

Elementary Unit

I IV V

Grace Baugher

TABLE OF CONTENTS

Introduction.....	2
Pre - Assessment - Michael Finnegan.....	3
Post - Assessment.....	5
Concepts and Connections.....	6
Prepare.....	7
Present.....	7
Practice.....	8
Prepare Lesson #1 - On Top of Spaghetti	11
Prepare Lesson #2 - Lavender’s Blue	14
Prepare Lesson #3 - Bring Me Little Water Sylvie	17
Present Lesson - Bring Me Little Water Sylvie	20
Practice Lesson #1 - On Top of Spaghetti	23
Practice Lesson #2 - Lavender’s Blue.....	26
Practice Lesson #3 - El Coqui.....	30
Practice Lesson #4 - This Land Is Your Land.....	33
Practice Lesson #5 - Bring Me little Water Sylvie.....	36
Practice Lesson #6 - Everytime I Feel the Spirit.....	39

INTRODUCTION

In this unit, students will learn how to build and identify a IV chord in the context of music containing I, IV, and V chords. The targeted age was based of the USD #383 music curriculum, therefore this unit is geared toward 5th grade students. Students must already be proficient in the identification of the I and V chord aurally and visually, ostinati vocally and on percussion instruments, introductory keyboard (Orff instruments) skills, and 2-part singing in the form of rounds. It would be beneficial if students also have some experience in vocal music containing 2 parts that harmonize.

Pre - Assessment: “Michael Finnegan”

Lesson Plan: Michael Finnegan 5th Grade Pre-Assessment for I IV V Contains I V

Objective: Confirm that 5th grade students can play and hear the difference between a I and V chord using the song “Michael Finnegan”

Standard Addressed: **MU:Pr4.2.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

Materials Needed:

- Ukulele
- Music for “Michael Finnegan”

Michael Finnegan

The musical score for "Michael Finnegan" is written in 2/4 time and features two chords: F (F major) and C (C major). The melody is written on a treble clef staff with a key signature of one flat (Bb). The lyrics are: "There was an old man named Mich-ael Fin-ne-gan He had whis-kers on his chin-ne-gan They grew out and then grew in a-gain Poor old Mich - ael Fin - ne - gan, be - gin a - gain." The score is divided into two lines of music. The first line starts with a quarter rest, followed by a quarter note G4, and then a series of eighth notes. The second line starts with a quarter rest, followed by a quarter note G4, and then a series of eighth notes. The chords F and C are indicated above the notes.

Lesson Sequence:

Activity Description

- 1) Review words and melody to “Michael Finnegan”
 - a) Put lyrics and sheet music on the board for class to see.
- 2) If F is 1, how far away is C if we count up?

- a) F 1, G 2, A 3, B-flat 4, C 5
- b) C is our 5 chord
- 3) Does everyone remember how to play F?
 - a) Review F fingerings on uke if needed
- 4) How about C
 - a) Review C fingerings on uke if needed
- 5) If I hold up the number 1 and F is our 1 chord, can you play an F chord when I hold up number 1?
- 6) If I hold up the number 5 and C is our 5 chord, can you play an C chord when I hold up number 5?
 - a) Alternate between 1 and 5 until students are changing chords fluently and are changing chords aligned with your fingers
- 7) Now we will play ukulele and sing our song. I will hold up the corresponding number with the chord and sing. Students will focus on the ukulele
 - a) Start slow
 - b) Pick up tempo gradually
 - c) Invite students to sing along when they feel comfortable
 - d) Allow students to go fast a couple times for fun
- 8) Lastly, stop showing the numbers on your hands. Have the song up on the board but allow students to change the chord as the music dictates

Assessment

* students ability to play ukulele does not weigh heavily here if the show comprehension of chord change.

- 1 - student is not playing and shows no sign of comprehension
- 2 - student is playing but is struggling with the correct fingerings and cannot change with the music
- 3 - student is playing the correct chords but is struggling to change chords with the song
- 4 - student is playing the correct chords and can change chords with the music most of the time
- 5 - student is playing the correct chords and is able to hear and keep up with the chord changes.

Next:

- If all students understand, we will move on to the prepare lessons for I IV V
- If there are students still struggling hearing the chord change we will set out ukuleles down and raise hands when we hear the chord change.
 - Once students are more comfortable, we will add back in the ukulele and play slowly again, speeding up once they've got it.

Post - Assessment

“Everytime I Feel the Spirit”

The post - assessment for this unit will be the final acapella arrangement from the “Everytime I Feel the Spirit” Practice Lesson. This project shows students' ability to hear and then vocalize the baseline movement of I IV and V. Up until this point, students have learned to identify the IV chord aurally and how to build a IV triad to play on their instruments. In this context students will apply these skills creatively in a group setting. There is an option to harmonize within the chord at the 3rd if students are ready and confident enough in their part. Additionally, this project contains skills from previous lessons such as composition over a baseline, improvisation of a rhythm on a the baseline, and instrumental application. The following rubric will be used to assess the Arrangement.

	0 pts	5 pts	10 pts	total
Melodic Performance	Student made no attempt to learn or perform the melody	Student is able to sing the melody but lacks awareness of the harmonic movement or other lines	Student are able to sing the melody confidently with awareness of the harmonic movement happening underneath i.e. tuning, rhythmic accuracy, etc.	
Baseline/ Harmonic support	Student cannot sing anything but the melody	Student can vocalize the baseline with 60% accuracy	Student can vocalize the baseline with 90% accuracy	
Improvising/ composing	Student chose not to participate with the class or their group	Student worked with their group but did not contribute to the composition	Student is independent in the baseline so as to be able to compose rhythmically on	

			top	
			Final total:	

Concepts and Connections

Throughout this unit many concepts and cross-curricular lessons will be included. We will be learning history and culture about the United States through the Railroad context of “Everytime I Feel the Spirit”, through the importance of “This Land is Your Land” to our country, and through the culture of African farmhands in “Bring Me Little Water Sylvie. Additionally, students will visit the traditions of singing in Puerto Rico through “El Coqui” which will challenge them with Spanish lyrics.

This unit will also explore the use of Orff instruments and Ukuleles to support the harmonic context. It will involve a plethora of opportunities to show creativity through composition and improvisation. Students will continue to practice skills from other units such as rhythm, notation, expression, and some movement through body percussion. Lastly students will have a couple opportunities to work on musical independence where every student is not performing the same part. This last skill will help prepare the students that wish to continue music study into the choir or instrumental realm.

Outline of the Unit

Prepare

The Prepare section is designed to introduce students to the concepts of I IV and V without revealing the notation. Students should already be comfortable with the identification of I and V, therefore this unit primarily focuses on the introduction of the IV chord. Students will do through singing, cultural context, solfege, and instrumental accompaniment

The first lesson is a fun variation of “On Top of Old Smokey” called “On Top of Spaghetti”. In addition to this being an engaging, silly song, it shows the progression of I IV V in a very simple context which is perfect for introduction. Students will learn the words and melody over a ukulele. To reinforce the chord change, students will come up with movements that correlate with the words the chord changes on.

The second lesson on “Lavender’s Blue” showcases our progression in a simple format as well. The simplicity lends the piece well to solfege work to learn the melody. To complement the melody, we will sing the baseline on solfege to reinforce any harmonies the students hear. Students will then perform the song with a simple English Country Dance.

The third lesson in the prepare portion is about an African American Farmhand and was popularized in the early 20th century. “Bring me Little Water Sylvie” has a lot of potential that will be explored throughout the unit, but students will begin by learning the melody and playing the baseline on Orff instruments.

Present

The present section is where we begin to identify this new concept we've been playing around with. To do so, we will begin by reviewing the I and V chord through "Michael Finnegan" from our pre - assessment. From there we will recap briefly the baseline and music from "Sylvie". Students should recognize the progression from the last 4 bars, but will discover a NEW chord in the first 4 bars. After the discovery, I will introduce our new notation of IV to the music.

Practice

In the practice section, students will begin applying the IV chord in the context of 5 different songs. Within these songs, students improvise over, compose with, and dance with the change to IV. The final project and assessment will be an arrangement and composition over the progression from "Sylvie" to demonstrate that students can combine the IV chord with other concepts from class.

The first lesson in the Practice section is a continuation of the lesson for "Lavender's Blue." In this lesson students will review the song on solfege and learn the fingerings for chords C F and G on the Ukulele. Students will then use the solfege present to write a new melody that works with the C F and G chords or the I IV and V chords.

The second lesson is also a continuation on one from the Prepare segment. This lesson repeats some activities from the Prepare lesson and adds an improvisation on the recorder using mi sol and la pitches similarly to the previous lesson. The improvisations will be sandwiched between verses of singing.

El Coqui is the third lesson in the Practice section. In this lesson, we will learn to sing in spanish and use instruments from Puerto Rico to help students immerse themselves in the culture. Additionally we do a short lesson over the treefrog (el coqui) and talk about the sound it makes.

In the fourth Practice lesson we learn “This Land is Your Land” which is a song many students already know. In this lesson plan we connect what scale degrees go with each cord (I IV V) and see how the melodic solfege lines up. The lesson finishes by putting together the base line, singing, and instruments for a complete performance experience.

Students will work with “Sylvie” one more time in this fifth Practice lesson. We build upon the previous lessons by adding Orff instruments and body percussion that highlight the lyrics and emphasize the chord progressions.

The last Practice lesson is for “Every time I feel the Spirit.” The song has a fascinating meaning that will engage students in the historical significance of the underground railroad by imitating the call and response purpose of the piece. Additionally students will combine all of the skills from previous lessons to create an acapella arrangement complete with vocal percussion.

Lesson Plans

Prepare Lesson #1

On Top of Spaghetti

Lesson Plan: On Top of Spaghetti **5th Grade Prepare I IV V** **Teacher Grace Baugher**

Objective: 5th grade students will physically demonstrate the recognition of chord changes I IV V

Standards Being Addressed:

MU: Pr 4.2.5a Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance

Materials of Instruction:

- Ukulele
- "Spaghetti" sheet music

Song Lyrics:

1. On top of spaghetti all covered with cheese
I lost my poor meatball when somebody sneezed
2. It rolled off the table and onto the floor
And the my poor meatball rolled out of the door
3. It rolled in the garden and under a bush
And then my poor meatball was nothing but mush

Song:

On Top of Spaghetti

C F C

On top of Spa - ghet - ti all cov - ered with cheese _____

G C

9 I lost my poor meat - ball when some - bo - dy sneezed _____

Lesson Sequence

Warm up: Teacher will play a song in fast $\frac{3}{4}$ and students will walk around the class in a Dalcroze matter that emphasizes the down beat.

Activity #1: Students will sing On Top of Spaghetti with the correct pitches and rhythms in $\frac{3}{4}$ time in the key of C Major. Doing so, students will begin to notice that the chords are changing

1. Have students raise their hands and tell you what they had for dinner last night, or what their favorite food is. Do any of them have funny stories about food
2. "Today I'm going to share with you a little song about a meatball. Listen closely."
 - a. Perform "On top of spaghetti" with a ukulele or other harmonic support.
 - b. "In your head can you answer these questions? Can somebody tell me what was on top of the spaghetti?"
 - i. Cheese!
 - c. "Why did the meatball roll off the table?"
 - i. Somebody sneezed
 - d. "And where did the meatball roll?"
 - i. Garden or under a bush
 - e. "If you don't remember the answers to these, give the song another listen."
2. Play the song again with ukulele. Be sure to give the starting pitch of C. "See if you can fill in the ends of the phrase"
 - a. On top of _____ all covered with _____. I lost my poor _____ when somebody sneezed _____
 - b. It rolled off the _____ and onto the _____. And then my poor _____ rolled out of the _____
 - c. It rolled in the garden _____ and under a _____. And then my poor _____ was nothing but _____
 - d. "Did you miss any? Scroll back and listen to the song again if you need to."
3. Sing song again and invite students to join when they feel ready
4. Mouth the words to the song while playing and ask students to audiate in their heads
5. "I think you've got it! Let's try it on your own while I accompany you!"

- a. Play song with ukulele and give hints at the beginnings of phrases
6. Have students listen to you sing the song again and raise their hand when they hear the chord change. Play a couple of times if necessary.
 - a. Over exaggerate the first time.
7. Perform the song again. Have the students jump when there is a chord change.

Assessment: Informal assessment. Are they jumping at the right spot? The spots correlate with chord changes

Activity #2: Students will learn the chords for On Top of Spaghetti on the ukulele

1. Remind students about ukulele etiquette
1. Review the fingerings for our C chord, our F chord, and G chord
 - a. C: 3 fret on the string farthest from your face
 - b. F: 2 fret on the string closest and 1st fret on the 3rd string from your face
 - c. G: 2 fret 2nd string, 3rd fret 3rd string, 2 fret furthest string
2. Strum for 4 beats on C and then 4 beats on F
 - a. Alternate here for a little bit!
3. Strum 4 beats on C and then 4 beats on G
 - a. Alternate here for a little bit.
4. Strum 4 beats on C, 4 on F, 4 on C again, 4 on G, and then 4 on C
 - a. Play it again and this time teacher sings along
 - b. Invite students to sing as well if they feel comfortable
 - c. Repeat until comfortable

Assessment: Are students able to move chords in time?

Activity #3: Students will demonstrate the song lyrics with their body on the change of the chord.

- 1) Review. Have students raise their hands when they hear that the chord is changing
- 2) Have them listen again to what word they are saying during the chord change
 - a) Stop after each one and make a list
 - b) Spaghetti, cheese, meatball, and sneeze
- 3) For each word have students come up with an action
- 4) Play the song again on ukulele with the singing and over emphasize the chord change to give students a chance to remember their actions
- 5) Perform again at temp
- 6) Repeat as many times as desired

Assessment: Were students able to identify where the chord changed through their body actions?

Prepare Lesson #2

Lavender's Blue

Lesson Plan: Lavender's Blue **5th Grade Preparing I IV V** **Teacher: Grace Baugher**

Objective: 5th grade students will correctly sing/play the accompanying bassline to “Lavender's Blue” with the melody so as to make the connection between the melody and harmonic support.

Standard Addressed: **MU:Pr4.2.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

Materials needed:

- “Lavender's Blue” sheet music
- Drone
- History: English folk song from the 17th century

Lavender's Blue

C F

La - ven - der's blue, dil - ly dil - ly, la - ven - der's green,

C G C

5

When I am king, dil - ly dil - ly, you shall be queen.

Lesson Sequence:

Warm up: Dalcroze activity where students walk around the room feeling a fast $\frac{3}{4}$ to the teacher playing piano.

Activity #1: Students will perform a call and response to learn the song and lyrics

- 1) Put the drone on C. "Class can you sing what I sing"
 - a) "Lavender's blue dilly dilly, Lavender's green", class echos
 - b) "When I am king dilly dilly, you shall be queen", class echos
- 2) Sing the entire verse and then pass it off to the students to echo
- 3) Repeat or go back a step as needed
- 4) Review
 - a) What colors of lavender do we have? (Blue and green)
 - b) T: Lavender's _____ dilly dilly Lavender's _____
 - c) T: When I am _____ dilly dilly you shall be _____
- 5) Audiate the whole song in your head
- 6) Do I have any brave students who think they know the whole song?

Assessment: Can students sing the correct lyrics and pitches 90% of the time?

Activity #2: Students will learn a harmonic base line to pair with the melody

- 1) "Now that we've learned the melody, I want to teach you the harmony!"
- 2) Can you sing what I sing? (1 1 4 4 1) (do do fa fa do), class repeats
 - a) Try using hand signs
- 3) Very good! How about the rest of the song! (1 1 5 1) (do do Sol do), class repeats
 - a) Hand signs.
- 4) Let's put it all together! (1 1 4 4 1 1 5 1) (do do fa fa do do sol do)
- 5) We learned two musical lines today so I will split the class in half A & B
 - a) Group A can you sing the words to the song
 - b) Group B can you sing the harmony we learned?
 - i) Review if needed
 - c) Sing together!
 - d) Switch
 - e) Repeat as desired.

Assessment: Can they do the whole harmonic line with solfege hand signs?

Activity #3: Students will perform their duet together with an English dance.

- 1) Sing the melody of the song as a group with the teacher at the piano. Students will march around the room emphasizing beat 1 of the fast $\frac{3}{4}$ as the main beat
 - a) Do the same but divide the class in half to sing both parts of the duet.
- 2) Students will make two rows facing each other
 - a) These are your partners
- 3) Each partner will put up their left hands to touch and circle counterclockwise for 4 beats
- 4) Then each partner will switch to touching right hands and circle clockwise for the next 4 beats
 - a) Remind students that beat 1 is the main beat.
- 5) Repeat Dance sequence but add in the melody
- 6) add the harmony back in.

Assessment: Are students able to sing the melody and harmony on the beat together?

Prepare Lesson #3

Bring Me Little Water Sylvie

Lesson Plan: Bring Me Little Water Sylvie
5th Grade Prepare I IV V
Teacher: Grace Baugher

Objective: 5th grade students will play the bass line (harmonic support) to “Bring Me Little Water Sylvie” correctly using Orff instruments and Sing in a 2 - part round

Standard Addressed: **MU:Pr4.2.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

Materials Needed:

- “Bring Me Little Water Sylvie” sheet music
- Orff instruments (xylophones, vibraphones, bells, etc)
 - Transpose to C if necessary
- Ukuleles

Bring Me Little Water Sylvie

The image shows a musical score for the song "Bring Me Little Water Sylvie". It consists of two staves of music in 4/4 time, with a key signature of one flat (B-flat). The first staff starts with a treble clef and a key signature of one flat. The melody is written in quarter and eighth notes. The lyrics are: "Bring me lit - tle wat - ter, Syl - vie Bring me lit - tle wat - er now,". Above the first staff, the chord F is written above the first measure and the chord C is written above the last measure. The second staff starts with a treble clef and a key signature of one flat. The melody continues with quarter and eighth notes. The lyrics are: "Bring me lit - tle wat - er Syl - vie Ev - ery lit - tle once in a while." Above the second staff, the chord F is written above the first measure, the chord Bb is written above the fourth measure, and the chord F is written above the last measure. A small number '5' is written above the first measure of the second staff.

Lesson Sequence:

Warm up: Join me when you catch what I'm doing

- 1) Percussive "dum" on F, rhythm of two dotted quarters and a quarter
- 2) Once everyone joins, stop. "Great job! I'm going to do something different so listen closely"
 - a) Same sound and rhythm as before but alternate F and C, two measures each.
 - b) Same as before but 3 measures on F and 1 on C
- 3) "Listen closely for something new!"
 - a) Same rhythm as before but sing the root of the chords for "Sylvie"
 - i) Go down for C and up for b-flat to make it obvious
 - b) When did something change? At the end? Repeat bass line if necessary
- 4) Good ears everyone!

Activity #1: Students will learn the song "Bring Me Little Water Sylvie" and its cultural context and History.

- 1) I want to tell you about a singer named Hutter "Leadbelly" Ledbetter.
 - a) Leadbelly's Uncle Bob Ledbetter had a wife named Silvy. When he was out plowing with his mules he would often holler for Silvie to bring him some water. After a long time this holler developed into a little song.

- 2) Sing song.
 - a) Use a ukulele or other instrument capable of playing chords. Alternatively, play the baseline on an Orff instrument.
- 3) Put the lyrics up on the board and have students join in. Sing a couple times for them to get the feel of the song. (These are simple lyrics and a simple melody)
 - a) Repeat and break down line if necessary

Assessment: Are students able to sing Bring Me Little Water Sylvie with the correct pitches and rhythms in 4/4 time?

Activity #2: Students will learn the baseline to “Bring Me Little Water Sylvie” and change notes at the right time.

- 1) Once students are comfortable with the song, pull up the actual sheet music with the chord symbols (no roman numerals yet.)
- 2) Explain lead sheets
 - a) “Whatever letter is above the note we sing will be the note we play”
 - b) For example, we will play F on our instruments for the first 3 measures.
 - c) What happens in measure 4? We switch to C
 - d) Play the whole first line together
- 3) Look at the second line. What’s different here?
 - a) There’s a b-flat.
- 4) Play F for the first 2 measures, b-flat for 1, and then F for 1 measure
 - a) Repeat lines as necessary for practice.
 - b) Have half the class play the line and half the class sing
 - c) Switch
 - d) If anyone is comfortable playing and singing at the same time, encourage them to try it.

Assessment: Listen if students are able to follow the lead sheet with the corresponding notes to the song. Wrong notes or wrong placement should be noted and addressed by review.

Activity #3: Students will perform Sylvie in a 2-part round

- 1) Sing through the song with lyrics.
- 2) Divide the class into 2 groups.
- 3) One group will start singing “Sylvie” the other group will start singing after 1 measure creating a 2-part round
 - a) Have students switch groups
 - b) Repeat as many times as desired
- 4) Bonus: Have a third group sing the two dotted quarter and quarter note rhythm on F as a sort of drone.
 - a) Picture: A 2 - part round over a rhythmic pedal.
 - b) This part could also be performed on a Bass Orff instrument

Assessment: Are students confident enough on their part and beat to stay in tempo? Do any students remark on the lack of chord change?

Present Lesson

Bring Me Little Water Sylvie

Lesson Plan: Bring Me Little Water Sylvie
5th Grade Present I IV V
Teacher: Grace Baugher

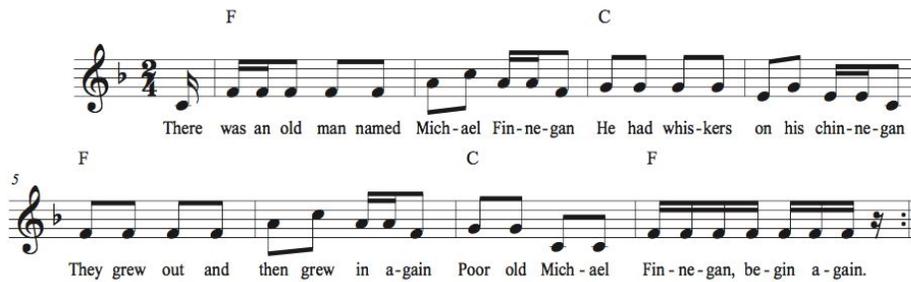
Objective: 5th grade students will discover and identify the chord progression for “Bring Me Little Water Sylvie” using Orff instruments and lead sheets.

Standard Addressed: **MU:Pr4.2.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

Materials Needed:

- “Bring Me Little Water Sylvie” sheet music
- “Michael Finnegan” Sheet music
- Orff instruments (xylophones, vibraphones, bells, etc)
 - Transpose to C if necessary

Michael Finnegan



There was an old man named Mich-ael Fin-ne-gan He had whis-kers on his chin-ne-gan
They grew out and then grew in a-gain Poor old Mich-ael Fin-ne-gan, be-gin a-gain.

Bring Me Little Water Sylvie



Bring me lit-tle wat-ter, Syl-vie Bring me lit-tle wat-er now,
Bring me lit-tle wat-er Syl-vie Ev-ery lit-tle once in a while.

Lesson Sequence

Warm up: Join me when you catch what I'm doing

- 1) Percussive "dum" on F, rhythm of two dotted quarters and a quarter
- 2) Once everyone joins, stop. "Great job! I'm going to do something different so listen closely"
 - a) Same sound and rhythm as before but alternate F and C, two measures each.
 - b) Same as before but 3 measures on F and 1 on C
- 3) "Listen closely for something new!"
 - c) Same rhythm as before but sing the root of the chords for "Sylvie"
 - i) Go down for C and up for b-flat to make it obvious
 - d) When did something change? At the end? Repeat bass line if necessary
- 4) Good ears everyone!

Activity #1:

- 1) Review words and melody to "Michael Finnegan"
 - a) Put lyrics and sheet music on the board for class to see.
- 2) If F is 1, how far away is C if we count up?
 - a) F 1, G 2, A 3, B-flat 4, C 5
 - b) C is our 5 chord

- 3) Does everyone remember how to play F?
 - a) Review F fingerings on uke if needed
- 4) How about C
 - a) Review C fingerings on uke if needed
- 5) If I hold up the number 1 and F is our 1 chord, can you play an F chord when I hold up number 1?
- 6) If I hold up the number 5 and C is our 5 chord, can you play an C chord when I hold up number 5?
 - a) Alternate between 1 and 5 until students are changing chords fluently and are changing chords aligned with your fingers
- 7) Now we will play ukulele and sing our song. I will hold up the corresponding number with the chord and sing. Students will focus on the ukulele
 - a) Start slow
 - b) Pick up tempo gradually
 - c) Invite students to sing along when they feel comfortable
 - d) Allow students to go fast a couple times for fun
- 8) Lastly, stop showing the numbers on your hands. Have the song up on the board but allow students to change the chord as the music dictates

Activity #2: Students will discover the IV chord in “Sylvie”

- 1) T: “Does everyone remember the song about our friend Sylvie?”
- 2) T: “Listen to the last verse of the song.”
 - a) Play last verse
 - b) T: “Do you hear an I and V chords here? Would you raise your hand when you hear a V chord?”
 - i) Students will raise their hands on the second to last measure
- 3) T: “you did a great job identifying the chord in the last verse! See if you can find one in the first verse?”
 - a) Play the first verse
 - b) No one raises their hand because there is no V
- 4) Play the whole song and have students identify the V chord
 - a) It only happens in the second verse.
- 5) T: “So the second chord we play is not an I and it’s not a V. What is it?”
- 6) Show students the sheet music with the chords so they can visually see that it is different

Assessment: Were students able to identify that a V chord wasn’t present in the first line and that it was something different?

Activity #3: Students will learn the notation and symbols for the IV Chord

- 1) Show the students where they can find the chords on the lead sheet.
- 2) Ask them to find F
- 3) Ask them to find C
 - a) If F is 1 how many notes away is C (if we count up)?
 - i) 5

- b) Great! F = 1 and C = 5
- 4) Ask them to find b-flat
 - a) If F is 1 how many notes away is b-flat (if we go up)
 - i) 4
 - b) Great! F = 1 and b-flat = 4
- 5) If I ask you to play 5 what note is that? "C"
- 6) How about 1? "F"
- 7) 4? "B-flat"
- 8) Confirm that F is our 1 chord, B-flat is our 4 chord, and C is our 5 chord

Assessment: Are students making connections between distance in notes, solfege, and chord symbols? Their answers in class will indicate

* Lead sheets can also be shown with Arabic numbers to affirm the I IV V concept later on.

Practice Lesson #1

On Top of Spaghetti

Lesson Plan: On Top of Spaghetti

5th Grade Practice I IV V

Objectives: Students will learn On Top of Spaghetti and improvise on the recorder over I IV I V I.

Standards Being Addressed:

MU: Cr1.1.5b Generate **musical ideas** (such as **rhythm, melody, or accompaniment patterns**) within a specific related **tonalities, meters,** and or simple chord changes

MU: Pr 4.2.5a **Demonstrate** understanding of the **structure and elements of music** (such as **rhythm, pitch, form, and harmony**) in music selected for **performance**

Materials of Instruction:

Song Lyrics:

1. On top of spaghetti all covered with cheese
I lost my poor meatball when somebody sneezed
2. It rolled off the table and onto the floor
And the my poor meatball rolled out of the door
3. It rolled in the garden and under a bush
And then my poor meatball was nothing but mush

Song:

C F

1. On top of Spag get ti All co-vered with

C G C

3
cheese I lost my poor meat ball when some-bo-dy sneezed

Lesson Sequence

Entry Activity/Transition:

1. Have students raise their hands and tell you what they had for dinner last night, or what their favorite food is. Do any of them have funny stories about food?

Activity #1: Third grade students will perform the music and lyrics to “On Top of Spaghetti” in tone, in rhythm, and in a 12/8 time.

1. “Today I’m going to share with you a little song about a meatball. Listen closely.”
 - a. Perform “On top of spaghetti” with a ukulele or other harmonic support.
 - b. “In your head can you answer these questions? Can somebody tell me what was on top of the spaghetti?”
 - i. Cheese!
 - c. “Why did the meatball roll off the table?”
 - i. Somebody sneezed
 - d. “And where did the meatball roll?”
 - i. Garden or under a bush
 - e. “If you don’t remember the answers to these, give the song another listen.”

2. Play song again with ukulele. Be sure to give the starting pitch of C. "See if you can fill in the ends of the phrase
 - a. On top of _____ all covered with _____. I lost my poor _____ when somebody sneezed _____
 - b. It rolled off the _____ and onto the _____. And then my poor _____ rolled out of the _____
 - c. It rolled in the garden _____ and under a _____. And then my poor _____ was nothing but _____
 - d. "Did you miss any? Scroll back and listen to the song again if you need to."
3. Sing song again and invite students to join when they feel ready
4. Mouth the words to the song while playing and ask students to audiate in their heads
5. "I think you've got it! Lets try it on your own while I accompany you!"
 - a. Play song with ukulele and give hints at the beginnings of phrases

Assessment: Can students sing the whole song in correct rhythm and pitch? If not, review.

Transition:

"I think we know the song well enough that I can teach you the part I have been playing. Grab your ukuleles and let's get ready to play!"

Activity #2: 5th Grade students will perform harmonic accompaniment on the ukulele using correct chords, chord changes, and fingerings in the correct tempo and beat to "On top of Spaghetti."

1. Remind students about ukulele etiquette
2. Review the fingerings for our C chord, our F chord, and G chord
 - a. C: 3 fret on the string farthest from your face
 - b. F: 2 fret on the string closest and 1st fret on the 3rd string from your face
 - c. G: 2 fret 2nd string, 3rd fret 3rd string, 2 fret furthest string
3. Strum for 4 beats on C and then 4 beats on F
 - a. Alternate here for a little bit!
4. Strum 4 beats on C and then 4 beats on G
 - a. Alternate here for a little bit.
5. Strum 4 beats on C, 4 on F, 4 on C again, 4 on G, and then 4 on C
 - a. Play it again and this time teacher sings along
 - b. Invite students to sing as well if they feel comfortable
 - c. Repeat until comfortable

Assessment: Can students play the harmonic accompaniment while the teacher sings?

Transition: Get half of the students to volunteer to play recorder. Everyone will play both at some point.

Activity #3: 5th Grade students will play and improvise (Using Mi Sol La) on the recorder over the harmony provided by the ukulele.

1. Demonstrate the fingerings for E, G, and A (mi, sol, la)
 - a. Have students practice playing that pitch
2. "Watch what I do?"
 - a. Have ukulele students play and teacher improvises over them using E, G, and A
 - b. Made something up!
3. Invite recorder students to join in the improvisation for 16 beats.
4. "Remember that song about the meatball I had everybody learn? Recorder players can you sing that song while our classmates strum their ukuleles"
 - a. Invite ukulele players to sing as well if they feel comfortable
 - b. Students sing the song with accompaniment
5. Share the form of the song
 - a. Phrase 1, improvise 16 measures, phrase 2, improvise 16, phrase 3
 - i. Ukulele players continue to play their strum pattern the whole time
 1. If they're bored, invite them to rhythmically improvise within the beats given to them. It should not interfere with the melody sung or improvised.
 - b. Ask a student to repeat the instructions

Assessment: Can students improvise using the given pitches within the given amount of time?

Closure: Put everything together. Repeat as needed. Switch up instruments so everyone gets to play recorder and ukulele.;

Practice Lesson #2

Lavender's Blue

Lesson Plan: Lavender's Blue

5th Grade Practice I IV V

Teacher: Grace Baugher

Objectives:

Students will perform "Lavender's Blue" on the Ukulele using the new IV Chord in the key of C in $\frac{3}{4}$ time.

Students will compose a melody over the chord progression for "Lavender's Blue" using do re me fa sol and la appropriately.

Standards Addressed:

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

Materials Needed:

- Projector
- "Lavender's Blue" notation
- Ukuleles
- Flashcards with chords C, G, F
- Notation paper

Lavender's Blue

C F

La - ven - der's blue, dil - ly dil - ly, la - ven - der's green,

C G C

5
When I am king, dil - ly dil - ly, you shall be queen.

Lesson Sequence

Warmup: Teacher will be playing the ukulele as the students walk in. Students will dance to the $\frac{3}{4}$ meter and to take a big step whenever the chord changes. Teacher will only be playing I IV and V chords.

Activity #1 - Students will sing the solfege and lyrics for "Lavender's Blue" in the key of C major and in $\frac{3}{4}$ time.

- 1) Students will gather in a "u" shape in front of the projector to see the notation and lyrics clearly.
- 2) T: "Class we are going to learn a new song today! Let's go through our music reading checklist!"
 - a) Make sure music is available to read on the projector
- 3) T: "What time signature are we in?"
 - a) S: $\frac{3}{4}$
 - b) T: "Can someone raise their hand and tell me what note value gets the beat?"
 - c) S: "Quarter note"

- d) T: "And can someone else tell me how many quarter notes we have in each measure?"
- e) S: "3"
- f) T: "Great"
- 4) T: "Now let's look at what key we are in. Let's look at the first and last notes for any clues! It looks like they are the same. What note is it?"
 - a) S: C
 - b) T: "We might be in the key of C. Let's double check with our key signature. How many sharps and flats do we have?"
 - c) S: "0"
 - d) T: "Does the key of C have 0 sharps and flats?"
 - e) S: Yes!
- 5) T: "If our first and last notes are C as well as they Key. What note do you suppose is "do"?"
 - a) C
- 6) T: "Look at measure 1. Besides "Do" what other pitch do you see?"
 - a) S: G, Sol
 - b) T: continue to work through the piece on solfege. It should come together quick but the larger leaps may take a moment
 - c) Write solfege above pitches as you go.
- 7) T: "Now that we've worked through this song, it's about time that we've heard it. Keep all that we've talked about so far in mind while you listen to the song."
 - a) Teacher plays the chords on Ukulele and sings
- 8) T: "Can someone tell me what colors the lavender's are?"
 - a) S: Blue and green
- 9) T: "Great! Please repeat what I sing." Teacher sings the first line on solfege (4 measures)
 - a) Point to the students and have them repeat what you sang
 - b) Repeat if necessary
- 10) T: Sing the second line and repeat steps from step 7
- 11) T: "Sing the song in your head while I play the chords"
- 12) Invite students to join while teacher plays
- 13) Repeat song if necessary for students to feel comfortable
 - a) Add the words back in

Assessment: Can students sing "Lavender's Blue" with accurate words, pitch, and rhythm?

Activity #2: Students will learn and play the chords for "Lavender's Blue" on the ukulele.

- 1) T: Pass out the ukuleles and make sure the students understand that if they play when they aren't supposed to, their instrument will get taken away (they would still have to sing)
 - a) Music with the chords will be shown on the projector
- 2) T: "We have been working on the IV chord this year. Last time we worked on this song, we listened for the IV chord. Do you think you remember what a IV chord sounds like?"

- a) Play the chord progression on the ukulele and have students raise their hands when they hear the IV chord. (m. 3-4)
- 3) T: "Does everyone remember our C chord?" Demonstrate and remind them that it's the third fret on the string furthest from their face. "Lets play that chord together!"
 - a) Do the Same with G. This is a review.
- 4) T: "We will be learning a new chord on our ukulele today. What kind of chord have we been spending so much time one?"
 - a) IV
- 5) T: "Great! Lets learn that IV chord. Now if C is the I chord and G is the V chord what chord is our IV chord? Lets count 4 from C."
 - a) C, D, E, F!!!!
 - b) F is our IV chord so we will be learning how to play F
- 6) T: F requires 2 fingers to play. Pointer finger is on the first fret and the third string from your face. The middle finger is on the 2nd fret on the string closest to your face. Can everyone raise their ukuleles and show me the fingering for F?
 - a) Teacher should demonstrate as well.
- 7) T: "Let's play this chord together!"
- 8) Review all chords by having students play them while you pull up flash cards
- 9) T: "Let's look back to the music! Above the staff you'll see letters. What letters do you see?"
 - a) S: C, G, F
 - b) T: "You mean like the chords we just learned? Yes! Those letters stand for chords."
- 10) T: "Those chords are above the words that they change on. So when we sing "Lavender" for the second time you'll play F" Teacher demonstrates.
- 11) T: "Let's take this slow, I'll sing and you play the chords on the first line"
 - a) S: play chords
 - b) Do the same with the second line
 - c) Play the chords for the whole song while teacher sings
- 12) Once students get the hang of the chords, the teacher can speed it up slightly and invite students to sing if they feel comfortable

Assessment: Can students change to the correct chords at the correct time in "Lavender's Blue"?

Activity #3: Students will compose a melody over the chord progression for "Lavender's Blue" using do re me fa sol and la appropriately.

- 1) T: "Does everyone remember the solfege for Lavender's blue that we learned?" Review
- 2) T: "Lets make a list of all of the solfege we use in this melody."
 - a) Do, re, mi, fa, sol, la
- 3) T: "Students, your task today is to compose your own melody using the same solfege in groups. Your melody must also be in the key of C major and in $\frac{3}{4}$ time.
- 4) Give students notation paper and pencils.
 - a) Give them 15-20 minutes.

- b) Encourage them to practice over the chords we learned for Lavenders Blue
- c) Walk around and assist
- 5) Once songs are finished. We will have a show and tell.
 - a) Some students in each group should sing on solfege and the others should play ukulele.

Assessment: Did students work in a group to compose a new melody within the given parameters?

Practice Lesson #3

El Coqui

Lesson Plan : El Coqui
5th Grade Practice I IV V - World Music Pedagogy
Teacher: Grace Baugher

Objectives:

5th Grade students will learn about the history and context

5th Grade Students will learn the melody for El Coqui

5th Grade Students will learn the Lyrics in Spanish

Standards Addressed:

MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Materials Needed:

- Projector
- Notation for El Coqui
- Lyrics for El Coqui
- Instruments : Maracas, Tambourine, Guiro,

El Coqui

The image shows the musical notation for the song 'El Coqui'. It consists of three staves of music in 3/4 time, written in treble clef. The melody is simple, using quarter and eighth notes. Chords are indicated by letters C, F, and G above the notes. The lyrics are written below the notes. The first staff starts with a C chord and contains the lyrics 'El co - qui el co - qui, a mí, me en - can - ta Es tan lin - do, el can - tar del co - qui'. The second staff starts with an F chord and contains the lyrics 'Por las no - ches al ir a cos - tar - me me, a - dor - me - ce can - tan - do a - sí. Co -'. The third staff starts with a G chord and contains the lyrics 'quí co - qui co - qui qui qui qui co - qui co - qui co - qui qui qui qui'. The piece ends with a double bar line.

Sequence of Instruction

Warmup: Impvise melodies to students to repeat back using the word “Coqui”

Activity #1: Learn about the history and context

- 1) T: “Today we will be learning about a little tree frog called El Coqui! El Coqui means tree frog in spanish. El Coqui is from Puerto Rico (Show on map) and the sound that it makes sounds like its name (Coqui)”
 - a) “Can everyone try making that noise?”
 - b) Watch a video to show the tree frog and what it sounds like.

- 2) T: "This song is in Spanish so we will need to learn a few new words. But first let's use our super music knowledge and figure out how this melody goes!"
- 3) In Puerto Rico they have a group called a Paranda which means a group that likes to party (keep it clean) but can also be as simple as a group getting together to play instruments. They are common instruments so anyone can play

Assessment: Are the students making connections with the tree frog sounds and how the animal fits into Puerto Rico culture?

Activity #2: Learn melody

- 1) Sing a major scale on solfege (C major)
- 2) What key do you suppose we are in
 - a) Look at first and last notes
 - b) What does the key signature say?
 - c) It's in C!
- 4) Look at the first 3 notes - I triad (Do mi sol)
- 5) The first phrase keeps going up (la ti)
- 6) Keep up this process through line 1
- 7) T: "Line 2 sure looks a whole lot like line 1?!?"
- 8) Demonstrate the last line that sounds like the treefrog
 - a) Have the students repeat it back to you. They already know how to say El Coqui
- 9) Repeat on solfege and Qui Qui until students get the feel

Assessment: Are the students singing the melody on solfege fluently?

Activity #3: Add the words

- 1) T: "Repeat after me." Sing first phrase in Spanish slowly
 - a) Students repeat
 - b) Call and response until students can sing the phrase smoothly
- 2) T: "You've got the hang of it. Let's work on the second line!" Sing phrase in Spanish slowly
 - a) Students repeat
 - b) Call and response until students can sing the phrase smoothly
- 3) Repeat phase 1 with phrase 3 and 4 spending as much time as necessary for students to feel comfortable with the words
- 4) Put phrase 1 and 2 together and phrase 3 and 4 together
 - a) Repeat each section as needed
- 5) Put the whole thing together

Assessment: Can students sing the words fluently?

Practice Lesson #4

This Land is Your Land

Lesson Plan: This Land is Your Land
5th Grade Practice Lesson for I IV V
Teacher: Grace Baugher

Objective: Students will identify the IV chord by connecting it with scale degree 4 or “fa” through singing and physical movement

Standards Addressed:

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Materials Needed:

- Projector
- “This Land is Your Land” notation
- Orff instruments/Piano

This Land is Your Land

The image shows the musical notation for the song "This Land is Your Land" in 4/4 time. The melody is written on a treble clef staff with a key signature of one flat (Bb). The lyrics are: "This land is your land, this land is my land, from Ca - li - for - nia to the New York Is - land, from the Red Wood for - est to the Gulf Stream wa - ters. This land was made for you and me." Above the staff, the chords F, Bb, F, and C are indicated for the first line. Above the second line, the chords F and Bb are indicated. Above the third line, the chords F, C, and F are indicated.

Lesson Sequence

Warmup: Teacher will play an improvisation with I IV and V chords. The students will walk in a straight line. When they hear the chord change they need to change the direction they are moving.

Activity #1: Students will learn to sing “This land is your land” with the correct pitches and rhythms in 4/4 time.

- 1) T: “We are going to be working on a new song today. I think a few of you might know it so if you do know the words, jump in.”

- a) Sing "This Land is your Land" for the class
- 2) T: "If you didn't know the song that's great because we are about to learn them together!"
- 3) T: "Repeat after me..."
 - a) Call and response every 4 measures.
- 4) Try with bigger chunks if students get the hang of it.
- 5) Once Students feel comfortable with the song and lyrics, use the piano to add a Jazzy accompaniment

Assessment: Can students sing the correct pitches, rhythms, and lyrics?

Activity #2: Students will identify the IV chord by connecting it with scale degree 4 or "fa" through singing

- 1) T: "Let's review the song we learned last week!"
 - a) Recap "this land is your land"
- 2) Pass out the sheet music
- 3) T: "What is the name of the first and last note in this song?"
 - a) F
 - b) T: "Do we think F could be Do?"
 - c) S: "Yes!"
- 4) T: "Class can someone find a measure that has 2 half notes in it?"
 - a) Students should identify multiple options?
- 5) Divide class up into 6 groups. Give each group one measure that has 2 half notes.
- 6) T: "As a group can you identify what solfege the half notes have in your measure?"
 - a) Give students around 1 minute.
- 7) Have students go around in order and share what the correct solfege is. Student's rest of the students will write below the measure what the solfege syllables are.
- 8) T: "Everyone did a great job finding their solfege. Can someone remind me what a triad is?"
 - a) What solfege belongs in the I triad
 - i) Do mi sol
 - b) How about a V triad?
 - i) Sol it re
- 9) T: "Today we are going to figure out how to build a IV chord!"
 - a) If we look at our solfege scale, and we count to 4, what solfege will we land on?
 - b) S: "fa"
 - c) T: "That's right, that means our triad must be built on Fa"
 - d) Make connections between how the other triads are built and apply it to Fa
- 10) Now that we know what solfege pitches are in each triad, I want you to look back at the measure that you discovered the solfege and see what chord it might possibly belong to.
 - a) Give students 1 minute
 - b) Have them go around and share how they came to that decision.
 - c) If they choose the wrong chord see if any other students have a suggestion.

Assessment: Could students correctly identify the chord based on the solfege they found?

Activity #3: Students will play the bass line for “This Land is your Land” on Orff instruments.

- 1) Begin activity by singing “This Land is your Land” with a fun piano accompaniment.
- 2) T: “When you hear me change chords, jump?”
 - a) Students sing the song again and jump when they hear the change
 - b) They may notice that the chord changes every 2 measures
- 3) T: “Great job everyone! Now I want you each to carefully go sit behind one of the xylophones/vibraphone/glockenspiel/etc”
 - a) Have students do alien antennae until everyone is doing it and the teacher has the students attention
- 4) T: “Last class we figured out the solfege for each triad. Today we are going to play the root of those triads. Can someone tell me what a root of a chord is?”
 - a) What the triad is built on
- 5) Pull up chord where the solfege = a pitch for reference.
- 6) T: “If everyone looks above the page, they will see some letters. Have we worked with these letters before?”
 - a) S: They are the chord names!
- 7) T: “Correct! Lets play through this song while only playing the root of the chord on quarter notes. This means you will only play the note that corresponds with the letter above the measure.”
 - a) Slowly play through the piece.
 - b) Teacher sings
 - c) Repeat as necessary
- 8) T: “You all are doing wonderful. If you feel comfortable with this accompaniment and want a challenge, try to fill out the chord.”
 - a) Play piece again
 - b) Reference the chord build with solfege
 - c) It's going to be challenging for students and may take a few run throughs.
- 9) Invite students to sing if they feel ready.

Assessment: Were students able to change notes to the correct pitch at the right time? Take note of which students were able to successfully fill out the chords.

Practice Lesson #5

Bring Me Little Water Sylvie

Lesson Plan: Sylvie
5th Grade Practice I IV V

Teacher: Grace Baugher

Objective:

Students will improvise a bassline on orff instruments for “Bring me Little Water Sylvie”

Students will learn a rhythmic choreography to perform with “Bring me Little Water Sylvie”

Standards addressed:

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Materials Needed:

- Projector
- Orff instruments
- “Bring me Little Water Sylvie” Notation
- Choreography reference on Youtube
 - Choir performance: <https://youtu.be/JLzsl-o-L0Y>
 - Instructional video: <https://www.youtube.com/watch?v=WMSFJF-EnA0>

Bring Me Little Water Sylvie

The image shows the musical notation for the song "Bring Me Little Water Sylvie". It consists of two staves of music in 4/4 time, written in the key of F major (one flat). The melody is written on a treble clef staff. The lyrics are written below the notes. Chord changes are indicated by letters above the staff: F, C, F, Bb, and F.

Bring me lit - tle wat - ter, Syl - vie Bring me lit - tle wat - er now,

Bring me lit - tle wat - er Syl - vie Ev - ery lit - tle once in a while.

Sequence of Instruction

Warmup: Hum the melody to “Sylvie” to get the tune back in the kids brains

Activity #1: Review “Sylvie” and reaffirm concepts covered in the “Present”

- 1) T: Does everyone remember the song about our friend Sylvie? Lets review. (teacher playing chords on Uke
 - a) T: "Bring me little water, Sylvie" - students repeat
 - b) T: "Bring me little water now" - students repeat
 - c) T: "Bring me little water, Sylvie" - students repeat
 - d) T: "Every little once in a while" - students repeat
 - e) Continue to do call and response with 4 bars
 - f) Sing the whole song, have students repeat.
- 2) Invite students to sing the song while you play the baseline (half notes) on an Orff instrument
- 3) Play again and have the students raise their hands when the teacher changes the base note.
 - a) Did any of the students notice the note/chord change happens at the same time as the letters above the staff?
- 4) Change and have the kids play the bass line like they did in a previous class

Assessment: Did students retain the ability to recognize when to change chords?

Activity #2: Students will improvise a rhythm on the bass line from "Bring me Little Water Sylvie"

- 1) Class with sit in a circle with their Orff instruments.
- 2) Review the baseline from Activity #1 and sing the song together.
- 3) T: "Let's sing that song again but this time I am going to play the bass line. See if you can hear if I do anything interesting."
 - a) Students will sing. Teacher will improvise a rhythm using the baseline progression we learned in the last class.
- 4) T: "What did I do differently?"
 - a) S: "You made up rhythms"
- 5) T: "I did! Do you think you could?"
 - a) Invite students to play the bassline with their made up rhythms
 - b) Give them a couple times to do this. They may get too caught up in the rhythm to remember to change notes on time. Remind them they need to be doing so.
- 6) T: "Can I get any volunteers to share their improvisation?"
 - a) Everyone else will sing the melody
 - b) Pick 2-3 kids
- 7) T: "Let's get a hand for our brave volunteers!"
 - a) Everyone will take turns improvising over the melody
 - b) 3-5 students will play at once to save time and give students more confidence.

Assessment: Did students improvise a rhythm while maintaining the chordal movement?

Activity #3: Students will learn and apply choreography for "Bring me Little Water Sylvie"

- 1) Students will stand around in a circle
- 2) Review words and melody for bring me little water Sylvie

- 3) Show students the video of the women's choir singing Sylvie and point out the choreography
 - a) Invite students to try and figure it out themselves if they are so inclined
- 4) Break down each movement of the choreography
 - a) Reference the instructional video linked above
 - b) This may take a while
- 5) Sing the melody to Sylvie while the students perform the choreography
- 6) Invite students to join in the singing if they feel comfortable
- 7) T: "Do I have 4 students who remember how to play our bassline for Sylvie?"
 - a) Encourage them to use the improvised rhythms they made up in the previous class
- 8) Put it all together (dance, instruments, and singing)
 - a) Repeat as desired

Assessment: Were students able to perform the choreography in time with the class?

Practice Lesson #6

Every Time I Feel The Spirit

Lesson Plan: Everytime I Feel the Spirit 5th Grade Practice I IV V Teacher: Grace Baugher

Objective: Students will learn the music and chords to “Everytime I Feel the Spirit” and then create an acapella arrangement using only their voices.

Standards Addressed:

MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Materials Needed:

- Projector
- “Everytime I feel the Spirit” notation
- Keyboard instrument/Orff instrument

Every Time I Feel the Spirit

Ev - 'ry time I feel the spir - it mov - in' in my heart I will

pray, Ev - 'ry time I feel the spir - it mov - in' in my hear I will pray.

Lesson Sequence

Warmup: Students will sing the bassline of "Everytime I feel the spirit" on a rhythm.

Activity #1: Students will sing "Everytime I Feel the Spirit" with the correct pitches and rhythms in 4/4 time and in the key of C major.

- 1) T: "today we will be learning a new song which is a spiritual"
 - a) Tell about how the song was used on the Underground Railroad as a call and response to make sure slaves had reached their location safely. It was also used to convey news or act as an alert.
- 2) Pull up music with lyrics for students to reference (it's pretty easy so this is not essential at this point)
- 3) T: "Now WE will do a call and response to learn this song. Repeat after me."
 - a) Sing the first phrase of the song and have the students repeat.
 - i) Repeat at least twice. More if necessary
 - b) Repeat the process with the second phrase.
- 4) Students may have issues with the syncopation at the beginning
 - a) If this is the case, have students stomp on the down beat to ensure they can still feel the pulse
 - b) Add some body movement with the off beat to further emphasize the syncopation and ensure the entrance. Like a clap.
- 5) Put the whole thing together

Assess: Can the students correctly sing the pitches and rhythms in 4/4 time?

Activity #2: Students will identify the solfege present in each of the chords for the song.

- 1) Divide students into groups of 4 or 5
- 2) We know how to build a I chord and V chord already. Lets review
 - a) I = do mi sol
 - b) V = sol ti re
- 3) Now we need to figure out how to build a IV chord or triad - students will work in groups to figure out answers
 - a) If we look at our solfege scale, and we count to 4, what solfege will we land on?
 - b) S: "fa"
 - c) T: "That's right, that means our triad must be built on Fa"
 - d) Make connections between how the other triads are built and apply it to Fa
 - e) IV = fa la do
- 4) What would each of these chords look like in our key of C major
 - a) Find Do mi and sol
 - i) C E and G
 - ii) These pitches make up our I chord in C major
 - b) Repeat for V - G B D
 - c) Repeat for IV = F A C
 - d) Write all of these down for students to reference

Assessment: Were students able to identify the solfege and pitches present in I IV and V chords?

Activity #3: Students will compose and perform an acapella arrangement of “Everytime I Hear the Spirit”

- 1) Review and put up the charts for the notes in the I IV and V chord.
- 2) Walk through the process and make one as a class
 - a) Have one group of students come up with a rhythm to scat underneath
 - b) Another group will sing the bass line on a simple rhythm of their choosing
 - c) Another group (optional) will harmonize the bass line on the 3rd of the chord matching the rhythm the bass line chose
 - d) The last group will sing the melody
- 3) Rehearse each group individually
- 4) Combine group b and c (only if using group c)
 - a) Add group A
 - b) Finally add group D
- 5) Put it all together
- 6) Now it's their turn.
- 7) Divide the class in groups of at least 6
 - a) At least one person will work on percussion sounds. One or two students should sing the melody. One or two students should sing the bass line. And one or two students should harmonize at the third (these will be the more confident musicians)
 - b) Provide the students with the guidelines listed above and a piece of notation paper for writing ideas
 - c) Students will also have access to a keyboard type instrument for pitch reference.
- 8) Students will perform their acapella arrangements for their peers

Assessments: Are students harmonizing and engaging with the progression based on the theory and aural skills we've worked on for I IV V?