

Arts Integrated Lesson Plan



ART FORMS:
Music, Dance



SUBJECT AREA:
Reading/English Language Arts

<p>Lesson Title: Vocabulary and linguistic concepts</p> <p><i>[Note the exceptional nature of this lesson plan in meeting the needs of a wide range of abilities. Therefore, there is a range of learning objectives. Research indicates that pairing music and movement with verbal presentation of information can be beneficial to students who have weaknesses in auditory processing of information.]</i></p>	<p>Grade: Level 5 Special Education</p>
<p>Contributor, School: Pamela Bukowski, Southern Middle School</p>	<p>Time Frame: 30 minutes</p>

State Curriculum Content Standards, Indicators, Objectives

<p>Music Content Standard 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.</p> <p>Dance Content Standard 1.0 Perceiving, Performing and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.</p>	<p>Reading/English Language Arts Content Standard(s) 1.0 General Reading Processes Topic D: Vocabulary Students will use a variety of strategies and opportunities to understand work meaning and to increase vocabulary</p> <p>6.0 Listening: Students will demonstrate effective listening to learn process and analyze information.</p>
<p>Music Content Indicator(s) 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music. 1.2 Experience performance through singing and playing instruments in general, vocal, and instrumental settings, and listening to the performance of others.</p> <p>Dance Content Indicator Grade 1—1.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p>	<p>Reading/English Language Arts Content Indicator(s) Vocabulary Grade 1—1.3 Understand, acquire, and use new vocabulary.</p> <p>Listening Grade 6—6.1 Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes.</p>
<p>Music Content Objective(s) Grade 1—1.1.b Identify same and different patterns heard in music.</p>	<p>Reading/English Language Arts Content Objective(s) Grade 1—1.3.a Determine meaning of words using their context.</p> <ul style="list-style-type: none"> Reread.

Grade 2—1.1.c Listen to perform and describe music that illustrates fast/slow, loud/soft (quiet), long/short, high/low.

Grade 5—1.2.e Sing or play in groups, blending timbre, matching dynamic levels, and responding to conducting cues of the teacher.

- Use context clues.
 - Examine illustrations.
- Grade 6—6.1.a Attend to the speaker.
6.1.d Relate prior knowledge.

Dance Content Objective

Grade 1—1.1.b Combine selected characteristics of the elements of dance, such as body parts and positions, shapes, levels, directions, general and personal space, energy, and tempo, and use sensory stimuli to create movement phrases.

Objective(s) (Connecting the content areas)

Students will demonstrate, using music and movement, comprehension of vocabulary and linguistic concepts (temporal, locative, sequential, and numerical) and follow 2-step novel and 3-step routine directions/instructions.

Key Arts Vocabulary

Music

fast/slow, loud/soft, long/short, strong/weak

Dance

body parts, personal space, methods of movement

Key Reading/English Language Arts Vocabulary

None

Prior Knowledge Students Need for This Lesson

Arts

- Students will have prior knowledge of *Simon Says*.
- They will know that the instruments are real (not toys) and must be handled with care.

Reading/English Language Arts

None

Materials and Resources

Materials and Resources for the Class

- A few small musical instruments/noise makers with varying pitches and sounds
- Open space to move

Materials and Resources for the Teacher

- Ukulele
- Timer

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

Motivation

Introduce the musical instruments to the students by demonstrating how to use them and how they sound. Students will be instructed to take a few minutes to explore the instruments through touch and listening. Students will be seated. Demonstrate with the ukulele the dynamics of soft/loud, high/low, fast/slow, and rhythm patterns. (Teachers may use other instruments to demonstrate or use clips from YouTube.) Students will be given a rhythm pattern to play. The teacher will give additional directions as they play to ensure that students know contrasting words such as *fast/slow, soft/loud*. Students will self-assess correctness of responses by giving thumbs-up or thumbs-down.

Procedure

- Go over session objectives.
- Students will each choose an instrument. Students will be instructed to “be my echo” with their instruments with respect to the contrasting words (10 trials). Then give verbal commands with gesture prompts for specific dynamics. Students will respond by using their instruments (10 trials).
- Instruments will be returned to the teacher, who will give each student a drumstick. The teacher demonstrates rhythm patterns, increasing to 5–7 beats with varied spacing and tempo between the beats. Students will be asked to echo what they hear (10 trials). As a reward for a wonderful, cooperative effort, each student will have the opportunity to play a rhythm. The teacher, along with the rest of the class, will be the echo (two trials each). Finally, the students will march around the room two times while the teacher uses the sticks to keep time. The students will then place their sticks with the other instruments.
- Moving to the open space area, students will be directed to stand. The teacher will explain and demonstrate the concept of personal space. Students will be instructed to find space by extending arms in front, then to the sides, then to the back. They must not be able to touch anyone while involved with this process. Once personal space has been established, the teacher will tape an X to mark each student’s spot so that students are able to maintain their places.
- With the timer set for five minutes, the class will brainstorm types of movements. Each will have opportunities to demonstrate movement leaving the personal space area (e.g., walk, jump, hop, skip) and remaining in the personal space area (e.g., bend, twist, stretch, sit, sway). They will also explore shapes a body can make (e.g., straight, curved/bent, and other student-generated poses).
- Students will be engaged in *Simon Says*. Commands will increase in length and complexity. The teacher will incorporate vocabulary from the music and movement segments, along with linguistic concepts that will assess orientation to time (before/after/at the same time), location (prepositions/placement), sequencing (order of events, first, last), and number. One- and two-level commands may be familiar or novel, but three-level commands will all be familiar.
Dimensions of Learning (DOL) 1: Positive attitudes and perceptions about learning
DOL 2: Acquiring and integrating learning
DOL 5: Productive habits of mind

Closure/Summary

- Review the objective for completeness: thumbs-up or thumbs-down to indicate whether or not each task is complete.
- Reflect on the high point of the session, low point of the session, one thing to tell the classroom teacher, and one thing to tell parents.
- Students will share one new thing experienced, seen, or learned.
- Students may have one minute to play an instrument of choice (timer set), and then help the teacher return the instruments to the band room.

Assessment (Description/Tools)

Students have been working to meet their IEP goals for communication. The teacher will constantly assess using formal data in order to evaluate the progress each student is making towards achieving goals. Most students will have met this objective when they are able to perform with at least 80% accuracy. It is helpful to establish trials in increments of 5 or 10.

Performance Assessment

- Students will be given 5–10 trials. They will be asked to perform directions using their instruments. For example, give three fast, loud beats.
____ loud vs. soft
____ fast vs. slow
- Students will be asked to move their bodies. For example, “Move your arm to show first, a curve; second, a sharp elbow; and third, a strong air punch.
____ strong vs. weak
____ sharp vs. smooth

Lesson Extensions

- Using vocabulary word cards may encourage an increase in sight vocabulary.
- Adding music to movement activities may help in learning rhythmic movement.
- Pairing with regular classroom partners could add new creative ways of interpreting directions.