\*Name: Chet-Yeng Loong

\*Grade Level: Gr 1

\*State Core Music Standards (draft):

For example: Cr1.1, Cr 2.1, Cr. 3.1., 3.2, copy and paste the standard(s) here:

Figure out yourself

\*Prerequisites:

So-mi

\*Objectives/Outcomes (no more than five) – for example, artistic skills/knowledge/contextual learning:

Students will be able to:

1. Sing “roll over” correctly.

\*Procedures:

|  |  |  |  |
| --- | --- | --- | --- |
| **Sequence/Time** | **Activity** | **Procedures** | **Materials** |
| Day 1 | Ten in the Bed | 1. Sing “Ten in the Bed” to the children. 2. Teach children to echo “Roll over, roll over”. 3. Start from number 10, sing the entire song, children echo “Roll over.” 4. Assess individual singing. |  |

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| Day 2 | Ten in the Bed | 1. Take out step bells. 2. Play “C’-A-F” on the bells. 3. Ask the children play and sing “Roll over” individually. 4. Ask children the bells are steps or skips apart (skips). 5. Show SMARTboard file. 6. Relate the bells, show children three notes on the board are also skipped apart. 7. Ask children what is the solfege of the note in the 3rd space (so); and 2nd space (mi). 8. Ask children where is the new note, which space? (first) 9. Show children the hand signs of “do”, but do not tell them the solfege. 10. Sing the whole song. This time, ask children echo “so-mi-hmm” (hum the new note). | SMARTboard |

Assessment:

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| **Rubric for assessing echo singing** | | | |
| **Exceeds Target = 4** | **Meets Target = 3** | **Approaching Target = 2** | **Well Below Target = 1** |
| Student echo sang the four-beat melodic response with precise pitches throughout. | Student echo sang the four-beat melodic response starting on the correct pitch, but did not sing correct pitches throughout. | Student did not start on the correct starting pitch; either sang too high or too low as indicated by an arrow up or an arrow down. | Student did not start on the given starting pitch, or student did not use a singing voice. |

Teacher’s reflection/talk:

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