

Second Grade Rhythm & Solfege Unit

Lesson Plan 1

Teacher's Name: Kelly Ye

Grade Level: Second Grade General Music

Standards:

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

Behavioral Objective: By the end of the lesson, the second grade general music class students will be able to perform rhythms on instruments correctly, with a success rate of 80%

Cognitive Objective: At the end of the lesson, the second grade general music class students will understand how bar lines work in music.

Assessment: The teacher will observe the students' performance during class.

Assessment: The teacher will observe the students' performance and response during class.

Accommodations: The teacher will repeat instructions, while using visual aids.

Materials: Rhythm Slideshows, Rhythm Videos.

Activities	Procedure
Rhythm Echo (2 min)	<ul style="list-style-type: none">The teacher will start the class by doing some rhythm patterns for students to echo.

Review (3 min)	<ul style="list-style-type: none"> • The teacher will review the note shape, name, body percussion, and syllables of quarter note, eighth notes, and quarter rests with the students.
Bar lines and measures (10 min)	<ul style="list-style-type: none"> • The teacher will introduce the concepts of measures and bar lines using the slideshow. <ul style="list-style-type: none"> ◦ The teacher will relate bar lines in music to spaces between words for reading. • The teacher will lead the students through measures of patterns on the slideshow, using syllables and body percussions. • The teacher will introduce the concept of the final bar, relating it to the period of a sentence.
Syllables to sounds (15 min)	<ul style="list-style-type: none"> • The teacher will lead the students through several patterns, this time, telling students to clap the numbers of sound instead of using body percussion. • The teacher will lead the students through several more patterns, having students clap the numbers of sound WITHOUT saying the syllables out loud. • The teacher will let the students choose an instrument. • The teacher will have the student do the patterns on the slideshow with their instruments this time. <ul style="list-style-type: none"> ◦ The teacher may assign different instruments to different types of notes.
Rhythm Videos (10 min)	<ul style="list-style-type: none"> • The teacher will pick a rhythm video (no sixteenth notes). • The students will go through the video with saying syllables and playing instruments. • The students will go through the video again with only instruments, different instruments might be assigned for different types of rhythms.

Lesson Plan 2

Teacher's Name: Kelly Ye

Grade Level: Second Grade General Music

Standards:

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

Behavioral Objective: By the end of the lesson, the second grade general music class students will be able to perform rhythms on sol-mi solfege syllables correctly, with a success rate of 80%

Cognitive Objective: At the end of the lesson, the second grade general music class students will understand how rhythms and melody relate in music.

Assessment: The teacher will observe the students' performance during class.

Assessment: The teacher will observe the students' performance and response during class.

Accommodations: Repeat instructions, using visual aids in the slideshow.

Materials: Rhythm and Solfege Slideshows, Solfege Background Track, Show Songs Audios.

Activities	Procedure
Rhythm Echo (2 min)	<ul style="list-style-type: none">The teacher will start the class by doing some rhythm patterns for students to echo.
Review (3 min)	<ul style="list-style-type: none">The teacher will review the note shape, name, body percussion, and syllables of quarter note, eighth notes, and

	quarter rests with the students.
Solfege Review (5 min)	<ul style="list-style-type: none"> • The teacher will review the sol-mi solfeges with the students, including the hand signs. <ul style="list-style-type: none"> ○ The teacher will use the slideshow as a visual. ○ The teacher will reinforce the idea that sol is higher than mi. ○ The teacher will model some sol-mi patterns for students to repeat.
Solfege on Rhythms (20 min)	<ul style="list-style-type: none"> • The teacher will go through the slideshow of solfege and rhythms. <ul style="list-style-type: none"> ○ Have students read the rhythms first on ta-ti syllables, then put in sol-mi solfeges. ○ The teacher can divide the class in halves, with one half doing the rhythm syllables, and the other half doing the solfege. • If time allows, do the solfege patterns again with the background track.
Rhythm Videos (10 min)	<ul style="list-style-type: none"> • The teacher will pick a rhythm video. • The teacher will go over difficult rhythms in the video. • The students will play along with the video with rhythm syllables and body percussions.

Lesson Plan 3

Teacher's Name: Kelly Ye

Grade Level: Second Grade General Music

Standards:

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

Behavioral Objective: By the end of the lesson, the second grade general music class students will be able to adequately compose a two measure passage in the meter 4/4 of with quarter notes, quarter rest, eighth notes and sol-mi solfeges, with a success rate of 80%

Cognitive Objective: At the end of the lesson, the second grade general music class students will understand how rhythms and melody relate to each other in music.

Assessment: The teacher will use a rubric to assess students' worksheets.

Assessment: The teacher will observe the students' performance and response during class.

Accommodations: Repeat directions, going through assignment with an example in the slideshow, and the students will have a choice of whether they want to do the "challenge round."

Materials: Rhythm and Solfege Slideshows, Solfege Background Track, Composition Worksheet

Activities	Procedure
Patterns Echo (2 min)	<ul style="list-style-type: none"> • The teacher will start the class by doing some rhythm and sol-mi patterns for students to echo.
Sol-mi Review (1 min)	<ul style="list-style-type: none"> • The teacher will review the sol-mi solfeges with the students, including the hand signs. <ul style="list-style-type: none"> ○ The teacher will use the slideshow as a visual. ○ The teacher will reinforce the idea that sol is higher than mi.
Review Solfege with Rhythm Patterns (17 min)	<ul style="list-style-type: none"> • The teacher will go through the slideshow of solfege and rhythms with the background track. <ul style="list-style-type: none"> ○ Have students read the rhythms first on ta-ti syllables ○ The teacher will model the patterns again using sol-mi solfeges. ○ Once the students are getting more familiar with the solfeges, the teacher will let the students try the new patterns before modeling.
Composition (15 min)	<ul style="list-style-type: none"> • The teacher will give out the composition worksheet. <ul style="list-style-type: none"> ○ The teacher will go over the instructions using the slideshow. <ul style="list-style-type: none"> ■ Name ■ Rhythms ■ Sol-mi ○ The teacher will have students grab a pencil in groups. • Once the student is finished with the worksheet, they can give their work to the teacher, and if they choose to, with some guidance, perform their patterns to the teacher. <ul style="list-style-type: none"> ○ If the students want to, they can advance to the “challenge round” after they are finished with their first worksheet.