**Lesson plan**

**\*Name: Ashley Maeshiro**

**\*Date, Time:**

**\*Ensemble: Mililani-Ike: Grade 2**

**\*Central Focus:**

The central focus of this lesson is to pre-prepare and prepare the concept tiri-tiri. Students will respond to various rhythms, including tiri-tiri, through a Dalcroze activity. They will also create and perform rhythmic patterns using iconic notation from the *Alligator Pie* chant.

**\*Prerequisites:** ta, ti-ti, ta-a, ta-rest

**\*Standards:**

**MU:Pr4.2.2b** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

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

**\*Objectives/Outcomes** – relate to the standards:

Students will be able to (no more than 5):

1. Respond to different rhythmic patterns in a Dalcroze activity.
2. Perform rhythm patterns using iconic notation from the *Alligator Pie* chant*.*

Is it Alligator purse or pie? I don’t know pie.

Lauren taught me Alligator Pie, and I think my class watched her teach it when we went to observe her for MUS354L.

Alligator pie, alligator pie,

If I don’t get some I think I’m gonna die.

Give away the green grass, give away the sky,

But don’t give away my alligator pie.

**\*Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Activity** | **Procedures** | **Instructional resources and materials** |
| **10 min** | **Dalcroze**  **Webex Modification** | *Focus: Pre-prepare tiri tiri*   1. Explain: “We are going to move to different rhythms.” 2. Explain: “I want you to clap your hands to the steady beat like this”   \*Ta = same note   * 1. Play pre-recorded ta beats and demo clapping hands to beat   2. Have students clap to beat - teacher play ta’s live on xylophone (on low do)  1. Explain: “I want you to tap two fingers to this beat like this”   \*Ti-ti = change pitches every 2 sounds   * 1. Play pre-recorded ti-ti rhythm and demo tapping fingers to beat   2. Have students tap fingers to rhythm - teacher play ti-ti’s live on xylophone (any note except high do)  1. Explain: “Now I’m going to play both rhythms, so you have to listen to the beat and switch from clapping hands or tapping fingers”    1. Switch between ta and ti-ti rhythms on xylophone    2. Check if students are moving accordingly 2. Explain: “Now I want you to clap to this rhythm in a circular motion like this”   \*Ta-a = 2 notes at same time “chord”   * 1. Play pre-recorded ta-a rhythms and demo clapping hands to beat   2. Have students clap hands to beat - teacher play ta-a’s live on xylophone (any 2 notes except high do)  1. Explain: “Now I’m going to switch the different rhythms that we have, so you have to listen and do the correct motion”    1. Switch between ta, ti-ti and ta-a rhythms on xylophone    2. Check if students are moving accordingly 2. Explain: “Now, if I stop playing, I want you to freeze” (hands on shoulders like a rest)    1. Switch between ta, ti-ti and ta-a rhythms on xylophone - with pauses    2. Check if students are moving accordingly 3. Explain: “Now, when you hear this sound, I want you to put your hands up”   \*Tiri-tiri = high do   * 1. Play pre-recorded xylophone switching from ta, ti-ti and ta-a with tiri-tiri interjections   2. Demo for students when to raise hands  1. Switch between ta, ti-ti, ta-a and add tiri-tiri interjections and rests in between    1. Check if students are moving accordingly | **Xylophone Set-up:**  **Pentatonic in F major**  **Webex**  **Screencastify**  **iMovie**  **Quicktime** |
| **5 min** | **Alligator Pie (Chant)** | *Focus: Prepare tiri-tiri*   1. Say Alligator Pie chant    1. Have students listen and pat steady beat along 2. Say Alligator Pie chant again    1. Have students pat steady beat and say “alligator pie” parts of the chant    2. Teacher pat (alligator) and clap (pie) rhythm on “alligator pie” 3. Ask students: how many sounds does “alligator” have?    1. Pat and say the word “alligator” for students    2. Ask students: “Show me with your fingers” (Ans: 4 sounds)    3. 4 sounds = 4 pats - model alternating patting lap and saying the word “alligator” again    4. Have students imitate 4. Ask students how many sounds does “pie” have? (clap and say “pie”)    1. Ask students: “Show me with your fingers” (Ans: 1 sound) 5. Model saying the chant and pat/clap the rhythm on “alligator pie”    1. Have students imitate    2. Say the chant again and have students pat/clap and say “alligator pie” parts of chant | **Webex**  **Smartboard (laptop file)** |
| **7 min** | **Alligator Pie (Iconic Notation)** | *Focus: Prepare tiri-tiri*   1. Show slide with “alligator” and “pie” iconic notations in 4 beat patterns    1. Explain: “we are going to pat/clap and say these patterns like in the chant” 2. Review: “Show me with your fingers”    1. “How many sounds does “alligator” have?” (ans: 4)    2. “How many sounds does “pie” have?” (ans: 1) 3. Explain: “alligator” = 4 sounds = 4 pats,   “pie” = 1 sound = 1 clap   1. First pattern: alligator pie alligator pie    1. Pat/clap and say the words    2. Have students imitate x2    3. Have a student try it by themselves 2. Second pattern: pie pie alligator pie    1. Pat/clap and say the words    2. Have students imitate x2    3. Have a student try it by themselves   To make them learn more effectively, you should  relate ta to clap, titi = tapping on fingers, and tiri  tiri = tapping on laps.  Okay   1. Ask for a student volunteer to make a pattern    1. Student will tell teacher what pattern they want, teacher will move notations in place    2. Ask student to remain unmuted and pat/clap and say the pattern    3. Give feedback and ask student to mute    4. Class will imitate volunteer student and pat/clap and say the pattern with teacher 2. Have 2-3 students have a turn (depending on time) | **Webex**  **Smartboard (laptop file)** |
| **8 min.** | **Tideo** | *Focus: Teach song*   1. Sing song and clap rhythm on “window”    1. Tell students to listen for which word I clap on    2. Ask students which word did I clap on? (ans: window) 2. Sing song again and have students clap on “window” 3. Explain: “Now, we’re going to add a movement on the word “tideo”    1. Demonstrate and explain pat/clap/out movement and have the students practice is a few times 4. Sing song with dance movements for “tideo”    1. Sing again and have students do motions 5. Explain: “Now we’re going to add a movement to ‘jingle at the’”    1. Demonstrate alternating patting on lap movement and have the students practice a few times 6. Chunk “jingle at the window” movements together    1. Have students practice a few times 7. Chunk “jingle at the window tideo” movements altogether    1. Have students practice a few times 8. Sing the song with the movements    1. Sing song again and have the students imitate the movements |  |

Assessment:

Dalcroze:

* Check if students are moving/reacting accordingly to different rhythms

Alligator Pie (Chant)

* Ask students: how many sounds does “alligator” have?
  + Pat and say the word “alligator” for students
  + Ask students: “Show me with your fingers” (Ans: 4 sounds)
* Ask students how many sounds does “pie” have? (clap and say “pie”)
  + Ask students: “Show me with your fingers” (Ans: 1 sound)
* Check if students are patting/clapping “alligator pie” correctly

Alligator Pie (Iconic Notation)

* Review: “Show me with your fingers”
  + “How many sounds does “alligator” have?” (ans: 4)
  + “How many sounds does “pie” have?” (ans: 1)
* Have students perform rhythm patterns individually

Tideo

* Check if students are doing the movements correctly (especially 4 alternating lap pats on “jingle at the”)

Suggestions from the Zoom meeting.

Focused on Synchronized lesson.

Option: Ask the students to clap after class, this is more meaningful - authentic assessment.

I asked the homeroom teacher of my focus class if I can hold the focus students for a few minutes after class - waiting for her to get back to me.

After lesson plan #3, give homework. Ask them to submit their paper two days before the class.

You will look at their papers, and try to help students (including three focused students) who do

not do well in the 4 th lesson. Redo Lesson Plan#4.