**Music Concept/Title of Lesson:** *Tumba, My Dame Hath a Lame Tame Crane, Kings and Queens, Drill Ye Tarriers, Hey Betty Martin*

**Grade Level:** 5th

**Date & Time:** Monday September 30, 2013

**Objectives:** Students will be able to…

1. *Tumba*
	1. Students will be able to learn this song by rote.
	2. … sing the entire song without the teacher.
	3. … sing the entire song with the recording.
	4. … sing in a two part round with classmates with correct pitches.
	5. … eventually sing in a three part round with classmates with correct pitches.
2. *Move It 2 #19*
	1. Students will be able to move to music given a specific routine to follow.
3. *My Dame Hath a Lame Tame Crane*
	1. Students will be able to be able to sing this song without the teacher.
	2. … sing in a round without the singing assistance of the teacher.
4. *Kings and Queens*
	1. Students will be able to play this game along with accompanying music.
5. *Drill, Ye Tarriers*
	1. Students will be able to learn this song by rote.
	2. … sing the entire song without the assistance of the teacher.
	3. … sing the entire song with the recording.
6. *Hey, Betty Martin*
	1. Students will be able to learn this song by rote.
	2. … sing without the teacher.
	3. … sing with the recording.

**Materials:**

 *The Music Connection* by Silver Burdett Ginn (Grade 5 Edition)

 iPod with playlist (songs from accompanying CDs from *The Music Connection)*

 *Move It 2* CD and movement directions (iPod)

 *Sashay the Donut* and accompanying CD (iPod)

**Procedure:**

1. *Tumba* - MC page 62
	1. Play the recording.
	2. Review the song with the students by singing each section of the three sections and having the students repeat it back to you. Work on specific pitch issues as they arise.
	3. Have students sing with the recording.
	4. Split the room up into two groups. Go around the circle and assign A and B students. Have the A group line up on one side of the room and the B group on the other, the two groups facing each other.
	5. Have one group start the round. After that whole round is finished, give the other group the chance to start the round. Switch students’ groups as necessary to create two equally balanced groups. Remind the students to sing with energy but without yelling or screaming and matching the other group’s energy.
	6. Do the round with the students and the recording.
2. *Move It 2 #19* *– Carmina Burana* by Orff
	1. Review the movements with the students.
	2. Demonstrate how to have a balanced strength battle. Remind the students that it is polite to touch hands during the battle. Hands can be washed.
	3. Remind students that there should be three even strength battles, not one long push.
	4. Do the movement to music with the recording (*Carmina Burana – Orff).*
3. *My Dame Hath a Lame Tame Crane* – MC page 299
	1. Start to sing the song. Ask students to sing along with me.
	2. Break students into groups for a round. Have students practice without the recording, and then add the recording in.
4. *Kings and Queens* – From *Sashay the Donut* page 8
	1. It’s time to learn a new game. This game is called *Kings and Queens.* When we play this game it is okay for Kings to be partners with Kings and Queens with Queens.
	2. Tell students to think in their heads “what’s the polite way to ask someone to be my partner” and “what the polite response is.” Have students find partners but FIRST tell them that when they have a partner they need to find a spot on the circle next to their partner. Assign partners a number (1 or 2). Have 1 pairs line up facing their partners on the carpet, and 2 pairs line up facing their partners on the wood floor. Groups 1 and 2 are playing the same game in separate lines in order to give more room on the sides.
	3. Tell the students that the lines should be straight and not too close to the other line. Demonstrate with a student how when lines move, they should move together/in a straight line. Have students move four steps forward, not running into their partner, and four steps back.
	4. Demonstrate a right hand turn with a strong arm so partners don’t move too far away from each other. Have students try it. In 8 counts they should be back in their original spot. Repeat with the left hand.
	5. Demonstrate how to gypsy your partner, have students try it. In 8 counts you should be back in your original spot.
	6. Show students where the top pair is. Top pair sashays down the center and back to the top (demonstrate then have top pairs try). 8 counts down, 8 counts back.
	7. Top pair faces down the lines, takes each other’s handy hands (inside hand) and walk down the center to the bottom. As they pass, the others will bow to them. Everyone moves up a step towards the top and the game repeats.
	8. Try the whole game a few times, and then add music.
5. *Drill, Ye Tarriers* – MC pages 212-213
	1. Sing the entire song, verse and refrain.
	2. Review what some of the words mean and what’s happening. What’s a tarrier, what happened to Jim Goff?
	3. Play the recording.
	4. Work on the verse, using the words for the first verse, by rote. Once the students have learned the verse, teach the refrain by rote.
6. *Hey, Betty Martin* – MC page 286
	1. Sing the whole song for the class.
	2. Play the recording.
	3. Teach the students using the rote method.

**Assessment:** (Describe how information will be observed and collected.)

1. *Tumba*
	1. I will listen to the class as a whole and make the determination when each step can be moved on from or two. In later classes, when the students have become more confident as whole, I will split the class into groups of three and have those students do a round together as a form of assessment. This will have a 4 point rubric attached to it.
2. *Move It 2 #19*
	1. This does not have an assessment. It is an activity to encourage students to move to music in a structured environment. Students can be visually observed to give me an idea of their ability to keep movements to music in a rhythmical manner.
3. *My Dame Hath a Lame Tame Crane*
	1. I will listen to this class and see how well they, as a whole, can keep the word order in the tongue twister while keeping the rhythm of the song.
4. *Kings and Queens*
	1. This game will show how well students can keep the beat with music through movement. Once the game has been learned, individuals can be watched as the class plays to determine how they can keep the beat with their feet and move at the same time (ex: sashay down 8 counts, up 8 counts, walk in 4 counts, out 4 counts, etc.).
5. *Drill, Ye Tarriers*
	1. This song provides an opportunity for the student to learn a song by rote that is longer and has more complicated words to work through. Once the students have learned the song as a class, it can be used to assess individual students.
6. *Hey, Betty Martin*
	1. This will be observed as a whole class. The objective is to have the students learn the song this class so that they may be individually assessed later on.

**Evaluation**: (Describe how assessment data will be measured and define appropriate levels of competency.)

 The school report card system is being changed. The students will now be assessed on a 4 point rubric. For music specifically there is a category for a performance grade and a category for an effort grade. We have begun effort grades with the upper grades (3-5) and will soon be evaluating classroom performance grades with four point rubrics that will be developed for specific activities. To record these grades during class, I will use a dry erase marker on the page protector of the seating chart for each class. At the end of the class or day the grades will be recorded on the computer grade book.

**NAfME National Standards**:

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

 6- Listening to, analyzing, and describing music.

 9 – Understanding music in relation to history and culture. (*Drill, Ye Tarriers)*

**NH Curriculum Frameworks**:

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

 6- Listening to, analyzing, and describing music.

 9 – Understanding music in relation to history and culture.