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# STRIVING FOR GREATER PROFESSIONALS

## **Lesson Plan Templates**

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## STRIVING FOR GREATER PROFESSIONALS

**Kelton Ashcraft**

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**Kelton is an Assistant Band Director for San Augustine ISD. He graduated from the University of Texas at Tyler in 2018 with his Bachelors of Music in Instrumental Education.**

**Prior to attending UT Tyler, Kelton studied music at Tyler Junior College where he was a proud member of the marching and concert bands.**

**Kelton's professional affiliations include the Texas Music Educators' Association and Kappa Kappa Psi.**



Teacher: Kelton Ashcraft		Dates: September 23-27				
		Monday	Tuesday	Wednesday	Thursday	Friday
<b>TEKS</b>	Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. Students are expected to identify music symbols and terms referring to notation, including repeat signs, dynamics. Students are also expected to describe musical elements of rhythm using standard terminology and demonstrate , alone and in groups, characteristic vocal or instrumental timbre.					
<b>Lesson Frame</b>	Students will clap and count rhythms (subdivide). Students will assemble instruments and learn proper playing positions and maintenance. Students will play individually and as a group.					
<b>Activity and Assessment</b>	Students will perform rhythms to be passed off in their Rhythm Workbooks. They are also expected to play their beginning note on their instruments. Students will be working daily in order to establish good playing practices, such as embouchure formation, proper breathing techniques and reading musical notation.					
<b>Closure/Check for Understanding</b>	Individual Demonstration	Individual Demonstration	Individual Demonstration	Individual Demonstration	Individual Demonstration	
<b>Strategies/Activities</b>				<b>Assessment as Learning</b>		
Graphic Organizer		Observations	X	Self Assessment		
Think/Pair/Share		Conservations		Peer Assessment		
Modeling	X	Notes		Presentation		
Collaboration		Work Samples		Graphic Organizer		
Discussion Questions	X	Reflective Discussions		Collaboration		
Learning Stations		Peer Partner Learning		Homework		
Journal Writing		Mini Lesson		Project		



## STRIVING FOR GREATER PROFESSIONALS

**Jennie Brooks**

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**Jennie is an elementary music education teacher at Klein ISD in Klein, TX. She graduated from Sam Houston State University in 2012 with a Bachelors Degree in Music Education.**

**Before joining the music staff at Klein ISD, Jennie was an elementary music teacher with Garland Independent School District. Jennie is an alumnus of the Gamma Omicron chapter at Sam Houston State University.**

## Kindergarten Lesson

**Objective:** Common Repertoire/Steady Beat/Voices

The Student will:

1. Perform whisper/speaking/singing voices
2. Perform steady beat with motions of familiar song & while beat is performed on classroom instrument
3. Sing in-tune with a head voice in group and individually

**Materials:** Vocal exploration cards, hand drum/woodblocks, bone

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**Greeting:** “This is My Place” (starting on *sol*, so pitch is C’ or D’)

- Students starting in their assigned spots and ending in their spots after 3-4 times of singing and moving.

**Vocal Exploration:** Utilizing the John Feierabend Vocal Exploration map cards. Lay about 5-6 choices out at the front of the room. Select 3 students to pick which ones we do today. Do each map selected with the class.

**Song Bouquet/Familiar:** Johnny Works with One Hammer, See Saw and Twinkle, Twinkle Little Star (each song in the key of G)

- Singing each song starting first with Johnny, doing motions to keep the beat.
- See Saw- have the students find a partner to mimic the motions of a see saw while singing. Singing through 3-4 times, so they can select different partners.
- Twinkle, Twinkle Little Star to practice voices (first singing voice, then speaking voice, then whispering voice)

**High Concentration:** “Bounce High, Bounce Low” (C.S.P.- D’)

- Humming the song first, while bouncing a ball to the steady beat.
- Script: “Boys and Girls, do you like my ball? It is my FAVORITE ball. I love to play with it every day. I’m going to sing the words to the song this time and I want to see if you can tell me what my song is about”
- Sing the song with words, while still bouncing the ball.
- Script: “Who thinks they can tell me what the song is about?” Select student to speak. “Yes! This song is about bouncing a ball. Who is Shiloh?” Select student to answer. “Excellent! Boys and Girls and you be my echo so you can sing with me? Be my echo.”
- Singing the phrases, allowing the students to echo me.
- Script: “Wonderful! Let’s sing all together and I’m going to bounce my ball while we sing. You pretend you have a ball and bounce it, because I’m going to bounce my ball to someone at the end.”

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**Kodály Level I**

- Sing the song, bouncing the ball to a student who was bouncing their pretend ball. Repeat this sequence until the ball has been passed to everyone (or at least a majority pending the time left at this point in the lesson and class size).

**Transition/Relax: Bye Lo', Baby Oh (C.S.P.- D')**

- Humming the song first, while rocking "CJ"
- Script: "Boys and Girls do remember this song from last time? If you remember the words can you sing it with me?"
- Singing once with the students who remember. Singing a 2<sup>nd</sup> time to have ALL students join in.
- Script: "Remember how I have to rock CJ to sleep? Let's sing our song one last time and rock our babies to sleep. Remember not to sing LOUD, since our babies are going to sleep"
- Singing last time rocking our babies to sleep.

**Moderate Concentration: "Doggie, Doggie" (C.S.P.- D')**

- Resume game from last class with whichever student we ended with. Singing the song one to two times as we arrange ourselves into a circle to play the game.

**Transition/Relax – "Bow, Wow, Wow" (C.S.P.-G)**

- Script: "Oh my goodness, boys and girls we have a lost doggie (lost doggie being the last student who was in the middle). We need to help them find their owner, Tommy, because I'm sure he is missing his puppy.
- Singing the song and having students join in as they recall.
- Quickly pair up students to do the motions.
- Singing the song 2-4 times until students are "close" to their assigned spots.

**Closing/Dismiss:**

- Winding down before dismissal, students will get to pick 1-2 songs that we have sang today to sing again.
- Line our students up, pick students for Bravo board and walk out to hallway.

## First Grade Lesson Plan

**Primary Objective:** Practice Quarter Note (ta) and Eighth Notes (ti-ti)

The Student will:

1. Aurally identify | as “Quarter Note” and □ as “Eighth Notes”
2. Read | and □ in 4-beat pattern extracted from a known song
3. Physically be able to tap out 4-beat patterns of | and □ extracted from known songs.

**Materials:** rhythm flashcards (consisting of quarter and eighth notes), hand drum, dry erase markers

**Greeting - This is My Place** (C.S.P. G)

**Vocal Exploration** – dry erase markers. *Select 4 students to come to white board and draw our vocal exploration/warm up for the day. Have each student demonstrate their pattern first, then lead the class in their pattern.*

**Familiar Song - Bounce High, Bounce Low** (C.S.P. D')

*Sing song with steady beat on lap*

*Tap the song rhythms as we sing the song.*

*Singing only the eighth note words, tapping the quarter note words.*

*Switch, sing the quarter note words, tap the eighth note words*

*Tap the eighth note words, stomp the quarter note words as we sing.*

**T:** clap the rhythmic pattern for “Ickle Ockle” ask “Who thinks they can figure out the song I’m clapping without singing the words out loud?”

**High Concentration – Ickle Ockle**

*Identify song & sing w/pat beat*

*“We are super smart today 1<sup>st</sup> grade! Who can remind me what our rhythms are called in Ickle Ockle?” “That’s right! The quarter note and eighth notes! I’m going to put our rhythms on the board and we are going to have to decode and put things back in the correct order!”*

*Put rhythm flashcards for “Ickle Ockle” on the board in random order.*

*Give time for students to look at each pattern and tap them out to themselves quietly.*

*“Okay class, lets tap out each of my cards together”*

*Clap out each rhythm flashcard together as a class, also count each card using “ta” and “ti-ti”*

*“Time to put on those decoding caps. Which flashcard is the first part of our song? When you think you know which one it is let me see a silent hand”*

*Allow students to sing and tap as they find which one goes first.*

*Repeat process for each phrase of the song.*

*“So we have the ENTIRE song decoded now, let’s clap and count it all together”*

**Relax** – *Play the color game to get some jitters out “Red-stop, Green-walk, Blue-tiptoe, Purple-jump” when I hold up the color, students do that corresponding movement.*

**T:** *“Class we need to make a circle. Let’s make a circle by the time my song is done” Teacher sing “All Around the Buttercup”*

**Moderate Concentration – All Around the Buttercup**

*Sing the song and keep the steady beat.*

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**Kodály Level I**

*Have students tap the rhythm as we sing the song again*

*“Boys and girls, who things that they can write down our first phrase?” Teacher sing the first phrase for class.*

*Allow time for students to figure it out. Select student to write out the first phrase on the board.*

*Continue process of teacher singing the phrase and then students writing it on the board.*

*Once song is fully written out on the board, sing the song again and add body percussion (clapping for eighth notes and stomping for quarter notes.*

**Relax:** A Tisket, a-Tasket with chase game

**Listen/Closing/Dismiss** – Singing “*Ida Red*” to close out, students responsible for helping announce the next color.



## 3rd Grade Lesson Plan Jennie Brooks Kodály Level II Summer 2019

**Objective:** Students will use common repertoire to practice *low la*.

**Greeting:** 2-3 Vocalization paths on the board.

“Good Morning everyone! Please follow my path on the board with your magic finger and make your voice move in that direction.” \*\*Lead class through vocalizations to wake up our voices

“Lovely job! Now that our voices are awake, please echo me.”

\*\*Have students echo the greeting pattern... and the pattern will include low la in it.

Greeting: “Good Afternoon 3rd Grade” echo: “Good Afternoon Mrs. Brooks”

“How are you today?” echo: “Very well, thank you!”

“Good Afternoon, specific student” echo “Good Afternoon, Mrs. Brooks”

**Transition:** “Man our voices are a rocking today, despite this gloomy weather. All of this rain and puddles, reminds me of my friend, John, and some of the things that he had on”

**Rhyme:** “John Had” Rhyme

\*\*Say the rhyme one time for the students to listen to.

“Who remembers this rhyme from last week?” all students raise hands “Perfect! Please say it with me and keep a steady beat”

\*\*Say the rhyme again and keep the beat.

“Say the rhyme again and tap the rhythm as I track the beat on the board”

\*\*Students say and tap rhyme, teacher tracks board.

“I want us to identify the first phrase’s rhythm. Let’s say the first phrase together and tap the rhythm”

\*\*Say first phrase and tap the rhythm while saying it.

“Who can tell me what the rhythm is for beat one?”

\*\*Student does beat one. Then you fill in subsequent beats for the first phrase.

**Transition:** “We will continue our other phrases next time, because it’s time to move on to John’s friend, Phoebe and how she was having to get all dressed up to go into town for her errands”.

**Reading:** “Phoebe and her Petticoat” (American Methodology pg. 373)

\*\*Have the entire song written out on the staff.

“So we have a song on the board for us to read today. I’m going to write where *do* is on the staff.”

\*\*Write where *do* is.

“Let’s figure out what our first note is? Do we have a skip or a step?”

\*\*Identify *mi*

“What’s our next note? Is it a skip or a step?”

\*\*Identify *re*

\*\*Continue with that progression until we have identified on the staff *do*, low *la*, *so* and the *mi* after our low *la*. Also label the first note of the second line and last note of the song.

“Now that we have our road map, let’s read through our song with our hand signs and solfege. I bet you are gonna recognize it!”

\*\*sing through our song with hand signs.

“Who recognizes it?”

\*\*Students recognize it and know it’s Phoebe and her Petticoat!

**Transition:** “Well, after Phoebe went to town, guess who she ran into. It was none other than Josie! ..And Josie does not like to stand still!

**Game:** “Jim Along Josie” singing the song and doing the actions (150 Folk Songs pg. 31)

\*\*Sing through our song 1x for students to listen.

“Class join in with me this time, singing and doing our motions”

\*\*Sing through song, acting out the actions in the song as we sing them.

“Class, we have waved hello, walked and hopped with Jim, what is something else we can do?”

\*\*Take 2-3 student suggestions for movement ideas and do them.

**Transition:** “Whoosh! We have moved a whole lot with Josie today! I am sure he is tired just like us and wants to sit down and rest a minute, BUT, he has a pesky rabbit hopping in his garden that he has to go handle before he gets to rest.”

**Writing:** “Old Mister Rabbit” writing the last phrase with low la in it on the staff (150 Folk Songs pg. 11)

\*\*Sing “Old Mister Rabbit” for class.

“I already hear some of you singing along with me, join me this time”

\*\*Sing through it 2x

“Can I have my student helper come hand out the staff boards to everyone in the class. Today we are going to write out the last phrase melodically on the staff. I’m going to show you where *do* is on the staff”

\*\*Label *do* on the staff

“Let’s sing our triad into the key”

\*\*singing into the key “*do-mi-so-mi-do-so,-do*”

“Here is our first note”

\*\*singing that note for the class.

“Here is the melody you are charting, listen first”

\*\*sing the last phrase of Old Mister Rabbit (m-m-d-la,-la,-d)

“Put that on our staff, I’m going to sing it 2 more times before we check.”

\*\*sing phrase 2 more times

“Who knows they have it correct and will sing what they wrote in solfege for the class?”

\*\*select students to sing, if correct applaud and have other students check theirs, if it is incorrect work together to correct the mistake.

**Transition:** “Let me have my student helper collect my boards please, and class you have all worked so hard together and I am sad to say that it is time for us to get ready to go back to class. Please follow the directions of my song and line up when you are called.”

**Goodbye:** Singing voice with whatever melodic line you want “If you are wearing the color red please come line up!” and then repeating that pattern with other colors until all students are lined up.

## Lesson Fragment (preparing re)

- **Objective:** Students will use common repertoire to continue preparing *re*.
- **Reading Activity**
  - **Song: Sea Shell**
  - “Boys and Girls, I’m going to hum you a song I have written on the board and I want you to see if you recognize what song it is.”
  - Hum Sea Shell (1-2x’s)
  - “Who thinks they know what song that is?” *Pick Student. “It’s Sea Shell”*
  - “Yes, it is! Great listening ears. I have our music on the board, and we are going to read the pattern with our known solfège syllables. I’m going to show where *do* is today on our staff. *Label do on the staff. Have sea shells/beach balls as re already on the board.*
  - Guiding students, label the first 1-2 measures of our song.
  - “Here is our *do* students, lets read our song with our solfège hand signs”
  - Sing and sign Sea Shell (1-2 times)
- **Transition**
  - “Fabulous job singing and signing Sea Shell class, man that makes me want to go to the beach. Do you know who LOVES going to the beach, my furbabies, Shasta and Jasmine. They love to splash and sunbathe, but we have to keep them on a leash otherwise they get lost. I know another doggie that got lost and had to find his way back.” *Sing “Bow Wow Wow” for class.*
- **Game**
  - **Song: Bow Wow Wow**
  - “Boys and Girls, did our doggie find his way back to Tommy?” *Students answer yes!*
  - “Yes he did! Be my echo as we review this song, because we haven’t sang this since last year!”
  - *Teach/review song by echo singing method. Singing each phrase and having students echo back.*
  - “Let’s make a circle so we can play the game!” *Student’s circle up.*
  - “Turn to someone on your left and right so that you have a partner.” *Students partner up. Assist if needed.*
  - “Facing your partner, here are the actions for our first 2 phrases” *Demonstrate the actions for our first two phrases and practice 1-2 times.*
  - “Now comes the tricky part, you are going to have to hold your partners hands and change places with them. You will be in their spot and they will be in yours.” *Demonstrate and practice with class 1-3 times.*
  - “Our last phrase we let go of our partners hands and turn (jump) around to face a new partner and begin the song again! *Demonstrate and practice 1-2 times.*
  - “Time to play and sing, here we go!” *Play and sing about 5 times.*



## STRIVING FOR GREATER PROFESSIONALS

**Joshua Lott**

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**Joshua is the Assistant Band Director at Creek Valley Middle School in Lewisville ISD. Prior to teaching at Creek Valley, Joshua was a graduate assistant and conductor of the University of Texas at El Paso Wind Symphony.**

**Before earning his master's degree, Joshua was the Director of Choirs at Americas High School in El Paso, Texas. Joshua received his bachelor's degree from Sam Houston State University in Music Education with an emphasis in wind and percussion.**

**Joshua's professional affiliations include the Texas Music Educators' Association, Texas Bandmasters Association, Phi Mu Alpha Sinfonia, Tau Beta Sigma, and Kappa Kappa Psi.**

I think out what topics I want to teach and the time I want to spend on them.

I always try to put my announcements in the middle. Starting with announcements is rough with a second band. They aren't focused and there's too much fidgeting usually at that point.

Something like the following:

### **Total Classtime: 45 Min**

- Breathing; 2 minute
  - In 4, out 4
  - In 5, out 5
  - In 6, out 6
  - In 8, out 8
  
- Articulations – Blue Book, Pg. 3; 6 minutes
  - Woodwinds Play, Brass Buzz, Percussion on mallets
    - 1<sup>st</sup> chair Woodwinds model
    - Rest of Woodwinds follow,
    - All Brass 3<sup>rd</sup> group
  - Everyone Play
    - 1<sup>st</sup> chairs model, everyone else follow (2<sup>nd</sup> Group)
  - Focusing on matching style
- F Descending, Blue Book pg. 4; 3 minutes
  - #1 & 2
    - Good Sounds 100% of time
    - No wrong notes
- Long Tones; 8 minutes
  - 1A
  - 1B
  - 1C
    - Make it sound easy!
  - 1D
- Lip Slurs; 4 minutes
  - Set 1, Option 1
  - Set 1, Option 3
    - Woodwinds accurate chromatic
    - Brass Steady and even sounds
- Scales; 4 min
  - Bb – 2 Octave
  - Eb – 3 Octave
  - C – 3 Octave

- Sight Reading – Marty Nelson’s Book
  - Lesson 3.1 in B Flat
    - 1. Play the one octave scale; 1 min
      - No arpeggio
    - 2. Note Heads; 2 min
      - Half Notes
      - Quarter Notes
      - Eighth Notes
    - 3. Counting; 2 min
      - Count; T1; Play
    - Etude 10 & 11; 2 min
      - Count, Note name, then play
- Music – 10 min
  - Heathens
  - Run-through



## STRIVING FOR GREATER PROFESSIONALS

**If you are an educator and have templates  
or more resources to share, please contact  
[swdaaprograms@gmail.com](mailto:swdaaprograms@gmail.com)!**

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