

Angela Kelton, Elementary Music
5th Grade – Mary Had a Little Jazz

| FOCUS: Concept and Skills Emphasized <small>bold/highlighted – key focus</small> | LEARNING OBJECTIVES & ESSENTIAL QUESTIONS | TERMS/VOCABULARY | INTERDISCIPLINARY CONNECTIONS |
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| <input type="checkbox"/> Choreography/ Movement <input type="checkbox"/> Composing <input type="checkbox"/> Connections <input type="checkbox"/> Expression <input checked="" type="checkbox"/> Form <input checked="" type="checkbox"/> Harmony <input type="checkbox"/> History <input type="checkbox"/> Improvising <input checked="" type="checkbox"/> Instruments <input type="checkbox"/> Listening <input type="checkbox"/> Literacy <input type="checkbox"/> Melody <input checked="" type="checkbox"/> Performing <input type="checkbox"/> Rhythm <input checked="" type="checkbox"/> Singing <input checked="" type="checkbox"/> Steady Beat <input type="checkbox"/> Tone Color/ Timbre <input checked="" type="checkbox"/> Vocabulary | <p>Students will be able to identify and play a song in 12-bar blues form.</p> <p>“I can” statements:</p> <ul style="list-style-type: none"> • “I can identify a song in 12-bar blues form.” • “I can sing a song in 12-bar blues form.” <p>Essential Question: “How is music analyzed and understood?”</p> | <p>melody chords harmony accompaniment jazz blues/12-bar blues form statement, restatement, resolution lyrics</p> | <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing (new lyrics) <input type="checkbox"/> Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Visual Arts <input type="checkbox"/> PE <input type="checkbox"/> Technology |
| MATERIALS | TECHNOLOGY INTEGRATION | CLASSROOM STRATEGIES | ASSESSMENT |
| <p>Songs: <i>Mary Had a Little Lamb, Mary Had a Little Jazz</i></p> <p>Instruments: boomwhackers</p> <p>Books:</p> <p>Videos:</p> <p>Web Content:</p> <p>Other: Create Your Own Blues worksheet, clipboards, pencils</p> | <input checked="" type="checkbox"/> iPod/Stereo <input checked="" type="checkbox"/> Projector Presentation <input type="checkbox"/> Smart Board <input type="checkbox"/> Document Camera <input type="checkbox"/> Animated Listening Map <input type="checkbox"/> Recording Device <input type="checkbox"/> Computer Centers <input type="checkbox"/> iPads <input type="checkbox"/> Other: | <input checked="" type="checkbox"/> Whole Group Activity/Ensemble <input type="checkbox"/> Small Group Activity <input type="checkbox"/> Partner Work <input type="checkbox"/> Centers <input type="checkbox"/> Reading/Writing Activity <input type="checkbox"/> Technology <input type="checkbox"/> Kagan <input checked="" type="checkbox"/> Other: individual/solo work | <input checked="" type="checkbox"/> Performance <input checked="" type="checkbox"/> Participation <input type="checkbox"/> Oral Response <input type="checkbox"/> Rubric <input type="checkbox"/> Test <input checked="" type="checkbox"/> Written Work <input type="checkbox"/> Other: |

STANDARDS (MO Music GLE's)

bold/highlighted – key focus

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| <input checked="" type="checkbox"/> Product Performance – Singing <input checked="" type="checkbox"/> Use breath control and accurate diction while singing <input checked="" type="checkbox"/> Use dynamics and phrasing to communicate an interpretation of a given style <input type="checkbox"/> Interpret expressive markings (accent, fermata) <input checked="" type="checkbox"/> Perform a varied repertoire of songs, including some from memory <input type="checkbox"/> Perform simple harmonic songs (rounds, canons, partner songs, two-part) <input checked="" type="checkbox"/> Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble <input type="checkbox"/> Respond expressively to conductor's cues <input checked="" type="checkbox"/> Product Performing – Playing <input type="checkbox"/> Read and perform at least three (5) pitches on a melodic instrument <input type="checkbox"/> Read and perform rhythms in simple meter (whole note/rest, dotted half note, half note/rest, quarter note/rest, eighth note pairs, eighth note/rest, sixteenth notes, dotted quarter followed by an eighth, syncopation) <input type="checkbox"/> Read and perform a short song using effective expression and characteristic timbre <input checked="" type="checkbox"/> Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles <input type="checkbox"/> Echo short rhythmic patterns and melodic patterns on classroom instruments <input checked="" type="checkbox"/> Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor <input type="checkbox"/> Improvise short rhythmic and melodic patterns <input type="checkbox"/> Improvise simple rhythmic, melodic, and/or harmonic accompaniments <input type="checkbox"/> Improvise simple rhythmic variations on familiar melodies <input type="checkbox"/> Improvise short songs and instrumental pieces, using a variety of sound sources <input type="checkbox"/> Create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines <input checked="" type="checkbox"/> Elements of Music <input type="checkbox"/> Read standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of: whole note/rest, dotted half note, half note/rest, quarter note/rest, eighth note pairs, eighth note/rest, sixteenth notes, dotted quarter note/rest, syncopation, 3 eighth notes beamed together in 6/8 <input type="checkbox"/> Identify standard pitch notation in the treble clef, including one ledger line above and below the staff <input checked="" type="checkbox"/> Identify accidentals (sharps, flats, natural signs) <input type="checkbox"/> Identify standard symbols for dynamics, tempo, and articulation (p for piano, f for forte, mp for mezzo forte, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or < for crescendo, decres or > for decrescendo, dim for diminuendo, accelerando, ritardando, allegro, moderato, andante, largo, a tempo, accent, fermata, ties, slurs, staccato, legato) <input type="checkbox"/> Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4, and 4/4 meter signature using bar lines (whole note/rest, dotted half note, half note/rest, quarter note/rest, eighth note pairs, eighth note/rest, sixteenth notes, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo, decres for decrescendo, dim for diminuendo, so-mi-la) | <input checked="" type="checkbox"/> Artistic Perceptions <input checked="" type="checkbox"/> Identify and analyze basic forms and composition techniques (AB, ABA, coda, rondo, canon, theme and variation ostinati, verse/refrain, partner songs, repeat sign, first and second endings, DC/Fine, DS al coda, blues) <input type="checkbox"/> Identify contrasting musical elements for vocal and instrumental music including melody, harmony, rhythm, expression, form, and timbre (e.g., voice classification – SATB, instrumental ensemble groupings – Jazz Band/Concert Band, etc.) <input type="checkbox"/> Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements (tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, posture/stage presence) <input checked="" type="checkbox"/> Use prerequisite music terms to describe their personal responses to a musical example (offers suggestions for improvement) <input type="checkbox"/> Interdisciplinary Connections <input type="checkbox"/> Compare the meanings of terms used in various arts, such as imagination, unity, repetition, or contrast <input type="checkbox"/> Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theater) can be used to transform similar events, scenes, emotions, or ideas into works of art <input type="checkbox"/> Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music <input type="checkbox"/> Compare and contrast common terms used in music and other subject areas (e.g., tell how sound is created and relate this to string instruments and percussion instruments) <input type="checkbox"/> Compare and contrast patterns in music (e.g., sequence, ABA form, scale patterns) with patterns in mathematics <input checked="" type="checkbox"/> Historical and Cultural Contexts <input checked="" type="checkbox"/> Identify characteristics of teacher-selected genres or styles (secular, sacred, multicultural music, American/patriotic songs, opera, ballet, ragtime, blues) <input type="checkbox"/> Describe how elements of music are used in teacher-selected examples (secular, sacred, multicultural music, American/patriotic songs, opera, ballet) <input type="checkbox"/> Describe the function of music in various settings and cultural events (secular, sacred, multicultural music, American/patriotic songs, opera, ballet) <input type="checkbox"/> Document understanding of musical experiences through writing samples or illustrations <input type="checkbox"/> Identify available music-related careers in a given setting |
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LESSON OUTLINE

*Note: This lesson takes three 30-minute classes to complete.

Mary Had a Little Jazz Lesson 1

- Display Mary Had a Little Lamb PowerPoint.
- Review song and perform with accompaniment track.
- Introduce chords & assign instrument parts.
- Practice instrument parts one line at a time. Start putting lines together when able.
- When ready, have students perform whole song with accompaniment.
- Extension: Listen to *Mary Had a Little Jazz*.
 - Compare and contrast to *Mary Had a Little Lamb*.
 - Begin learning the song by echo and put together.

Mary Had a Little Jazz Lesson 2

- Display Mary Had a Little Jazz PowerPoint.
- Compare and contrast to *Mary Had a Little Lamb*.
- Introduce song, learn by echo, and put together
- Perform song with accompaniment track.
- Introduce chords & assign instrument parts.
- Practice instrument parts one line at a time. Start putting lines together when able.
- When ready, have students perform whole song with accompaniment.
- Extension: Have students attempt play-along without teacher help.
 - Students switch boomwhackers and play new part.

Mary Had a Little Jazz Lesson 3

- Display Create-Your-Own Blues worksheet.
- Introduce statement, restatement, and resolution.
- Have students create their own blues lyrics using other common nursery rhymes as their inspiration.
- Extension: If students get done early, have them turn over their papers and write lyrics based on their own lives.