Lesson Plan Template

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Adapt for Disability: Autism Spectrum Disorder

To adapt this lesson for a student with ASD I will do my best to avoid sensory overload and take the entire process in cohesive steps. I will be predictable with my procedures and keep my instruction concrete and direct. I will also take in to account how this child learns best and adapt the lesson in that specific way.

