

**Song Material Titles/Title of Musical Activit(ies):** Destination: America!

**Lesson Sequence Number:** The students know the song we are using in our lesson.

**Grade level:** first grade general music class

**Primary Musical Concept to be addressed:** Melodic Direction

**Musical Concepts for the future:** Contour, expansion of melodic direction

**Materials needed for the lesson:** music stand, recording of Destination: America!, string, slide whistles, whiteboard and markers, chairs

**2-3 behavioral objectives addressed in the lesson, relevant to the concept:**

1. Students will sing mostly correct text after teacher model.
2. The students will sketch the melodic direction with a string to teacher satisfaction, with guidance.

**Assessment ideas:** Questions, oral tests, have them sing how melodic direction moves, either up, down, or staying the same.

**Procedure: (in a listening lesson, this section contains the PLAQLE sequence)**

*\*Opening Set- Boys and girls, today we will be learning how notes in music can stay the same, and move up and down. We will learn what it is called when music moves in these different directions. Let's see how well you all know our song Destination: America! and we are going to review it with you.*

- Students will sing the entire song through to show us how much they know and remember from previous lesson with the teacher. Listening for areas that need improvement, we will help the students learn the song better and sing it through in chunks. *Be sure to sing exactly what we sing so you don't sing the other parts.* (stop them if they are singing the wrong part or are wrong)

*\*Detailed Sequence: Boys and girls we have sung through our entire song, so now let's talk about the melody and how it moves. The melody can move in three different ways: by staying the same, moving up and moving down. Here is an example of staying same, up, and down. (teacher models examples) When a melody moves in these ways it is called MELODIC DIRECTION. Say that with me MELODIC DIRECTION. This is how it is spelled, MELODIC DIRECTION. Say it with me one more time, MELODIC DIRECTION. So now, let's sing through the song again, moving our fingers in the air with the melodic direction of the song.*

-Using flash cards, model for the students how the voice can move, either up, down, or stay the same, and then have them repeat them. *We are now going to pull up different cards, and sing what you see on them.*

-Have students all stand up and pass out the string among the students, having them hold the string with both hands. *Boys and girls, hold tight to your part of the string so we can move it up and down with the melodic direction of the song. Now listen as I sing our first line of the song. What did the first notes do? (Stay the same). Let's perform that with our string by keeping the string in the same spots for four notes. (Went up and then down). Let's show that by moving the string again with how it moves with both our hands. What do we refer this moving melody as? MELODIC DIRECTION Let's listen and sing to this very first part of the song and trace with our hands the motion of the music in the air with the string. Do this same procedure with the rest of the verses and song. Ask questions according how the melodic direction is moving throughout the song.*

We are now going to map out the song with the string in our hands, but this time each hand is a note. Going through the song, we will display the melody through the strings in small chunks just like when we learned the song. Boys and girls, whose hands are the same? Whose hands are different, either up or down? Can we use these same hands for the next part of the song? We will do this for the entire song.

*\*Review and Closing Statement: Was there anything that repeated a lot of times throughout the entire song? Was the second part of the song different from the first? Which motion (up, down, or staying the same) did we use in the first part? (stay same for first notes, then move down, then up) For the second part, did we move up, down, or stay the same? What is the word we have been talking about to describe moving up, down, or staying the same? (melodic direction) Boys and girls, today we learned a new song that taught us directions. What is the title of our song? (Destination: America!) What is the shape of a melody changing directions called? (MELODIC DIRECTION) What did we do to show melodic direction? (We used the string to map out the melody) What are the three words used to describe a melody? (same, up, down) How did you show the melodic direction with the string? (By moving it with the music up and down or staying the same) How did you show the melodic direction with your voice? (By singing the same, ascending, or descending with our voices and tracing the patterns with the string)*

We had a lot of fun teaching you today! We know you will do great at your program! And we hope you remember the new words we taught you today which were: MELODIC DIRECTION!

**National Standards in use:** This will help you maintain balance in the musical skills/standards you provide for the students as you develop your planning. Remember that non-skill-based standards are #7, #8, and #9?

Singing	Playing	Moving	Improvising	Composing	Reading/Writing	Listening	Evaluating	Understanding
X		X			X	X	X	

**Future lesson ideas:** An extension of this lesson could be talking about contour of music, and how it relates to melodic direction. What we did not cover in today’s lesson that could have been added is having them play musical instruments to show melodic direction in a variety of ways.