

**MPAME-GE 2114 and MPAUE-UE Music for Exceptional Children, NYU Steinhardt,
Department of Music and the Performing Arts Professions**

Name: Akini Gill

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Grade: Elementary School, inclusion classes

Students Aged: 5-10

NS1 - Singing, alone and with others, a varied repertoire of music.

NS3 - Improvising melodies, variations, and accompaniments.

NS6 - Listening to, analyzing, and describing music.

NYS1 - Creating, performing, and participating in the arts.

NYS3 - Responding to and analyzing works of arts.

Goal

Students will be able to identify repeated patterns in music.

Objectives

Students will be able to identify the three main repeated patterns.

Students will be able to play repeated patterns with their hands.

Students will be able to create new patterns.

Students will be able to move expressively to match the feeling and growing intensity of the piece.

Prerequisite Behavior

Students should be able to listen to music, or feel vibrations.

Classroom Materials

A recording or sheet music for the song “**If You’re Happy and You Know It**” written by Isaak Dunayevsky.

A copy of the words for the song “**If You’re Happy and You Know It**”, one tenor pan, one pair of tenor sticks, chalk, duster and laptop.

Open space to move freely, a board to show musical pattern or pre-written on large piece of paper.

Introduction - Teacher will:

Invite students in and begin to sing la, la, la repeatedly.

Ask the students to join in along in singing the repeated syllable la.

Instruct students to sit down.

Presentation - Teacher will:

Sing random repeated syllables and have the students' respond to those syllables.

Play the three different patterns (sections) on the tenor pan and have the students raise their hands to see who thinks the patterns are the same or different from each other. All examples will come from "**If You're Happy and You Know It**".

Give out copies with the words of the song "**If You're Happy and You Know It**" to the students.

Play the song using the laptop from a recording on the internet.

Ask the students to follow the words on the copy.

Play the song on the tenor pan while the students listen.

Ask the students to sing the song doing the actions while the song is playing on the tenor pan.

Identify the repeated patterns (sections) in the song "**If You're Happy and You Know It**" to the students.

Play the song "**If You're Happy and You Know It**" on the tenor pan for the last time while the students sing the song.

Summarize the steps by speaking to the students.

Closure

Tell the students "**great job!**" Now we will sing "**If You're Happy and You Know It**" with three groups of students.

Have the first group of students sing the first verse, the second group of students sing the second verse and the third group of students sing the third verse. Then have everyone sing the last and final verse of the song.

Classroom Management

Classroom rules are in place

If rules are broken, there is a yellow warning given

If rule is broken again, a 5 minute sit-out is given, which is a red stop.

After 5 minutes, they go back to a yellow warning and can return to class activities.

If classroom rules broken again, they are in a red stop until the end of the class.

Adaptation for Special Learners:

For students with **visual impairments**, the only concern is the ability to move freely and safely. These students will be placed in an uncluttered area to ensure safety while they are moving expressively to the music. For students with **hearing impairments**, a seat next to the tenor pan will be made available so that the vibrations of the pattern can be felt.

For students with **physical/orthopedic impairments or health issues**, the teacher will support all accommodations with 504 Plans; students will be asked to move to the best of their ability. If the child is unable to grasp with his hand, we will use a bell bracelet. We will ensure they are not hindered in anyway.

For students with **learning disabilities**, the lesson will be designed in several short segments that are reinforced by repetition then strung together. Teacher will make sure students understand each direction.

For students with **behavioral issues**, the classroom rules will be enforced the usual way. All BIP (Behavior Intervention Plans) will be followed on an individual basis.

For students with **speech/language communication**, students will use their communication devices to respond to the teacher questions.

Lesson Assessment & Evaluation

Student Assessment: 1 = Developing 2 = Evident 3 = Frequently

Indicate the student's grade on the blank line after each activity. _____

Student was able to identify the three main repeated patterns. _____

Student was able to play repeated patterns with their hands. _____

Student was able to create new patterns. _____

Student was able to move expressively to match the feeling and growing intensity of the piece. _____