

Second Grade Half Note Lesson

Prior Activities and Knowledge- Ss have been practicing reading stick notation and speaking quarter notes, eighth notes, and quarter rests. Students use ta, ta-ti to speak the rhythms. Students have reviewed what a half note is and understand that a half note is one sound that takes up two beats, meaning that there is a placeholder after the drawn half note.

I. Essential Question

- 1.) How are lines and spaces associated with each other on a musical staff?
- 2.) How is solfege, specifically mi, re, do, identifiable in a piece of music?
- 3.) How can singing alone vs. singing with others create a varied musical experience for the performers and listeners?

II. Standards Used

- 1.) (MU:Cr1.1.2a) Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
- 2.) (MU:Pr4.2.2b) When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 3.) (MU:Re7.2.2a) Describe how specific music concepts are used to support a specific purpose in music.
- 4.) (MU:Cn10.0.2a) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

III. Learning Outcomes

- 1.) Ss will sing alone and with others for all songs throughout the lesson.
- 2.) Ss will sing the song, 'Rocky Mountain.'
- 3.) Ss will identify, sing, and sign the m, r, d solfege pitch patterns in the song, 'Rocky Mountain.'
- 4.) Ss will sing the song, 'Sammy Sackett.'
- 5.) Ss will sing the song, 'Oats and Beans' and will play the associated game.
- 6.) Ss will identify the lines and spaces on laminated staves using half note bottle caps.

IV. Materials

- 1.) A large, open space for the students to sit/stand/move in
- 2.) Whiteboard or Chalkboard
- 3.) Markers or Chalk
- 4.) Ukulele
- 5.) Laminated Staves (enough for each Ss in class)
- 6.) Half Note Bottle Caps (enough for each Ss in class)
- 7.) Song: 'Rocky Mountain'

ROCKY MOUNTAIN

FOLK SONG

Rock - y moun - tain, rock - y moun - tain, rock - y moun - tain high.

When you're on that rock - y moun - tain, hang your head and cry.

Do, do, do, do, do re-mem-ber me, Do, do, do, do, do re-mem-ber me.

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2. Stormy ocean, stormy ocean, stormy ocean wide,
When you're on that stormy ocean, there's no place to hide. *Refrain*

3. Sunny valley, sunny valley, sunny valley low,
When you're in that sunny valley sing it soft and low. *Refrain*

8.) Song: 'Sammy Sackett'

Sam - my Sac - kett, hold on - to my jac - ket, hold on - to my coat!

That's the way you board the boat.

9.) Song: 'Oats and Beans'

Oats and Beans

American Folk Song

$\text{♩} = 108$

1. Oats and beans and bar - ley grow, oats and beans and bar - ley grow, Do
2. First the far - mer sows his seed Then he stands and takes his ease -
3. Wait ing for a part - ner Wait - ing for a part - ner
4. Tra la la...

you or I or any - one know how oats and beans and bar - ley grow?
-stamps his foot and claps his hands and turns a - round to view the land.
break the ring and choose one in while all the oth - ers dance and sing.
tra la la...

10.) Rating Scale (for Ss singing alone & with others):

- a. 2 – Ss sang the correct pitches, rhythms, and words by themselves and with others for the entire song(s).
- b. 1 – Ss sang mostly the correct pitches, rhythms, and words by themselves and with others for the majority of the song(s).
- c. 0 – Ss did not sing the correct pitches, rhythms, or words by themselves nor with others for the entire song(s).

11.) Rating Scale (for game activities)

- d. 2 – Ss follows the game directions correctly, plays for the entire duration, and stay on task throughout.
- e. 1 – Ss mostly follows the game directions correctly, plays for the majority of the duration, and usually stays on task throughout.
- f. 0 – Ss does not follow the game directions correctly, does not play for the entire duration, and does not stay on task throughout.

2.) Rating Scale (for staff work)

- a. 2 – Ss correctly identifies all lines and spaces, both in and out of order, through using the bottle cap.
- b. 1 – Ss correctly identifies most lines and spaces, both in and out of order, through using the bottle cap.
- c. 0 – Ss does not correctly identify any of the lines and spaces, neither in nor out of order, through using the bottle cap.

VI. Preparation

- 1.) Prior to Ss entering the class, T will make sure:
 - a. there is a large space that everyone can sit and stand in comfortably,
 - b. the necessary technology is set up and functioning
 - c. all materials are ready and accessible.
- 2.) T will write out the stick notation in contour and put solfege abbreviations under it on the chalkboard for 'Rocky Mountain.'
- 3.) T will also have two piles of laminated staves and half note bottle caps for Ss to easy access during this activity.

VII. Procedures

- 1.) When the Ss arrive, T will lead Ss into class singing 'Rocky Mountain' and playing the ukulele.
 - a. T should ask Ss to sit at the chalkboard even before they come into the room.
- 2.) T will ask Ss if they can find this pattern (m, m, r, r, d) in the song, writing the stick notation and solfege for the m, m, r, r, d found at the end of each verse and chorus.
 - a. Ss will identify the pattern by saying the lyrics where the pitch pattern is found.
- 3.) T will use the hand sign tone ladder for patterning, and point in different combinations, having Ss sing and sign back the pitch pattern.
 - a. T could have a Ss volunteer to come up and point to a pattern if they are comfortable and confident.

- 4.) T will end this portion of the lesson by using d, m, r, d as the last pattern and asking Ss if they remember 'Sammy Sackett.' T will use this song to transition to the next activity, forming a circle for 'Oats and Beans.'
- 5.) Once everyone is standing in a circle, T will begin to sing 'Oats and Beans' and this game will repeat for a few rounds so that multiple Ss have a chance to be the farmer.
 - a. T should double check with clipboard who's turn it is to be the farmer.
- 6.) T will then transition over to the smartboard and will ask Ss to take one laminated staff and two half note bottle caps and sit on the floor.
- 7.) T will briefly review the placement of notes by line and space numbers on the staff. The bulk of the time for this activity should be Ss quizzing each other in pairs. T will ask Ss to place the bottle cap on either a line or space.
 - a. T will have Ss check each other's placements for accuracy as well as T scanning room.
- 8.) T will split class up into pairs and will ask them to quiz each other on note placement. Pairs must ask their buddy five different places to place the note head.
 - a. T will ask each buddy how their pair did on the quiz at the end.
- 9.) T will ask Ss to put the laminated staves and bottle caps away where they belong before dismissal.

VIII. Possible Extensions

- 1.) If there is extra time at the end of class, T could have Ss play a round or two of 'Let Us Chase the Squirrel.'
- 2.) T could ask Ss if they can find the pitch pattern within the song 'Oats and Beans' and/or 'Sammy Sackett,' still listening for a m, r, d pattern.
- 3.) T could sing one solfege pitch pattern to Ss, and they have to sing back a different pattern.

IX. Assessment

- 1.) T will aurally assess Ss singing alone and with others for all songs throughout the lesson by using the rating scale in the materials section.
- 2.) T will aurally assess Ss singing the song 'Rocky Mountain' as well as use the rating scale in the materials section.
- 3.) T will aurally and visually assess the Ss identifying, singing and signing the solfege patterns using mi, re, and do in the song, 'Rocky Mountain.'
- 4.) T will aurally assess Ss singing the song 'Sammy Sackett' as well as use the rating scale in the materials section.
- 5.) T will aurally assess Ss singing the song 'Oats and Beans' and will visually assess Ss playing the associated game as well as use the rating scale in the materials section.
- 6.) T will visually assess Ss identification of the lines and spaces on laminated staves using half note bottle caps as well as using the rating scale in the materials section.

X. Honor Code

I affirm that I have upheld the highest principles of honesty and integrity in my academic work and have not witnessed a violation of the Honor Code. –
Brooke Maskin