

University of South Carolina

School of Music

Music Education

Unit Work Sample

Course: MUED 477

Unit Title: Rhythm Pattern Composition

Grades and/or Ensembles: 2nd Grade

Student Teacher: Shannon McDonald

Coaching Teacher: Amy Duhan

Supervisor: Kathleen Arrasmith

Date: 26 February, 2020

Section 1- Contextual Factors and Student - Characteristics – (Use paragraph form to complete Section 1 below).

1. Identify and discuss the contextual characteristics impacting the design of the unit. Include student learning demographic information, e.g. academic supports such as extended time and resource time for students with exceptionalities. If no academic supports are needed, state so.

I am working with 2nd Grade students on this unit, specifically Mrs. Thordahl's 2nd Grade class. Many of the students in this class are new to Rosewood this year, one student even joined on the day of the pre-assessment. The focus of this unit is to develop music literacy skills through reading, writing, and composing 4-beat rhythm patterns. Students will develop this skill through exposure to rhythmic patterns at the aural/oral, generalization verbal and creativity improvisation levels. Students will learn to write these patterns through copying, and finally by notating their own 4-beat rhythm patterns on paper. I know that these students can achieve success in this unit because they have experience reading 4-beat rhythm patterns and have been exposed to a variety of meters and patterns to develop their literacy skills. While students engage in individual practice, I will help guide any students who may have less advanced writing skills to achieve success in this unit as well.

2. Define the classroom demographics including class size, gender, racial and SES background of students for whom this unit was designed.

There are 11 male students and 11 female students in this 2nd Grade Class, 22 students in total. Out of the students in the class 14 are Caucasian, 5 are African American, 2 are Asian and 1 is of another descent. There is one student with an IEP and 3 students for which English is their second language. The overall demographics of this class align pretty closely with the overall demographics of the Rosewood student population.

Section 2- Unit Plan (Use the template provided by the SoM for your discipline to complete Section 2. Paste your sequential lesson plans and assessments at the end of this document).

Band, Orchestra, and Choral must include 10 sequential lesson plans for one class or ensemble.

Elementary General must include 3-4 sequential lesson plans for one grade level.

1. Explicitly list and communicate all learning objectives and state college- and career-ready content standards.
2. Learning objectives must be: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) clear, demanding, and high.
3. Include equipment and resources needed for the unit to support lesson objectives.
4. Implement a variety of subject-specific instructional strategies to enhance student learning.
5. Integrate technology to work effectively with students to support learning.
6. Include formal and informal assessment strategies that will be used during the unit and that are aligned to learning objectives and state college- and career-ready content standards. (See page 23).

Section 3- Pre-Assessment and Analysis of Results

1. Include pre-assessment instrument. **(See page 25).**
2. Include pre-assessment data. **(See page 25).**
3. Include analysis and discussion of pre-assessment data. Use that analysis and discussion to develop measurable and explicit goals aligned to state college- and career-ready content standards. **(Provide paragraph here).**

Though only one student received a 4 out of 4 on the pre-assessment, students did well for their first attempt and showed that they are ready to advance in their written notation skills. No student received a 0 on the pre-assessment meaning they all made an attempt at the activity, and the majority of students, 13 out of 20, received a grade of 2. Only 4 students received a grade of 1 meaning their work was illegible and 4 students received a grade of 3 showing good prior understanding of the material. Following this pre-assessment students have shown that they are prepared to continue in their advancement of Anchor Standard 5: I can read and notate music through reading and writing 4-beat rhythm patterns in a variety of activities throughout the

remainder of the unit. Students will also work on Anchor Standard 1: I can arrange and compose music, specifically Indicator GM.CR NH.1.1: “I can use rhythm patterns, songs or words to create a musical idea” through the composition of their own 4-beat duple meter rhythm patterns during the remainder of the unit.

4. Use technology to develop graphs, charts, and/or tables to display student performance data. **(See page 26).**

Section 4- Post-assessments, Analysis, and Summary

1. Include post-assessment instrument. **(See page 27).**
2. Present post-assessment data. **(See page 27).**
3. Analyze and discuss post-assessment data relative to whether or not students achieved goals aligned to state college- and career-ready content standards. **(Provide paragraph here).**

Students showed clear improvement on the post-assessment. No student received a 0 or 1 on the post-assessment and only one student received a grade of 2 showing that all students were able to grasp the concept at some level. 10 students, the majority of the class, received a grade of 4 which is the highest rating they could receive. 6 students received a grade of 3 or 3.5 showing great progress towards the goal of composing a 4-beat rhythm pattern. Many of these patterns were still good, they just contained minor mistakes, the most common being they were not on the line. That being said, it is safe to say that all students were able to make progress towards standards 1 and 4 over the course of the unit and were able to show growth in their music literacy skills and achieve the goal of composing a 4-beat duple meter rhythm pattern based on Indicator GM.CR NH.1.1.

4. Use technology to develop graphs, charts, and/or tables to display student performance data. **(See pages 28-29).**

Section 5- Reflection and Evaluation of Completed Unit (See Page 30)

1. There is a discussion with evidence of how the information gathered over the unit will impact future planning of additional units or the re-teaching of the same unit.

2. There is a discussion with evidence of whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes.
3. There is a discussion with evidence of whether assessments were aligned to lesson objectives/goals.

Unit Work Sample Rubric

Criteria	Criteria-Levels
<p>Section 1- Contextual Factors and Student Characteristics</p> <ol style="list-style-type: none"> 1. The contextual characteristics impacting the design of the unit are identified and discussed including student learning demographic information (including academic supports such as extended time and resource time for students with exceptionalities) 2. Classroom demographics including the class size, gender, racial and SES background of students is also discussed <p><i>(CAEP 1.2, SCTS Domain: Instruction; SCTS Domain: Environment)</i></p>	<p>_____ Exemplary: Contextual characteristics and classroom demographics that impact the delivery of the unit are clearly identified and discussed.</p> <p>_____ Proficient: Contextual characteristics and classroom demographics are identified, and the quality and/or depth of discussion needs minor improvement.</p> <p>_____ Approaching Proficient: Contextual characteristics and classroom demographics are partially identified, and the quality and/or depth of discussion is missing criteria or requires major revision.</p> <p>_____ Emerging: Contextual characteristics and classroom demographics are minimally identified, and the quality and/or depth of discussion is missing criteria and requires major revision</p>
<p>Section 2- Unit Plan</p> <ol style="list-style-type: none"> 1. All learning objectives and state college- and career-ready content standards are explicitly communicated. 2. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) clear, demanding, and high. 3. Equipment and resources needed for the unit support lesson objectives. 4. Implements a variety of subject-specific instructional strategies to enhance student learning 5. Integrates technology to work effectively with students to support learning. 6. Formal and informal assessment strategies that will be used during the unit are aligned to learning objectives and state college- and career-ready content standards. <p><i>(CAEP 1.4; SCTS Domain: Instruction; SCTS Domain: Planning; SCTS Domain: Environment)</i></p>	<p>_____ Exemplary: Unit plan contains all 6 elements listed to the left; unit plan is well written, logical and contains appropriate progressions and assessments given the objectives and age of the students</p> <p>_____ Proficient: Unit plan contains the elements listed to the left; clarity of plan needs improvement relative to progressions and/or assessment given the objectives and age of the students</p> <p>_____ Approaching Proficient: One or more of the elements listed to the left are omitted from the plan and/or progressions or assessments are not logical given the objectives.</p> <p>_____ Emerging: Most of the elements listed to the left are omitted from the plan and/or progressions or assessments are not logical given the objectives.</p>
<p>Section 3- Pre-Assessment and Analysis of Results</p> <ol style="list-style-type: none"> 1. Pre-assessment instrument is included. 2. Pre-assessment data are presented. 3. Pre-assessment data are analyzed and discussed to develop measurable and explicit goals aligned to state college- and career-ready content standards 4. Technology is used to develop graphs, charts, and/or tables to display student performance data. 	<p>_____ Exemplary: Pre-assessment data are presented and analyzed; there is an informed discussion of the impact of the pre-assessment data on the direction of the unit relative to goals aligned to state college- and career-ready content standards; graphs, charts and/or tables are used to present data.</p> <p>_____ Proficient: Each of the following areas is included but one area could be improved in terms of presentation or depth of analysis—pre-assessment data are presented and analyzed; there is an informed discussion of the impact of the pre-assessment data on the direction of the unit relative to goals aligned to state college- and career-ready content standards; graphs, charts and/or tables</p>

<p>(CAEP 1.2, SCTS Domain: Planning)</p>	<p>are used to present data.</p> <p>_____ Approaching Proficient: More than one of the following areas is omitted or extremely lacking in presentation and/or depth of analysis—pre-assessment data are presented and analyzed; there is an informed discussion of the impact of the pre-assessment data on the direction of the unit relative to goals aligned to state college- and career-ready content standards; graphs, charts and/or tables are used to present data.</p> <p>_____ Emerging: Most of the following areas is omitted or extremely lacking in presentation and/or depth of analysis—pre-assessment data are presented and analyzed; there is an informed discussion of the impact of the pre-assessment data on the direction of the unit relative to goals aligned to state college- and career-ready content standards; graphs, charts and/or tables are used to present data.</p>
<p>Section 4- Post-assessments, Analysis and Summary</p> <ol style="list-style-type: none"> 1. Post-assessment instrument is included. 2. Post-assessment data are presented. 3. Post-assessment data are analyzed and discussed relative to whether or not students achieved goals aligned to state college- and career-ready content standards. 4. Technology is used to develop graphs, charts, and/or tables to display student performance data. <p>(CAEP 1.2, SCTS Domain: Planning)</p>	<p>_____ Exemplary: Post-assessment data are presented and analyzed; there is an informed discussion of the impact of the post-assessment data on whether or not students achieved goals aligned to state college- and career-ready content standards; graphs, charts and/or tables are used to present data.</p> <p>_____ Proficient: Each of the following areas is included but one area could be improved in terms of presentation or depth of analysis—post-assessment data are presented and analyzed; there is an informed discussion of the impact of the post-assessment data on whether or not students achieved goals aligned to state college- and career-ready content standards; graphs, charts and/or tables are used to present data.</p> <p>_____ Approaching Proficient: More than one of the following areas is omitted or extremely lacking in presentation and/or depth of analysis—post-assessment data are presented and analyzed; there is an informed discussion of the impact of the post-assessment data on whether or not students achieved goals aligned to state college- and career-ready content standards; graphs, charts and/or tables are used to present data.</p> <p>_____ Emerging: Most of the following areas is omitted or extremely lacking in presentation and/or depth of analysis—post-assessment data are presented and analyzed; there is an informed discussion of the impact of the post-assessment data on whether or not students achieved goals aligned to state college- and career-ready content standards; graphs, charts and/or tables are used to present data.</p>
<p>Section 5- Reflection and Evaluation of Completed Unit</p> <ol style="list-style-type: none"> 1. There is a discussion with evidence of how the information gathered over the unit will impact future planning of additional units or the re-teaching of the same unit. 2. There is a discussion with evidence of whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes. 3. There is a discussion with evidence of whether assessments were aligned to lesson objectives/goals. 	<p>_____ Exemplary: There is a discussion with in-depth evidence of how the information gathered over the unit will impact future planning of additional units or the re-teaching of the same unit, whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes, and whether assessments were aligned to lesson objectives/goals.</p> <p>_____ Proficient: There is a discussion with adequate evidence of how the information gathered over the unit will impact future planning of additional units or the re-teaching of the same unit, whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes, and whether assessments were aligned to lesson objectives/goals.</p> <p>_____ Approaching Proficient: There is a discussion with limited evidence of how the information gathered over the unit will impact future planning of additional units or the re-teaching of the same unit, whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes, and</p>

<p><i>(CAEP 1.2, SCTS Domain: Instruction; SCTS Domain: Professional)</i></p>	<p>whether assessments were aligned to lesson objectives/goals. _____ Emerging: There is a discussion with inadequate or a lack of evidence of how the information gathered over the unit will impact future planning of additional units or the re-teaching of the same unit, whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes, and whether assessments were aligned to lesson objectives/goals.</p>
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Lesson Plans
Week 1:

Music Education Lesson Plan – PreK-5 General Music

Grade Level(s):	2nd grade	Coaching Teacher:	Amy Duhan	Date:2/3-7	Shannon McDonald
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Write at least three complete sentences to verify why your students are ready to complete the following lesson. Address content as well as executive, movement, tonal, and rhythm skills. Make connections to past and future learning.

- 1) Students can read rhythm patterns containing quarter notes, quarter rests, eighth notes, and sixteenth notes
- 2) Student can sing in major tonality
- 3) Students can move to a steady beat

<p>South Carolina Standards (What standards are being addressed in this lesson? Include the numerical code and the entire description.)</p>	<p><u>Artistic Processes: Responding</u> Anchor Standard 6: I can analyze music</p> <p>Benchmark Number: Benchmark GM.R NM.6</p> <p>Benchmark Description I can identify the elements of music.</p> <p>Indicator Number Indicator GM.R NM.6.1</p> <p>Indicator Description I can identify changes in dynamics, tempo and rhythm.</p> <p><u>Artistic Process: Performing</u> Anchor Standard 3: I can sing alone and with others.</p> <p>Benchmark Number Benchmark GM.P NH.3</p> <p>Benchmark Description I can sing, chant, and move to demonstrate a steady beat.</p> <p>Indicator Number Indicator GM.P NH.3.1</p> <p>Indicator Description I can sing or move using a steady beat.</p> <p><u>Artistic Processes: Creating</u> Anchor Standard 1: I can arrange and compose music</p> <p>Benchmark Number: Benchmark GM.CR NH.1</p> <p>Benchmark Description: I can arrange a musical idea.</p> <p>Indicator Number: Indicator GM.CR NH.1.1</p>	<p>Materials Needed</p> <p>Smartboard, powerpoint, chalk board, white boards, markers</p> <p>Technology Integration: [How will technology be implemented in this lesson, if used?]</p> <p>Powerpoint will be displayed on smart board</p>
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	<p>Indicator Description: I can use rhythm patterns, songs or words to create a musical idea.</p> <p>Learning Targets – “I can” statements.</p> <p>1) I can use my singing voice</p> <p>2) I can identify differences in dynamic levels in music</p> <p>3) I can write my own 4-beat rhythm pattern</p>	
<p>Agenda (Provide the class agenda (list of activities) exactly as you will write it on the board or display on a projector.)</p>	<p>Bonjour Mes Amis Valentine Song Rhythm notation practice My Father’s Dragon Songs</p>	

Active Verbs & SPF I Need to Use for Student Engagement and Success

Listen, Repeat, Sing, Move, Write

Accommodations for Students with Exceptionalities

- 1) If students are doing exceptionally well I will introduce more difficult patterns
- 2) If students are struggling with writing their own pattern I will walk around and offer help.
- 3) If students are having trouble we will break down the patterns further.

Informal Assessment Strategies- I will monitor and adjust my students’ achievement of the stated objectives using the following strategies.

- 1) Listen for correct pitches and rhythms when students are learning the songs
- 2) Ask questions throughout the activities to check student’s understanding of the material
- 3) Observe students during the activities to see if they are on task, and moving to a steady beat

Formal Assessment - Additive Checklist for Student Achievement for at Least One Skill

Rhythm notation: Using Richland One Rubric

4 Beat Rhythm Pattern Composition Continuous Rubric	
4	Uses 4 macrobeats with correct symbolic notation at least 2 of which are different
3	Uses 4 macrobeats

2	Uses an inaccurate number of macrobeats
1	Is illegible
0	no attempt made at writing

Reflection: Students and/or Teacher Reflection and Assessment (Complete this after you perform the lesson).

List at least 3 things we did well.

- 1) Pacing was good
- 2) Students picked up writing very quickly and wrote well
- 3) Students were very successful at finding the difference between major and minor patterns

List at least three things that need revision and/or improvement.

- 1) Not all students were moving, singing the whole time
- 2) Process of getting boards and putting them away was a bit tedious and disorganized, smooth out that process
- 3) Be consistent with solfege or neutral syllables
- 4) Get rid of vibrato
- 5) Improve pacing, Tuesday's class did not get through everything

List at least 3 goals for next class.

- 1) Engage students more
- 2) Incorporate more movement
- 3) Move through material quickly

Activity #1: Learning Process – Include Beginning, Middle, & End; At Least Two Opportunities for Student Self-Assessment; Reflection

Teacher will	Students will
<ol style="list-style-type: none"> 1) Sing “Bonjour Mes Amis” and tap the macrobeats, invite students to sing along if they remember 2) Review French pronunciation. Have students repeat after me 3) Review any sections they did not remember. 4) Sing and have students wave to someone every time they sing “bonjour” 5) Tell students to follow what I do and vary dynamics while I sing. First time through sing softly, at a piano dynamic. After the song ask the students what they noticed. 	<ol style="list-style-type: none"> 1) Listen and sing “Bonjour Mes Amis” if they remember, tap the macrobeats 2) Listen and repeat 3) Listen and repeat in best singing voice 4) Sing and wave to someone every time they sing “bonjour” 5) Sing like the teacher and then respond to questions. Raise hands and say what they noticed. 6) Listen, take a breath, and say “piano”

<ol style="list-style-type: none"> 6) Tell students that we call that sound “piano” have them take a breath and say piano 7) Next time through sing at a forte dynamic. Ask students how this time was different. 8) Tell students that we call this sound “forte”. Have them take a breath and say “forte”. 	<ol style="list-style-type: none"> 7) Sing like the teacher and then respond to the question. Raise hands and say what was different. 8) Listen, take a breath and say “forte”
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Activity #2: Learning Process – Include Beginning, Middle, & End; At Least Two Opportunities for Student Self-Assessment; Reflection

Teacher will	Students will
<ol style="list-style-type: none"> 1) Sing “You Will Never Find Me” while tapping the macrobeats on legs 2) Ask students if they noticed anything about my song 3) Sing minor tonal patterns on solfege and have students repeat on solfege 4) Sing “You Will Never Find Me” and tap the microbeats on legs 5) Sing major tonal patterns on solfege and have students repeat on solfege 6) Ask students “Were these patterns the same or different from the first patterns? Listen one more time and then show me with your hands” and then sing a minor tonal pattern and a major tonal pattern 7) Ask “Can anyone raise your hand and tell me how they were different?” 8) Explain the difference between major and minor tonality. In major tonality we audiate “do” in minor tonality we audiate “la” Sing a minor pattern on solfege and have students repeat. Then sing a major pattern and have students repeat. 9) Sing a pattern and ask students if it is in major or minor tonality Repeat with 6-8 patterns and reinforce what note (do or la) they should have audiated after each answer 10) Tell them that this song is multitonal which means part of it is in major tonality and part of it is in minor tonality. Have students listen to the song one more time and listen for minor tonality and major tonality. 	<ol style="list-style-type: none"> 1) Listen and tap the macrobeats. 2) Raise hands and answer question if called on. 3) Repeat minor tonal patterns on solfege. 4) Listen and tap the microbeats. 5) Repeat major tonal patterns on solfege. 6) Listen and respond same or different with hand signs. 7) Listen and raise hands to give answers. 8) Listen and repeat tonal patterns. 9) Listen and respond with major or minor. 10) Listen and move. 11) Listen and repeat. 12) Listen and repeat on solfege. 13) Listen and move and sing. 14) Listen and repeat on rhythm solfege. 15) Sing whole song. 16) Sing without the teacher.

<ol style="list-style-type: none"> 11) Teach song by rote. Sing one measure at a time and have students repeat. 12) Chant rhythm patterns from the song on solfege and have students repeat. 13) Have students sing whole song with me. 14) Chant rhythm patterns from the song on rhythm solfege, pointing to notation on the smartboard. Focus on “du ta” rhythm since they have not seen that before. <ol style="list-style-type: none"> a) Ask if any students can recognize which pattern goes with “Valentine” and which goes with “you will never find me” 15) Sing whole song. 16) Have students sing without me. 	
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Activity #3: Learning Process – Include Beginning, Middle, & End; At Least Two Opportunities for Student Self-Assessment; Reflection

Teacher will	Students will
<ol style="list-style-type: none"> 1) Have students move back off of the circle carpet and pass out white boards and markers and instruct students to set them behind their backs and not write anything yet. 2) Show rhythm pattern on the smart board and have students read it with me. 3) Introduce vocabulary words note head, stem and beam and point to them on the board. Have students repeat these words after me. 4) Rewrite the first beat (pair of eighth notes) on the chalk board. Explain how to draw an eighth note on the chalkboard and tell students to pick up their white boards and copy it. 5) Repeat step 3 with each beat of the pattern until students have the whole pattern written out. 6) Have one student who has written the pattern neatly and correctly to hold up their board for others to check. 7) Pull up the next pattern and tell students to “copy down this pattern” when most are finished say “let’s read it together” 	<ol style="list-style-type: none"> 1) Move and sit quietly and do not touch white boards until they are told to do so. 2) Listen and read rhythm pattern. 3) Listen, watch and repeat. 4) Watch teacher draw and then copy eighth note. 5) Listen, watch, and copy each note. 6) Hold up boards and make changes if necessary. 7) Copy pattern and read aloud 8) Write a 4-beat pattern on their paper using quarter notes, eighth notes, sixteenth notes, and quarter rests. 9) Raise hands and read pattern for class. Listen while other students are reading their patterns and repeat after them. 10) Quietly pass in white boards and markers.

<p>8) Tell students to pull the paper out of their board and come up with their own 4 beat pattern using quarter notes, eighth notes, sixteenth notes and quarter rests and write it on their board. Walk around while they are writing and help any students that need help.</p> <p>9) When they are done, ask for volunteers to read their pattern. Have class repeat the pattern after them. Copy down some patterns to use for next week's activity, and use the additive checklist (above) to note how students performed on this activity</p> <p>10) Collect white boards, markers, paper and pencils and put them away.</p>	
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Activity #5: Learning Process – Include Beginning, Middle, & End; At Least Two Opportunities for Student Self-Assessment; Reflection

Teacher will	Students will
<p>1) Sing “Away to Wild Island” with students, listening to see if it is still memorized from previous weeks and taking note of any spots that need to be reviewed</p> <p>2) Review any trouble spots.</p> <p>3) Have students sing “Away to Wild Island” without me.</p> <p>4) Sing “Flying Home” with students, listening to see if it is still memorized and if there are any places that need to be reviewed.</p> <p>5) Review any trouble spots.</p> <p>6) Have students sing “Flying Home” without me</p>	<p>1) Sing “Away to Wild Island”</p> <p>2) Listen and repeat</p> <p>3) Sing “Away to Wild Island”</p> <p>4) Sing “Flying Home”</p> <p>5) Listen and repeat</p> <p>6) Sing “Flying Home”</p>

Week 2:

Music Education Lesson Plan – PreK-5 General Music

Grade Level(s):	2nd Grade	Coaching Teacher:	Amy Duhan	Date:	2/10-14	Shannon McDonald
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Write at least three complete sentences to verify why your students are ready to complete the following lesson. Address content as well as executive, movement, tonal, and rhythm skills. Make connections to past and future learning.

- 1) Students can compose and notate 4-beat rhythm patterns.
- 2) Students recognize the difference between major and minor tonality.
- 3) Students can move to a steady beat.

<p>South Carolina Standards (What standards are being addressed in this lesson? Include the numerical code and the entire description.)</p>	<p><u>Artistic Process: Performing</u></p> <p>Anchor Standard 3: I can sing alone and with others.</p> <p>Benchmark Number Benchmark GM.P NH.3</p> <p>Benchmark Description I can sing, chant, and move to demonstrate a steady beat.</p> <p>Indicator Number Indicator GM.P NH.3.1</p> <p>Indicator Description I can sing or move using a steady beat.</p> <p>Anchor Standard 5: I can read and notate music.</p> <p>Benchmark Number Benchmark Benchmark GM.P NL.5</p> <p>Benchmark Description I can read rhythm patterns.</p> <p>Indicator Number Indicator GM.P NL.5.2</p> <p>Indicator Description I can read basic rhythms</p> <p><u>Artistic Processes: Creating</u></p> <p>Anchor Standard 1: I can arrange and compose music</p> <p>Benchmark Number: Benchmark GM.CR NH.1</p> <p>Benchmark Description: I can arrange a musical idea.</p> <p>Indicator Number: Indicator GM.CR NH.1.1</p>	<p>Materials Needed</p> <p>White boards, markers, erasers, powerpoint, smartboard, valentine hearts, hand drum</p> <p>Technology Integration: [How will technology be implemented in this lesson, if used?]</p> <p>Powerpoint will be displayed on smartboard</p>
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	<p>Indicator Description: I can use rhythm patterns, songs or words to create a musical idea.</p> <p>Learning Targets – “I can” statements.</p> <p>1) I can read rhythm patterns using quarter notes, eighth notes, sixteenth notes, and quarter rests</p> <p>2) I can write 4-beat rhythm patterns using quarter notes, eighth notes, sixteenth notes, and quarter rests</p> <p>3) I can use my singing voice</p>	
<p>Agenda (Provide the class agenda (list of activities) exactly as you will write it on the board or display on a projector.)</p>	<p>Hello Song Review Valentine Song (Friday’s Class will need to learn) Play Game Practice Writing Patterns</p>	

Active Verbs & SPF I Need to Use for Student Engagement and Success

Sing, Repeat, Move, Listen, Play, Read, Write

Accommodations for Students with Exceptionalities

- 1) The patterns were selected from the student’s own work so they are capable of succeeding at their composed patterns.
- 2) If students struggle with reading and writing rhythms we can spend extra time on that and push the accompaniment activity back to the next week.
- 3) If students do exceptionally well we can move on and add accompaniment to the song.

Informal Assessment Strategies- I will monitor and adjust my students’ achievement of the stated objectives using the following strategies.

- 1) I will walk around and informally assess student’s work as they write their patterns to check for understanding and offer help to those who need it.
- 2) Listen for correct rhythms as students play the game.
- 3) Watch for students who are moving to the beat during the game, keeping beat to help some students if necessary.

Formal Assessment - Additive Checklist for Student Achievement for at Least One Skill

Rhythm notation: Using Richland One Rubric

4 Beat Rhythm Pattern Composition Continuous Rubric	
4	Uses 4 macrobeats with correct symbolic notation at least 2 of which are different
3	Uses 4 macrobeats
2	Uses an inaccurate number of macrobeats
1	Is illegible
0	no attempt made at writing

Reflection: Students and/or Teacher Reflection and Assessment (Complete this after you perform the lesson).

List at least 3 things we did well.

- 1) Most students were able to keep a steady beat when reading their patterns.
- 2) Students improved their writing skills tremendously from the first class.
- 3) Students were able to move to a steady beat during the game.

List at least three things that need revision and/or improvement.

- 1) Some students still wrote more than 4 beats in their patterns.
- 2) Some students did not move to the steady beat when walking.
- 3) Some students had trouble staying with the steady beat when reading.

List at least 3 goals for next class.

- 1) Have greater success with reading patterns on the beat.
- 2) Be able to improvise patterns out loud individually.
- 3) Be able to play patterns on classroom instruments.

Activity #1: Learning Process – Include Beginning, Middle, & End; At Least Two Opportunities for Student Self-Assessment; Reflection

Teacher will	Students will
1) Sing Hello song in Mixolydian with ukulele	1) Listen and move
2) Have students repeat each line after me	2) Listen and repeat
3) Sing and play ukulele	3) Sing and move

Activity #2: Learning Process – Include Beginning, Middle, & End; At Least Two Opportunities for Student Self-Assessment; Reflection

Teacher will	Students will
1) Sing Valentine Song and tap the macrobeats	1) Sing and tap the macrobeats
2) Chant rhythm patterns on “bum”	2) Listen and repeat on “bum”

<ol style="list-style-type: none"> 3) Sing Valentine Song and tap the microbeats 4) Chant rhythm patterns on solfege 5) Sing Valentine song 6) Chant rhythm pattern and instruct students to repeat back a different pattern <ol style="list-style-type: none"> a) give an example “If I say du-de du du-de du you could say du-de du du-de du-ta-de-ta” b) Ask students “are we going to be the same or different?” 7) Sing Valentine Song 8) Stand and put macrobeats in feet 9) Pass out Valentine hearts with rhythm patterns 10) Instruct students to spread out and find their own place in the room, when the song starts we will walk around the room to the beat, when it is over the student will pick up the heart closest to their feet and read the pattern 11) Sing the song and walk around the room to the beat of the song 12) At the end of the song instruct students to read their pattern, keeping a steady beat with hand drum, then have students set their pattern back down and repeat 13) After a couple rounds call on individual students to read their pattern out loud 14) After a few more rounds of this have students make a stack of valentine hearts and go back to their seats 	<ol style="list-style-type: none"> 3) Sing and tap the microbeats 4) Listen and repeat on solfege 5) Sing 6) Listen and repeat back a different pattern 7) Sing 8) Sing and march to macrobeats 9) Take heart and pass to neighbor 10) Students spread out around the room 11) Sing and walk to the beat 12) Read pattern 13) Raise hand and read pattern individually, if not reading listen to classmate 14) Pass in hearts and walk to seat
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Activity #3: Learning Process – Include Beginning, Middle, & End; At Least Two Opportunities for Student Self-Assessment; Reflection

Teacher will	Students will
<ol style="list-style-type: none"> 1) Call on students who are sitting tall and following directions to get white boards, markers, and erasers and sit behind the carpet. 2) Review the parts of the note and how to write a pattern 	<ol style="list-style-type: none"> 1) Grab materials when called 2) Listen and write 3) Listen and chant different pattern

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| <ol style="list-style-type: none">3) Say a pattern and have students echo their own pattern just like earlier4) Tell students to write their pattern down, and walk around assessing their notation and offering help5) Have students share their patterns with a neighbor then call on a few students to read their patterns out loud6) Have students put away whiteboards and line up at the door to leave. | <ol style="list-style-type: none">4) Write patterns5) Listen and read patterns6) Put away boards, markers, and erasers |
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Week 3:

Music Education Lesson Plan – PreK-5 General Music

Grade Level(s):	2nd grade	Coaching Teacher:	Amy Duhan	Date: 2/17-21	Shannon McDonald
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Write at least three complete sentences to verify why your students are ready to complete the following lesson. Address content as well as executive, movement, tonal, and rhythm skills. Make connections to past and future learning.

- 1) Students can sing in major and minor tonality
- 2) Students can repeat rhythm patterns accurately
- 3) Students can read duple meter rhythm patterns
- 4) Students can compose and notate duple meter rhythm patterns

<p>South Carolina Standards (What standards are being addressed in this lesson? Include the numerical code and the entire description.)</p>	<p><u>Artistic Process: Performing</u> <u>Anchor Standard 3: I can sing alone and with others.</u></p> <p>Benchmark Number Benchmark GM.P NH.3</p> <p>Benchmark Description I can sing, chant, and move to demonstrate a steady beat.</p> <p>Indicator Number Indicator GM.P NH.3.1</p> <p>Indicator Description I can sing or move using a steady beat.</p> <p><u>Anchor Standard 4: I can play instruments alone and with others.</u></p> <p>Benchmark Number Benchmark GM.P NH.4</p> <p>Benchmark Description I can play and read rhythmic, melodic, and chord patterns.</p> <p>Indicator Number Indicator GM.P NH.4.1</p> <p>Indicator Description I can use music notation to play instruments.</p> <p><u>Anchor Standard 5: I can read and notate music.</u></p> <p>Benchmark Number Benchmark Benchmark GM.P NL.5</p> <p>Benchmark Description I can read rhythm patterns.</p> <p>Indicator Number Indicator GM.P NL.5.2</p>	<p>Materials Needed</p> <p>powerpoint, white boards, erasers, markers, papers, drums, rhythm sticks, Recording for beat keeping, smart board</p> <p>Technology Integration: [How will technology be implemented in this lesson, if used?]</p> <p>Powerpoint will be displayed on Smart board and recording will play through speakers</p>
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	<p style="text-align: center;">Indicator Description I can read basic rhythms</p> <p style="text-align: center;"><u>Artistic Processes: Creating</u></p> <p style="text-align: center;"><u>Anchor Standard 1: I can arrange and compose music</u></p> <p>Benchmark Number: Benchmark GM.CR NH.1</p> <p>Benchmark Description: I can arrange a musical idea.</p> <p>Indicator Number: Indicator GM.CR NH.1.1</p> <p>Indicator Description: I can use rhythm patterns, songs or words to create a musical idea.</p> <p>Learning Targets – “I can” statements.</p> <p>1) I can compose my own 4-beat pattern in duple meter</p> <p>2) I can read and write rhythm patterns in duple meter</p> <p>3) I can play an accompaniment on unpitched percussion</p>	
<p>Agenda (Provide the class agenda (list of activities) exactly as you will write it on the board or display on a projector.)</p>	<p>Beat keeping activity</p> <p>Valentine song with rhythm improv</p> <p>Write rhythms on paper to turn in for final assessment</p> <p>Add accompaniment to valentine song from their patterns</p>	

Active Verbs & SPF I Need to Use for Student Engagement and Success

Mirror, Sing, Repeat, Move, Read, Write, Play

Accommodations for Students with Exceptionalities

- 1) Students will be placed on instrument parts based on skill level
- 2) The accompaniment will be created from the student’s composed patterns so it will be ensured to be at their level
- 3) If students struggle with reading and writing rhythms we can spend extra time on that skill
- 4) If students do exceptionally well we can add to the accompaniment and make the arrangement more challenging

Informal Assessment Strategies- I will monitor and adjust my students’ achievement of the stated objectives using the following strategies.

- 1) Walk around as students write and look over their work, offering advice
- 2) Ask questions throughout the lesson to check for understanding

- 3) Observe students during the accompaniment activity to ensure they are playing the correct rhythms, and using proper technique and offer suggestions to help

Formal Assessment - Additive Checklist for Student Achievement for at Least One Skill

Rhythm notation: Using Richland One Rubric

4 Beat Rhythm Pattern Composition Continuous Rubric	
4	Uses 4 macrobeats with correct symbolic notation at least 2 of which are different
3	Uses 4 macrobeats
2	Uses an inaccurate number of macrobeats
1	Is illegible
0	no attempt made at writing

Reflection: Students and/or Teacher Reflection and Assessment (Complete this after you perform the lesson).

List at least 3 things we did well.

- 1) Students were able to successfully repeat back rhythm patterns on solfege when given on “bum”.
- 2) Students were able to notate composed patterns successfully, receiving mostly 3s and 4s for their work.
- 3) Students were willing and excited to share their work, be leaders, and perform individually.

List at least three things that need revision and/or improvement.

- 1) Students need to stay on task during activities and not play instruments when it is not their turn
- 2) Students need to remember to use their singing voices after we add instruments
- 3) Students need to keep the steady beat when they are the leader in the beat keeping activity

List at least 3 goals for next class.

- 1) Continue to refine skills on instruments
- 2) Work on singing and playing together and the idea that a melody and accompaniment go together
- 3) Work on finding and keeping the steady beat, especially when playing instruments.

Activity #1: Learning Process – Include Beginning, Middle, & End; At Least Two Opportunities for Student Self-Assessment; Reflection

Teacher will	Students will
<ol style="list-style-type: none"> 1) Review what it means to mirror 2) practice mirroring, give students a few actions to follow 	<ol style="list-style-type: none"> 1) raise hands and answer 2) practice mirroring 3) mirror teacher’s movements

<ol style="list-style-type: none"> 3) Lead beat keeping activity 4) Explain levels and that we have to keep a steady beat the whole time and then chose a couple of students to be leaders 5) Lead the students in a reflection by asking “What was hard about being the leader” “What did you have to keep in mind?” “What made it more successful or less successful?” 	<ol style="list-style-type: none"> 4) Lead or follow leaders movements. After the leader has gone through a few different movements they should choose someone to be the new leader by pointing to them. 5) Raise hands and answer.
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Activity #2: Learning Process – Include Beginning, Middle, & End; At Least Two Opportunities for Student Self-Assessment; Reflection

Teacher will	Students will
<ol style="list-style-type: none"> 1) Review Valentine song, moving to macrobeats 2) Chant rhythm patterns on solfege 3) Sing Valentine song, moving to microbeats 4) Chant rhythm patterns on “bum” and have students repeat on solfege 5) Sing Valentine Song and move to macrobeats 6) Chant rhythm patterns and have students improvise a different pattern 	<ol style="list-style-type: none"> 1) Sing Valentine song, moving to macrobeats 2) Repeat rhythm patterns on solfege 3) Sing and move to microbeats 4) Repeat rhythm patterns on solfege 5) Sing and move to macrobeats 6) Listen and repeat different patterns

Activity #3: Learning Process – Include Beginning, Middle, & End; At Least Two Opportunities for Student Self-Assessment; Reflection

Teacher will	Students will
<ol style="list-style-type: none"> 1) Read rhythm patterns on board with students emphasizing the steady beat 2) Briefly review note values, and how to come up with a 4-beat pattern. Ask questions such as “how many quarter notes make up 4 beats?” “how many eighth notes?” “What do we need to keep in mind when writing a pattern?” to check for understanding. 3) Call students to go pick up a white board, marker and eraser and instruct them to sit behind the carpet when they return 	<ol style="list-style-type: none"> 1) Read rhythm patterns 2) Copy patterns and write own 3) Collect materials and go back to seat 4) Write patterns on white boards. 5) Compose and notate pattern 6) Read pattern to a partner and then raise hands to read for the class 7) Turn in paper, put away materials and go back to seat

<ol style="list-style-type: none"> 4) Give students a couple minutes to practice writing their own 4 beat patterns, and walk around to offer help and suggestions. 5) Instruct students to come up with their own 4 beat pattern to meet the rubric and write it down on their paper 6) When students are done they can read their pattern to a neighbor and I will call on a few to read their composed patterns out loud. 7) Collect work and call on students to put away their boards, markers and erasers. 	
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Activity #5: Learning Process – Include Beginning, Middle, & End; At Least Two Opportunities for Student Self-Assessment; Reflection

Teacher will	Students will
<ol style="list-style-type: none"> 1) Choose a few patterns to write on the board to use for accompaniment have students clap the first pattern as we sing “Valentine” 2) Pull out the drums and assign a few students to play that pattern on the drum 3) Have students clap the next pattern as we sing 4) Chose a few students to play pattern 2 on rhythm sticks 5) Have students put both parts together 6) Call students to put away instruments 	<ol style="list-style-type: none"> 1) Clap and sing 2) Sing and play pattern 1 if assigned to drum 3) Sing and clap pattern 2 4) Sing and play pattern 2 5) Sing and play either pattern 1 on drum or pattern 2 on rhythm sticks 6) Put away instruments and line up

Section 2: Assessment Strategies

Informal Assessment:

Through this unit students were informally assessed in a variety of ways. I made sure to constantly ask students questions throughout the lessons to check for understanding. For example, when students were composing their patterns I asked “how many beams do we need for a sixteenth note?”, “How many eighth notes make up one beat?” and “how many beats are in this pattern?” to ensure students were grasping the concept and guide those who were struggling to the correct answer. I also walked around and informally assessed student’s work as they practiced and while they wrote their patterns to see who was successful and who needed more support. I also listened and had students read rhythm patterns as a group and as individuals throughout the lessons to check for who was able to keep a steady beat and read the rhythms accurately, particularly during the rhythm pattern game during week 2 when I was able to listen to individual students read their rhythm patterns.

Formal Assessment:

Throughout this unit students were assessed formally through written work. Students were asked to compose one 4 beat-rhythm pattern that could include quarter notes, quarter rests, eighth notes or sixteenth notes. They were assessed once on the first day of the unit when notation was first introduced, and then again at the end of the unit to see their growth throughout the 3 week period. They were graded based on the following rubric designed by Richland One Music Educators.

4 Beat Rhythm Pattern Composition Continuous Rubric	
4	Uses 4 macrobeats with correct symbolic notation at least 2 of which are different
3	Uses 4 macrobeats
2	Uses an inaccurate number of macrobeats
1	Is illegible
0	no attempt made at writing

Section 3: Pre-Assessment

Pre-Assessment Instrument:

For this unit, I am assessing students on written work. I had students practice notating 4-beat duple meter rhythm patterns on white boards and then had them notate one final 4-beat pattern on a sheet of paper with a single line staff designed for rhythmic notation. These papers were then turned in and graded based on the Richland One 4 Beat Rhythm Pattern Composition Continuous Rubric (p24).

Pre-Assessment Data:

The following table lists each student's grade by student initials.

Initials	Grade
SA	2
AB	3
RC	3
CC	2
TC	2
PD	1
SE	1
SG	2
LH	1
AI	2
JK	3
AK	1
SL	4
ZL	2
EM	2
JP	2

CP	2
BR	2
ES	2
FS	3
ET	2
JT	2

The following chart depicts the frequency of each grade from 0-4 on the Pre-Assessment.



Section 4: Post Assessment

Post-Assessment Instrument:

Before the post-assessment students engaged in a brief review of note values, and practiced reading and notating 4-beat rhythm patterns on their white boards. Students were then given a sheet of paper with a single line of rhythm notation staff to write their final pattern. The rubric the students were to be graded on was displayed on the smart board and reviewed before they began to write. They were given a few minutes to notate their pattern and then their papers were collected and graded based on the Richland One 4-Beat Rhythm Pattern Composition Continuous Rubric (p 24).

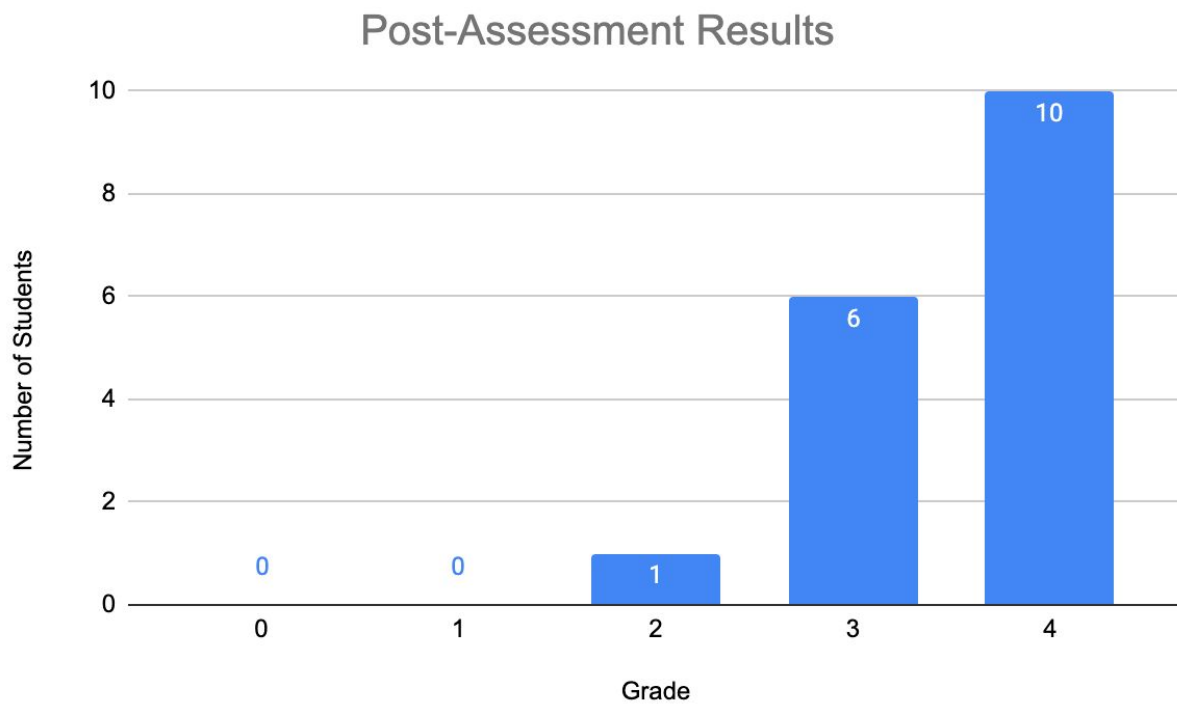
Post Assessment Data:

The following table lists each students grade by student initials, based upon the Richland One rubric for notated rhythm patterns.

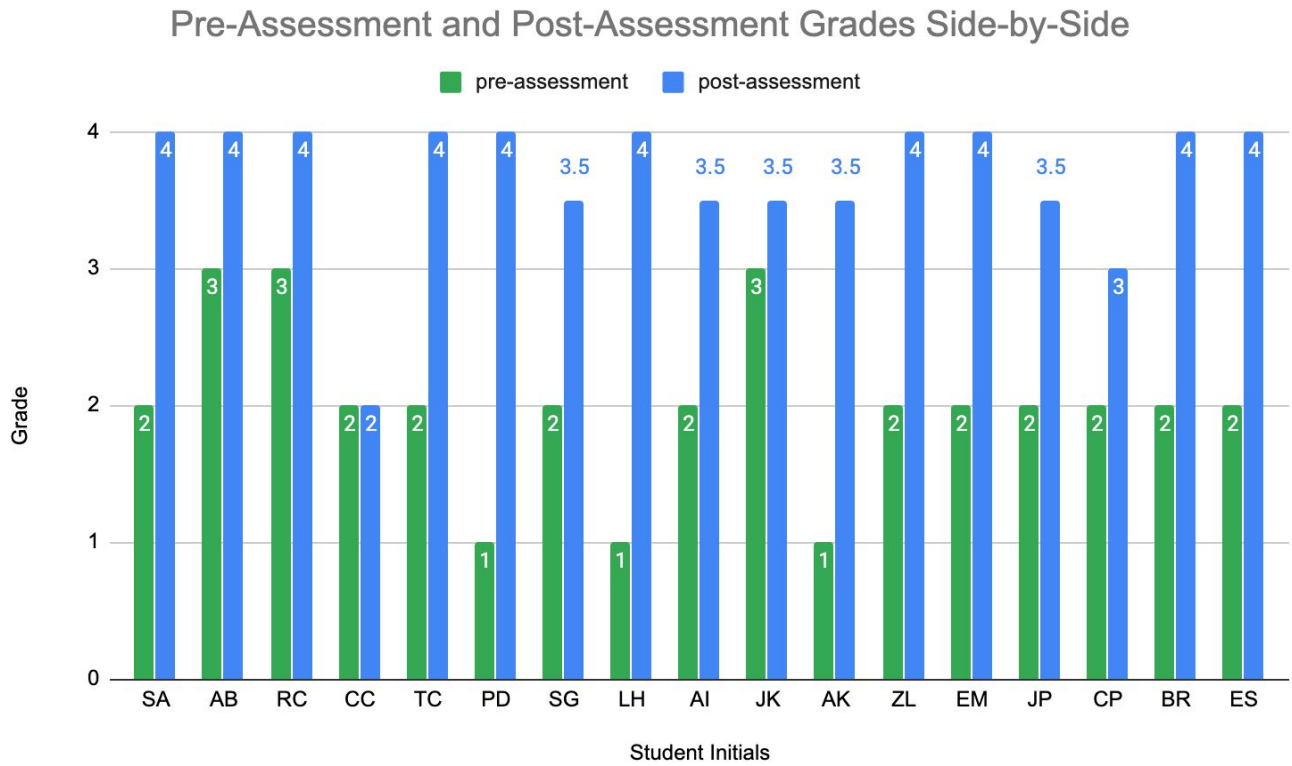
Initials	Grade
SA	4
AB	4
RC	4
CC	2
TC	4
PD	4
SE	absent
SG	3.5
LH	4
AI	3.5
JK	3.5
AK	3.5

SL	absent
ZL	4
EM	4
JP	3.5
CP	3
BR	4
ES	4
FS	absent
ET	4
JT	4

The following chart depicts the frequency of each grade 0-4 on the Post-Assessment



The following chart depicts pre-assessment and post-assessment grades side by side to show individual student growth. A few students were excluded from this chart due to absences on the day of post-assessment.



Section 5: Reflection and Evaluation of Completed Unit

4. There is a discussion with evidence of how the information gathered over the unit will impact future planning of additional units or the re-teaching of the same unit.
5. There is a discussion with evidence of whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes.
6. There is a discussion with evidence of whether assessments were aligned to lesson objectives/goals.

If I were to teach this unit again, I would give students more opportunities to practice and hone their reading and writing skills before the final assessment. I could do this by either extending the unit to spend more time on individual practice in both reading and writing rhythm patterns to give students more specific, positive and constructive feedback to help them improve. I also learned through reading patterns with students in these lessons that keeping a steady beat on a drum or other instrument can help the students to gain a sense of the steady beat and stay with the beat when reading. This is something that I will keep in mind for future lessons. Of course the ultimate goal would be for the students to be able to keep the beat without my assistance, but for many students along the way this was beneficial and helped them to improve. I also believe that through engaging the students with the patterns on a variety of levels, including aural/oral, generalization verbal association, and improvisation, students were able to gradually improve their skills which led to more success in the end. This is a procedure I can apply to other concepts in future lessons as well.

Overall, I believe the goals and objective set for this unit were appropriately challenging and allowed students to grow over the course of the unit and be successful on their final assessment. Students had previous experience with reading similar rhythm patterns, so this lesson took their skills to the next level to extend their literacy skills from just reading to writing

and creating as well. By the end of the unit, students were able to successfully read and write rhythm patterns using quarter notes, eighth notes, sixteenth notes, and quarter rests which were their main goals for the unit. They were able to integrate the basic music skills of reading, writing, creating and performing in the final lesson in which we took some of the patterns they had composed and performed them on unpitched percussion instruments to accompany the song they had worked on throughout the unit “You Will Never Find Me.” Through this final performance they were able to meet all the goals of the unit successfully while still being challenged to be the best musicians they can be.

The unit was designed so that the assessments would be directly related to student interests and activities so that they not only met the main goal of increasing student literacy skills through reading writing and composition, but also aided them in the goals of singing, keeping a steady beat, and using instruments. The students were not simply given a dictation test to turn in and be graded on their writing skills, but they were able to scaffold skills through interesting and appropriate activities that were enjoyable for the students to participate in. The assessments were simple and clearly aligned to the goals of the unit. The students were assessed on 4-beat rhythm compositions and the goal of the unit was for students to develop reading and writing skills with rhythm patterns. The students were able to practice this skill in the same format they were tested in so that they were familiar with the format and were able to achieve success on the assessment.