

### Third Grade Sequence of Music Lesson

Prior Activities and Knowledge - Ss have been practicing singing longer songs, such as 'Winter Fantasy' and becoming stronger through reading rhythmic notation. Ss are comfortable with keeping a steady beat, dancing using a specific sequence, and singing using a full octave range. Ss have played musical games, including: Ye Toop Doram, Josie, Zodiac, etc. Ss have reviewed quarter notes, eighth notes, half notes, and quarter rests and are going to learn sixteenth notes next. Ss are comfortable using stick and/or note head notation for the notes listed before and can also speak and clap them.

#### I. Essential Questions

- 1.) How can singing a call and response song form create a varied musical experience for the performers and listeners?
- 2.) How can we associate a dance sequence with the various sections of a song?

#### II. Standards Used

- 1.) (MU:Cr1.1.3a) Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
- 2.) (MU:Pr4.2.3a) Demonstrate understanding of the structure in music selected for performance.
- 3.) (MU:Re7.1.3a) Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.
- 4.) (MU:Cn10.0.3a) 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, 'Alabama Gal.'
- 3.) Ss will dance a sequence to the song, 'Alabama Gal.'
- 4.) Ss will sing the song, 'Lil' Liza Jane.'
- 5.) Ss will establish the correct order of lyrics for the song 'Lil' Liza Jane.'
- 6.) Ss will identify call and response song form.
- 7.) Ss will identify the ABAB pitch pattern form of the response in 'Lil' Liza Jane.'

#### IV. Materials

- 1.) A large, open space for the students to sit/stand/move in
- 2.) Whiteboard or Chalkboard
- 3.) Markers or Chalk
- 4.) Rubber Floor Spots (enough for class size for 'Alabama Gal')
- 5.) Magnetic Chalkboard Holders (8 in total, 4 connected longways)
- 6.) 'Lil' Liza Jane' Laminated Lyrics

7.) Song: 'Alabama Gal'

## Alabama Gal

*American Folk song*

1. Come through in a hur - ry, come through in a hur - ry,  
come through in a hur - ry, A - la - ba - ma Gal

bethsnotes.com

2. I don't know how, how,  
I don't know how, how,  
I don't know how, how,  
Alabama Gal!
3. I'll show you how, how...
4. Ain't I rock candy?...

8.) Song: 'Lil' Liza Jane'

## Lil' Liza Jane

*American Folk Song*

There's a gal in Bal-ti-more Lil'-Li Za Jane, she's the one that I ad-ore, Lil'-Li - Za Jane.

5  
Oh, E - li - za Lil' - Li Za Jane, Oh, E - li - za Lil'-Li - Za Jane.

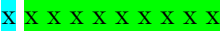
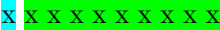

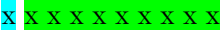
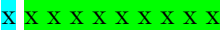
9.) Rating Scale (for Ss singing alone & with others):

- 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).

10.) Rating Scale (for dancing)

- a. 2 – Ss follow the correct dance sequence throughout the entire dance, using accurate movements and keeping in time.
- b. 1 – Ss mostly follows the correct dance sequence throughout the majority of the dance, using mostly accurate movements and keeping in time.
- c. 0 – Ss does not follow the correct dance sequence throughout the dance, using inaccurate movements and not keeping in time.

## 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 lay out rubber floor spots in four lines (blue and green) with a space in the middle to accommodate for each Ss to stand on one (for 'Alabama Gal').
  - a. 
  - b. 
  - c. 
  - d. 
  - e. 
- 3.) T will have 'Lil' Liza Jane' laminated cards displayed out of order on rim of chalkboard along with magnetic chalkboard holders on board.

## VII. Procedures

- 1.) When Ss arrive, T will ask them to "walk to a spot and stand on the dot."
- 2.) T will review dance sequence and the song text of 'Alabama Gal' with Ss before they dance and sing. Each Ss pair at the top of the line should get a chance to dance 'down the alley' (the first dance sequence step).
  - a. T can encourage Ss to clap and maintain a steady beat while singing and dancing, if they are comfortable.
- 3.) Afterwards, T will transition over to the next activity, asking Ss to bring their individual rubber spots over to the chalkboard and sit down as they walk over and sing a part of 'Alabama Gal.'
- 4.) T will sing the new song 'Lil' Liza Jane' to the Ss and ask them to keep spider hands to the steady beat.
- 5.) T will sing the song again but will ask the Ss to listen for the words that are repeated the most often ("Lil' Liza Jane" 4x).
- 6.) T will ask Ss which word and/or phrase they heard repeated the most, with the correct answer being "Lil' Liza Jane." T will ask for Ss volunteers to place the card lyrics in a sequence in the magnetic chalkboard holder as T sings through the song multiple times (call on the left, response on the right).
- 7.) T and Ss will check the card lyric sequence while singing through the song again to check for accuracy.
- 8.) T will label this song as a call and response form by referring to the EQ and A cards on the chalkboard.
- 9.) T will ask Ss to determine which lyrics are the call and which are the response.
- 10.) T will individually sing the response lyrics in order and will ask Ss if they hear a pattern. T will write out abbreviated solfege next to the response lyrics and will ask Ss to sing along with T to hear the ABAB pattern of pitches.
- 11.) T will ask Ss to sing the response after T sings the call, and vice versa.
- 12.) T will ask a Ss volunteer to sing the call while the entire class sings the response.
- 13.) T will ask Ss to line up for dismissal and to put their spots back in the shelving unit where they belong as they walk out.

VIII. Possible Extensions

- 1.) T could split up the class in half and have one group sing the call while the other group sings the response (vice versa) of 'Lil' Liza Jane.'
- 2.) T could play the ukulele to accompany the Ss singing 'Lil' Liza Jane' if they are confident and comfortable.
- 3.) T could ask Ss if they can think of another call and response song that they know, or T could sing a few examples ('Who Let the Dog's Out, SpongeBob SquarePants Theme Song, etc.)

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 'Alabama Gal' as well as use the rating scale in the materials section.
- 3.) T will visually assess Ss dancing the sequence to the song 'Alabama Gal' as well as use the rating scale in the materials section.
- 4.) T will T will aurally assess Ss singing the song 'Lil' Liza Jane' as well as use the rating scale in the materials section.
- 5.) T will visually assess the Ss establishing the correct order of lyrics for the song 'Lil' Liza Jane.'
- 6.) T will aurally and visually assess Ss identification of call and response song form.
- 7.) T will aurally assess Ss identification of the ABAB pitch pattern form of the response in 'Lil' Liza Jane.'

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