

<b>Name of Teacher</b>	Ingrid Running
<b>Subject/Grade</b>	Music/K-5; Ratio: 12:1:1 or 12:1:4
<b>Date</b>	Friday, August 5th, 2022
<b>Lesson/Unit Name</b>	Exploring Music Demo Lesson at PS 177Q
<b>Topic/Objective</b>	Music is for everyone, and people can make music in many different ways using instruments, bodies, and voices.
<b>Materials</b>  (Also include the actual visuals that you will use or a facsimile.)	<ul style="list-style-type: none"> <li>● <a href="#">PowerPoint slides</a> with song lyrics and visual supports to display on the Smart Board</li> <li>● Percussion instruments for students to play, including: <ul style="list-style-type: none"> <li>○ shakers</li> <li>○ rainsticks</li> <li>○ rattles</li> <li>○ guiros</li> <li>○ small drums/bongos</li> <li>○ tambourines</li> </ul> </li> <li>● <i>Possible variation: Ukuleles for students to play</i></li> <li>● 2 printouts for students to reference up close as needed: <ul style="list-style-type: none"> <li>○ pictures of percussion instruments</li> <li>○ “Musical Opposites”</li> </ul> </li> <li>● Ingrid’s ukulele, Yuki</li> </ul>
<b>Concepts &amp; Generalizations/ Big Ideas Developed</b>	<ul style="list-style-type: none"> <li>● Percussion instruments, and how to play them.</li> <li>● How many different ways can we make music with an instrument?</li> <li>● Producing opposite sounds in music.</li> <li>● How many ways can we make sounds and music with our bodies?</li> <li>● Singing and making sounds with our voices.</li> <li>● What happens when we make music in different ways, together?</li> </ul>

<p><b>Differentiated Objective</b></p>	<p>Students will express themselves through music and sound, and create music together.</p> <p><b>All of the students</b> will have access to a percussion instrument, and be invited to make music with it in a way that is comfortable for them.</p> <p><b>All of the students</b> will be invited to sing or use their voice to express themselves musically.</p> <p><b>Some students</b> will physicalize their music.</p> <p><b>Some students</b> will drum or strike an instrument with their hand(s) or other part of their body.</p> <p><b>Some students</b> will rub or scrape an instrument with their hand(s).</p> <p><b>Some students</b> will rattle or shake an instrument in their hand(s).</p> <p><b>Some students</b> will indicate their choice of instrument or 'music opposite' on a visual printout.</p> <p><b>Some students</b> will indicate their choices verbally.</p> <p><b>Some students</b> will have support from their paraprofessionals in expressing their choices and playing their instrument.</p>
<p><b>Language Demands/ Considerations</b></p>	<p>Vocabulary terms that might be new to some students:</p> <ul style="list-style-type: none"> <li>● Ukulele</li> <li>● Percussion</li> <li>● Names of specific instruments</li> <li>● Musical verbs: drum, strike, rub, scrape, rattle, shake</li> <li>● Opposite</li> </ul> <p>Musical vocabulary terms are presented whenever possible along with physical, visual, auditory, or video representations.</p>

**Differentiated  
Procedures and  
Activities**

**Greetings/Hello Song:**

I've brought a special friend to play with us today! This is Yuki. (Introduce my ukulele to the class.) There's one number one rule about musical instruments that is very important to remember. Can anyone guess what that might be? That's right! They are fragile, which means they can break easily. So I have to be very gentle with Yuki, while she helps me sing a song to say 'Hello!'

**Music Warm-Up**

*"What's your sound today? Today my sound is, "Yeaaaaahhhhh..."*

Invite students to share their sound or move for the day; repeat together.

**Musical Opposites** (with ukuleles or percussion instruments)

*Percussion instruments come in all different kinds!*

- *Note: Offer printouts for students to see close up, and share their choice (as allowed by which instruments are available).*

*To play music on a percussion instrument, we can [play video clips]:*

*drum or strike -- Let's drum our drums!*

*rub or scrape -- Let's scrape our guiros!*

*rattle or shake! -- Let's shake our shakers!*

*We can experiment with playing the same instrument in different ways, to make music that sounds different, too! Should we play...?*

*Fast or slow -- tempo!*

*Loud or quiet -- volume!*

*With a BEAT that is steady, or stops and goes!*

- *Note: Offer printouts for students to see close up, and indicate their choice.*

*Let's mix it up! Let's all play...fast!*

*Now let's all play...soooooo sloooooowly...*

*Now let's play as LOUDLY as we can!*

*Now play quietly, so quietly that we can barely hear it... Etc.*

How else can we play our instruments to make music?

*(Ideas: reaching up high or down low, rolling shakers on the desk, turning rainsticks upside down then right side up, drumming on tambourines, etc).*

*Extension:*

How many ways can we make music with our bodies?

How can we make music with our voices?

<b>Lesson Closure</b>	<p><i>Now, let's put it all together to create a 'Goodbye Song'!</i></p> <p>Ingrid will sing and play "Clap, Clap, Clap Your Hands" on her ukulele, while the students sing along, perform the actions/motions/expressions in the lyrics, or play along with their percussion instruments.</p> <p>We'll end by saying goodbye to our instruments, and sharing a big THANK YOU!</p>
<b>Equity, Diversity, Identities</b>	<p>Students can participate while standing up on their feet, sitting at their table/desk spots, using their wheelchair or mobility device, or sitting/lying on a mat or in a quiet spot. They will each have access to at least one percussion instrument and can use a visual printout to indicate choice.</p>