**Technology in the Music Classroom Lesson Plan Assignments**

**Name:** Kasey Ristow **Lesson Plan Type:** Performing and Responding

**Lesson title:** Performing “Twinkle, Twinkle” on xylophones using correct notes & rhythms.

**Class/Grade:** 3rd Grade Music Class

**Standards:**

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively- developed criteria and feedback.

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr6.1.3a Perform music with expression and technical accuracy.

MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

**Learning Outcomes:**

* Students will be able to identify and read notes of the treble clef.
* Students will be able to read & perform “Twinkle, Twinkle,” using correct notes & rhythms, on xylophones.
* Students will be able to critique their performance, as a class, using musical vocabulary.

**Assessment Evidence:**

During “Whack-A-Note” game, the teacher will formally assess the students using a +, check, - system. Students who correctly name their note the first time will receive a +, two or three chances will get a check, and students who cannot identify the notes without help from another will receive a -.

The teacher will informally assess the students by watching/listening as they sing “Twinkle, Twinkle.” The teacher will listen for the correct solfege. The T will watch for the correct solfege hands. The T will listen for the correct note names. Mistakes will be corrected and the students will sing again.

The teacher will formally assess the students as they play “Twinkle, Twinkle” on the xylophones. The T will listen for correct notes & rhythms. The T will watch for correct notes as they walk around the room. The goal is for 100% of the students to play the song with correct notes & rhythms.

The teacher will informally assess the students as they critique their recording. The T will listen for music vocabulary during answers. The T will watch for students who are not participating in the conversation, not raising their hand, talking to their neighbor, etc.

**Prior Knowledge and Skills:**

* Students will have learned and reviewed the “Mr. Everybody” story to learn the notes of the lines and spaces.
* Students will have previous knowledge of rhythmic notation including half, quarter, and 8th notes, including how many beats each note gets.
* Students will have prior knowledge on how to play the xylophones as well as hold and play with the mallets correctly.

**Materials:**

* Whack-a-Note Game <http://artsedge.kennedy-center.org/interactives/steprightup/whackanote/>
* ActivInspire- found on desktop-click the document named “Twinkle, Twinkle”
* Promethean Board and Pen
* Whiteboard
* Piano
* Xylophones and Mallets-enough for every student to have 1 xylophone and 2 mallets.
* Computer
* Sound Recorder Program
* Speakers
* TE Tuner Metronome-on smart phone
* Alesis Speaker

**Learning Activities:**

* Start by reviewing note names using “Whack-a-Note” game. **10-15 min.**
	+ The game will be shown on the promethean board.
	+ Students will go to the computer one at a time to answer a question.
	+ This will continue until all students have had a chance to answer a question. If a student answers the question wrong, let them try again. Give verbal reminders such as “Every Good Boy Deserves Fudge and Space Spells Face.”
* Once the students have had a chance to review the notes, the teacher will click the document called “Twinkle, Twinkle” in ActivInspire. The song will show up on the Promethean Board for the students to see. **5-10 min.**
	+ Students will write the name of the notes (A, B, C, etc.) underneath each note using the promethean board pen. Make sure many students have a chance to come up to the board.
* Once students have identified all the notes, they will quickly review the rhythm (quarter, half, or 8th). **5 min.**
	+ Review how many beats each note gets for playing purposes. Write the number of beats on the whiteboard for each note.
* Students will then sing through “Twinkle, Twinkle” **10 min.**
	+ First sing using the words of the song. Use the piano to keep them on pitch, if possible.
	+ Then sing using solfege.
	+ Then sing using the note names (A, B, C, etc.) (make sure the students sing using the correct rhythm values each time.) Sing at least once without the piano.
* Students will then practice playing “Twinkle, Twinkle” on xylophones. **10-15 min.**
	+ Make sure each students has a xylophone and two mallets. A student can help pass out the instruments. Students should put their instruments under their seats until the teacher ask them to put it in their lap. Play through the song a few times. The T will walk around the room and help individual students as needed. The T will also correct common mistakes by addressing the whole class. The T may model something, if needed.
	+ Hook up the TE Tuner App from your smart phone to the Alesis Speaker using blue tooth. Practice playing with the TE Tuner Metronome a few times so students get to used to playing at the same tempo. Start at a slow tempo, quarter=60. Work up to Quarter=90 before recording.
* Record the class playing “Twinkle, Twinkle” using the Sound Recorder program on the computer. **5 min.**
	+ Record with the Metronome.
* Listen to the recording and critique, as a class. What sounds good, what needs improvement. Make sure to use musical terms when critiquing. **5-10 min.**