

LESSON PLANS

I. PLANNING FOR MUSIC LEARNING

A. DEVELOPMENTAL LEVEL OF CHILDREN

1. Skill
 - a. Sound/Syllables/Symbols
 - b. Saturation/Interaction/Discrimination
 - c. Attentive, Imitative, Approximated, Generalized response
2. Content
 - a. Tonal/rhythm
 - b. Rhythm sequence--based on Gordon
 - 1) Meter
 - 2) Function difficulty
 - 3) Chants/patterns
 - c. Tonal sequence--Pinzino
 - 1) Tonality
 - 2) Resting tone, tonic/dom, other

B. FORWARD DIRECTION--new challenges

1. Prime activity
2. Four week segments
3. Experience vs. achievement
4. Cycles through the year

C. MANIPULATE AUDIATION

1. Tonality/meter dominate
2. Diminish verbal
3. Successive layered activities maintain tonality or meter
4. Transitions
5. Focused audiation will diminish discipline problems
6. Lengthen activities
7. Aural is prime. Ultimately music has no syllables
8. Simplify rhythm for tonal activities
9. Prep activity before prime activity
10. Experience, not achievement
11. Break tonal experiences with rhythm, alternate tonal/rhythm.
Supplementary activity following rhythm is less disruptive to audiation.
12. Don't run two tonality activities back to back if in two different tonalities, or two meter activities if in different meters, unless children are at a level of handling shifting tonalities/meters.
13. If shifting meters within tonality or tonalities within meter, prep new syntax. 12. Use props wisely.

II. SELECTING SONG AND CHANT MATERIALS

A. Choice of tonalities/meters

1. Rotate meters (duple, triple, unusual paired, unusual unpaired--others only for spice)

2. Rotate seven tonalities (major/minor last)
 3. Balance tonal and rhythm, choices of tonalities, and choices of meters.
 4. Rhythm pattern experiences can be drawn from meter chants--4 macro beat patterns.
 5. Resting tone experiences can be drawn from tonality songs--four bar phrases.
 6. Contrast rhythm chants with other rhythm chants both with and without syllables.
 7. Contrast songs with other songs both with and without syllables.
 8. Maintain audiation range.
 9. Feel free to use improvisation for contrast to chants or songs, but maintain appropriate difficulty levels of both songs and chants, the audiation range of songs, and improvise in musical phrases.
- B. Initial experiences
1. Simple rhythms for tonal activities
 2. Use just duple and triple songs in all tonalities for tonality saturation.
 3. Introduce interactive activity in duple chants before triple and in songs in duple before songs in triple, but saturate in four meters and seven tonalities.
 4. Save songs in easy meters with division patterns and songs in more difficult meters for saturation for children well beyond beginning levels.
 5. Instrumental pieces provide well for introducing tonalities and meters. The broader range on recorder songs are fine for listening experiences.

III. UNFOLDING ACTIVITIES

- A. Set up tonality and/or meter for each activity.
- B. Shifting skill levels within activity
 1. Always aural experience before verbal, verbal before symbolic
 - a. Rhythm
 - b. Tonal
 2. Repetition/contrast--improvisation
 - a. Rhythm
 - b. Tonal
 3. Group/individual response
 - a. Rhythm
 - b. Tonal
 4. Vamp
 5. Aural 2, verbal 1, aural 3
 - a. Rhythm
 - b. Tonal
- C. Shifting activities within tonality or meter
 1. Maintain tonality/meter
 2. Minimize verbal instructions (chant on resting tone or in meter)
 3. Flow from one activity to another
 4. Manipulate audiation

- D. Layering activities
 - 1. Skill
 - 2. Movement
 - 3. Prop
 - 4. Text
 - 5. Instrument
 - 6. Rhythm/tonal/accompaniment/parts

IV. BE CREATIVE/RESOURCEFUL

- A. Find new ways to do old things
- B. Find old ways to do new things
- C. When readiness doesn't allow expected achievement, find different but parallel challenges
- D. When in doubt, language equivalent
- E. Look to rhythm to help figure out tonal block, look to tonal to help figure out rhythm block.
- F. "Play" music!

V. OTHER CONSIDERATIONS

- A. Choice of activities
 - 1. Developmental goals
 - 2. Tonal/rhythm
 - 3. Prop/no prop
 - 4. Movement/no movement
 - 5. Variety within lesson
 - 6. Variety week to week
 - 7. Shape of lesson plan
 - 8. Balance
 - 9. New experience
 - 10. Age
 - 11. Children's experience
 - 12. Song texts/no texts
- B. Ordering
 - 1. Within class
 - 2. Previous week
 - 3. Following week
 - 4. Previous activity
 - 5. Following activity
 - 6. Tonal/rhythm
 - 7. Variety
 - 8. Repetition
 - 9. Balance
 - 10. Freshness/fatigue
- C. Balance
 - 1. Tonal/rhythm
 - 2. Movement/non movement

3. Song texts/no texts
4. Props/no props
5. Individual/group response
6. Tonality/tonality
7. Meter/meter
8. Pattern/chant
9. Saturation/interaction
10. New/old
11. Intense/relaxed
12. Song literature

D. Shape

1. Artistic Composition
2. Programming
3. Musically satisfying

E. Format

1. Ease in relation to sequence
2. Ease in forward direction
3. Ease in balance
4. Ease in ordering
5. Ease in relation to "seeing" where you have been with any goal/activity/song
6. Ease in relation to projecting where you are going
7. Ease in using in classroom
8. Ease in handling
9. Ease in sharing
10. Template

F. Miscellaneous

1. Parent perceptions
2. Siblings in class
3. Sibling classes
4. Holidays/themes
5. Multiple skill levels
6. Multiple age levels

V. GENERIC LESSON PLANS

A. **Type A**--30 minute class

Tonality activities in different tonalities; Meter activities in different meters

1. Ten minutes
 - a. Tonality activity
 - b. Meter activity
 - c. Supplementary activity
2. Ten minutes
 - a. Tonality activity
 - b. Meter activity
 - c. Supplementary activity

3. Ten minutes
 - a. Tonality activity
 - b. Meter activity
 - c. Supplementary activity

B. Type B--30 minute class

Tonality activities in same tonality; meter activities in same meter

1. Ten minutes tonality
 - a. Layer 1
 - b. Layer 2
 - c. Layer 3
2. Ten minutes meter
 - a. Layer 1
 - b. Layer 2
 - c. Layer 3
3. Ten minutes supplementary

C. TYPE C--30 minute class (more developed children)

Meter activities in same meter; tonality activities in same tonality

1. Twenty minutes of tonality or twenty minutes of meter
 - a. Layer 1
 - b. Layer 2
 - c. Layer 3
 - d. Layer 4
2. Ten minutes supplementary

D. Type D—60 minute choral rehearsal

1. Ten minutes tonal or rhythm activities (warm-up)
2. Twenty minutes rehearsal/performance pieces
3. Twenty minutes tonal or rhythm activities
4. Ten minutes rehearsal/performance pieces

VI. SPECIFIC LESSON PLANS (Click links to see examples)

- A. Beginning level—saturation CCS
- B. Bridge to intermediate—AA
- C. Intermediate—SSC
- D. Choral Ensemble—JCS