

Planning /Curriculum Unit – LESSON PLAN “Water Come a Me Eye” Elementary General Music-Ingles
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Date: March 8 and 10, 2016

Song Material Titles/Title of Musical Activit(ies): Water Come a Me Eye

Lesson Sequence Number: The students will be learning the song we will be singing in class.

Grade level: Miss Ingles Fourth Grade general music class

Primary Musical Concept to be addressed: Meter

Musical Concepts for the future: Round

Materials needed for the lesson: music stand, smart board, whiteboard and markers, chairs, sheet music for “Water Come a Me Eye”, recording for “Water Come a Me Eye”

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

1. Students will be able to sing accurately after teacher model.
2. Students will be able to dance to the song “Water Come a Me Eye” after teacher model.
3. Students will be able to determine what meter “Water Come a Me Eye” is in after listening to and dancing to the song.

Assessment ideas: Questions, oral tests, singing, moving

Procedure:

-Good morning boys and girls! Last time we were together, we sang a song about a man. Do you remember what our song was called? Old Joe Clark. We have been talking about a main concept throughout our time together. Meter. What do we know about our time signature? 2/4. We also figured out that we have duple and triple meters and strong and weak beats. Let's figure out which ones are which again.

-Now, we are going to learn a new song today, that is back in 4/4 time. Let's listen to it and keep a steady beat.

-Now that we have heard it, let's learn our song so we know how to perform it and can find the strong and weak beats easier.

-We are going to sing through our song several times so we know how it goes clearly, and then we are going to add some dance steps to it. Our dance steps come in fours like our meter, so we know that we have to move four steps at a time.

-I am going to notate the dance on the board and I want you all to follow me.

-Let's all get in a circle, and we are going to move to the pattern in the song. We have a verse and a refrain in this song. We are going to certain steps on the verse, and certain steps on the refrain. Follow me in our steps.

-The steps we take and the rhythm we have on the board for the dance match, and we can tell what meter we are in because of the number of steps we take at a time.

-We are going to say the moves the first couple times so we know what we are doing, and then we will try to sing the song.

-Let's split the class up into groups and half will sing while the other half does the dance. This will help us to sing better and know the moves we are going to do separately.

-We have had a great lesson today, and learned how to dance to a Calypso song. Now let's review our meter material again. What is our rhythmic structure of a song? Meter What tells us the meter in a song? time signature What are the types of meter we can have? duple and triple What do each of these mean? 2 and 3 What are the strong beats in 4/4 and 2/4 and weak beats in them?

National Standards in use:

Singin g	Playin g	Movin g	Improvisin g	Composin g	Reading/Writi ng	Listenin g	Evaluatin g	Understandin g
X		X				X	X	

Future lesson ideas: The students will learn songs that are in triple meter instead of duple, and will move with the triple meters as in a waltz style.