Backwards Design Lesson Plan Template ECS303

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| Subject/Grade: Grade 1 Arts Education Lesson Title: Going on a Bear Hunt Teacher: Hannah Magnusson  |
|  S**tage 1: Identify Desired Results** |
| **Established Goals:** (Learning Outcomes)Outcome CP1.6: Demonstrate understanding of patterns and the elements of music including:* same and different patterns
* rhythm (e.g., difference between beat and rhythm, sounds and silence, long and short sounds)
* dynamics (loud and soft)
* pitch (high and low sounds)
* texture (sounds heard alone or together)
* tone colours (distinguish between)

**Indicators:**(c) Recognize and perform a steady beat and various grade-appropriate rhythmic patterns (e.g., clapping, stepping, and counting).(f) Identify and respond to loud/soft and louder/softer sounds (dynamics) in speech**Cross-Curricular Competencie**s: Developing oral language, developing listening skills, developing literacy, Math – Corresponds with understanding numbers to 20 & creating Patterns through sound and body movement |
|  **KUDs****Understand:** Students will understand (can be written as I Can statements) | Essential Question(s): |
| * I can make a beat
* I can recognize a beat
* I can pick out certain patterns
* I can listen for different dynamics in music
 | * What is a rhythm and beat in music?
* What are the different dynamics of music?
* What is a tempo?
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| **Know:** Students will know…* Patterns and elements of music
	+ Same and different patterns
	+ Rhythm
	+ Dynamic
	+ pitch
	+ Texture and tone
 | **Do:** Students will be able to….* Recognize and perform a steady beat
* Clap, stepping and count a beat
* Identify and respond to different dynamics
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| **Instructional Strategies:** (list)* Use a I say you say method
* Incorporating technology
* Focusing on engagement
* Using music they may already know
* Letting the students put their new skills to practice with instruments
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|   **Stage 2: Determine Evidence by Assessing Learning**For this lesson I would get the students to write an exit slip to let me know what they learnt today during the lesson. Some questions I would ask them are: * What are the different dynamics we learnt today?
* What did you learn about different beats in music?
* What is something you think you would want to learn more of next time?

Another way I would assess my student’s learning is through video recordings they would do at home with their parents. I would get them to pick any song of their choice and video themselves clapping along to the beat of the music.  |
|  **Stage 3: Build Learning Plan** |
| Set (Engagement/hook) Length of Time: 10-15 minutes Have the students join hands to form a circle. Have the students drop their hands and sit criss cross applesauce in the circle.Tell the students that you will clap two patterns. The first one will be a steady beat and the second one will be an irregular beat (*but don’t tell them which one is which*). When finished ask the students which one they think is the **steady beat**. Give students a chance to share their answer and why they think that.Development: Length of Time: 30-40 minutes1. *Say:* Today we are going to talk about keeping a steady beat while using different tempos. Have students share what they think a tempo is. Let about 3 or 4 students have a chance to answer. *Explain:* Tempo is the **speed** of the music or song.2. I (The teacher) will demonstrate saying, “My name is \_\_\_\_\_\_\_\_” at a fast tempo and then at a slow tempo.*Here is me using a fast tempo:* “My name is Miss Magnusson” *Here is me using a slow tempo:* “My name is Miss Magnusson”*Say:* Now it’s your turn to try.Have individual students say, “my name is \_\_\_\_\_” at a fast tempo and then have them say “my name is \_\_\_\_\_” at a slow tempo.3. Now introduce keeping a steady beat.Explain to students that when we count our beats, we only count to the number four and then we start over again. Tell the students that you are going to clap 4 beats and then after they are to clap with you following the same tempo.Just the teacher - *Clap 1, 2, 3, 4* then start over *1, 2, 3, 4* (Do that a couple more time so that students begin to understand the counting pattern) 4. Have students join in with the clapping. The teacher will continue to count beats 1,2,3,4 again 1,2,3,4, repeat 3x After you count 4 for the last time say “*freeze”* so students know to stop clapping.5. Now tell the students that you are going to use a metronome to keep a steady beat. Explain that a metronome is a device that clicks using a *steady beat* to help musicians keep their *tempo*. Start the metronome at a quarter note = 60Use the online metronome (or a physical one if you have):<https://www.metronomeonline.com/>6. Say: “Let’s listen to the metronome.” Have the students just listen to the metronome tick. Then, count out loud (1, 2, 3, 4 repeat) so that students can hear the beat with your counting. Next, have students join in by quietly tapping their thighs to the beat with the teacher. The teacher counts 1,2,3,4 and repeats 3x.7. Once it seems like the students are understanding and feeling the beat have them continue to tap their thighs and join in on the counting with you to the beat. Counting with you 1,2,3,4 repeat 3x (or more)8. Say “*freeze”* to have the students stop clapping.Tell them you are going to change the tempo and make it faster.Set the metronome at quarter note = 1009. This time, have the students tap their index and middle fingers together and count 1,2,3,4 following the new speed. Do this for a counts of 4.10. Say “*freeze”* to have the students stop clapping. Ask the students which tempo they liked better #1 or #2. Have them show you which one they liked better by holding up one finger or two fingers.Tell them you are going to try one more tempo. Quarter note = 5011. Have the students pat the floor in front of them and count 1,2,3,4 repeat Ask: *was that slower or faster than the last time?*Students should answer “slower”If they don’t answer slower then turn the metronome back to quarter note 100, and clap it 3x. Then turn it back to quarter note 50 and clap that 3x again. Ask them again if they think it was slower or faster now.12. Explain to students that they will need to keep a steady beat as you teach them a poem. Tell them that the poem is “call and response” which means I (the teacher) says a line and then you (the students say it back. As a class, establish the beat.The teacher will say a phrase and the students will repeat it keeping a steady beat clapping their hands.Closure: Length of Time: 10-15 minutesClap two measures of 4 and start the poem “bear hunt”.*Students repeat the words in brackets*If time: Introduce dynamic. Dynamics help use choose the volume of the song. We are going to try with a loud volume and a soft volume. Tell the students if you say the phrase loud, they have to repeat it loud. If you say the phrase soft, they have to repeat it softly. Practice saying a couple phrases soft and loud before starting the “bear hunt”. Do the first three lines of the song, using different speeds and different dynamics.Have the students give a friend a high 10 four times in a steady beat and go back to their desks.  | Materials/Resources: · Metronome· Action Songs children love: volume 1 preschool – grade 2, compiled by Denise Gayne, Published by Themes & Variations (Song: Bear Hunt, pg. 5)Management/Engagement Strategies:* Set clear expectations
* Active learning
	+ Getting them up and moving around the classroom, feeling different beats
* Blended learning
	+ Using technology in the classroom and music that the students may already know
* Flexible seating options
	+ Letting the students sit in different places around the classroom or even moving around the school community to work through the lesson (ex. Outside, gym, etc.)

Safety Considerations:* There are no safety consideration for this lesson
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|  **Stage 4: Reflection**Professional Development Plan (PDP)**My professional goal(s) for this lesson is/are:** (just list them to begin, then work on the actual PDP template that will go along with your lesson) * Examples
	+ Illustrations, analogies
	+ Visuals
* Practice of skil
	+ Directions given feedback, checking up, reinforcing
* Allow for movement
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