

Lesson Plan Template (revised September, 2016)

Teacher:

Subject: Music

Grade Level(s): 3-4

Unit Topic: World Music

Title of Lesson: Merengue

Focus Q: How can we use movement and dance to show meter?

Description: We will practice stepping and clapping in 4/4 to a familiar song, then we will learn how to merengue and dance to “Ojala que llueve cafe”.

Lesson Length: 15 minutes

Remember the 5 questions: Why-What-To Whom-How-Results

Goals (What do you want them to know...)	What meter is. What 4/4 or common time means.
Objectives (...and be able to do?)	The class will be able to step and clap a 4/4 meter. The class will recognize 4/4 meter in a song.
National Standards addressed (Artistic Process and Music Process Standard)	P5, R7, R8, Cn11
Music Learning Components addressed	Listening, moving, enjoying.
Prior Knowledge needed	What beat and tempo are
Materials and Resources	Computer/projector
Lesson Procedures	
Introduction (hook)	We are going to learn about meter and learn a new dance .
Instruction (procedure)	Discuss meter Explain 4/4 time Discuss background of “Ojala que llueve cafe” and merengue
Activities	1. Step and clap 4/4 time to “Mary had a little lamb” 2. Learn merengue steps 3. Dance merengue to a 4/4 beat, changing direction every measure 4. Dance merengue to “Ojala que llueve cafe”
Closure	Talk about how we hear 4/4 time in lots of music. Give students homework of listening to music at home and trying to “find the fours”.

Student Assessment (Goals, Objectives and Standards)

Formative assessment (checking for understanding) Assessment FOR Learning “Cook tastes the soup”	Watching students to see if they can clap on the first beat of our four beat measures.
Summative Assessment (how will each goal, objective and standard be assessed?) Attach method of assessment (rubric, checklist, etc.) Assessment OF Learning “Guest tastes the soup”	I will use a checklist and note which children are able to change direction at the start of each new measure of 4/4.

Universal Design (Complete only if you know what this is)

Universal Instruction Considerations <i>Multiple means of Representation/Expression/Eng agement</i>	
Differentiation Considerations <i>(Adaptations for different levels/unique needs)</i>	
Advanced Opportunities	

Review and Reflection

Overview – What occurred compared to the plan?	The lesson was a little bit short. I was concerned that I would run out of time because I was covering a lot of material, so I rushed through some aspects of the lesson.
Analysis – How well was the lesson planned?	I think the lesson was fairly well planned, despite the time issue. I could also have added more examples of music that the students are already familiar with to help emphasize how meter works in music. I also could have paused the song partway through once I felt everyone was moving on the downbeats of the measures and added more steps to the dance. I feel the class got tired of dancing, so doing a shorter segment of the song might have been a better idea, but I also think that real 3 rd and 4 th graders would have had more fun with it. I personally enjoyed the song, and I think it would sound exotic to kids in this part of the world This is not the sort of thing I would try with 5 th and 6 th graders, who can be very

	self-conscious, but I think 8-10 year olds are still uninhibited enough to enjoy the chance to move around the room to music. The song was just over 4 minutes, so if I had been more accurate with my timekeeping it could have been easier to stay on schedule.
Reflection – What did you learn?	I learned that preparing more than I think I need and cutting out extra things where needed is a good way to come into a lesson. I also realize that what looks like it will work on paper may need to be revised on the spot if a class is less engaged than I expected.
What would you do differently?	I would prepare more material, and set a timer for myself. When I felt the class was tiring of the dance, I would be able to jump to another activity until the end of class.