

## Elementary General Music Lesson Plan

Your Name: Mairéad Leahy

Date: 12/7/23

Lesson Title/Name of Song: Bim Bum

### Lesson Objectives/Instructional Outcomes.

Outline the concepts, knowledge, skills or applications that students will be able to demonstrate upon completion of this lesson. Objectives may be stated in the form of a critical question students should be able to answer.

- Students will be able to maintain a steady beat.
- Students will be able to sing with accurate pitches.
- Students will be able to follow movements that correspond to specific words in the song.

### Relationship to Overarching Learning Goals

How does this lesson support enduring understandings and build upon previous knowledge? How does this lesson support the next lesson in the instructional sequence?

- Students will explore concepts of steady beat, melody, rhythm, and form through movement activities.
- Students will work together as a group/ensemble to stay together
- Students will continue to develop rhythmic understanding through movement, including 16th note rhythms.
- Students will respond appropriately to gestures regarding tempo and dynamics.

### Instructional Materials/Resources:

List all materials and resources required by the teacher and/or students. Include preparation and special instructions that should be in place at the start of the lesson.

- Piano/keyed instrument for starting pitches

### Methods and Instructional Strategies

Demonstrating SMK's and PST's: Content and pedagogical knowledge.

### Anticipated Student Misconceptions:

- Students may want to add singing and movements at the same time, which could be difficult for students.
- Phrasing is similar, students may not sing the correct half/full cadences at the right times.

### Concept Prerequisites (previous knowledge required):

- Students are often asked to sing in the classroom.

### Introduction/Doorway in:

How will you draw the students in?

- We learned this song last week, so I will draw students in by asking them to do the movements with me while I sing the song for them and reestablish the tune.

### Instructional Activities:

Includes questioning techniques, grouping strategies, pedagogical approaches.

- Students will do the movements with me while I sing.
- Remove the movements for now and break the song down into smaller chunks (1 bar at a time, then again with 2 bar phrases)
- Add in the movements with smaller phrases
- We will then go through the song more slowly, adding the movements back in.
- Then we will move to a partner activity, where students can pat each others hands in place of the snaps.
- I will ask students if any of the pairs would like to demonstrate part of the song for the class.
- We will then add in various dynamics while we sing the song, and work on increasing the tempo.

### Culminating Activity:

How will the students demonstrate their learning?

- We will play the full game for Bim Bum, which includes singing the song, doing the movements, and increasing tempo after each iteration of the song.

### Differentiation According to Student Needs:

Indicate the strategies you will use to address diverse student learning needs. Include accommodations for students with an IEP or 504, cultural, or linguistic needs.

- Students having difficulties combining singing and movements can focus on one at a time.
- Students who are having trouble snapping can put their hands out to the sides.

### Assessment (Formative and Summative):

Indicate the type of assessment most appropriate. For example, sample questions, tests, rubrics or other.

- Ask for individuals or pairs to “solo” and show off a part of the song to the rest of the class.

### Framework Alignment:

Indicate the MA Arts Standards covered in this lesson. Creating, performing, Responding and Connecting.

**4. Select, analyze and interpret artistic work for presentation.** Identify standard notation symbols and musical terms referring to dynamics, tempo, articulations, meter, and expression and apply them when performing. (5-6.M.P.04)

**6. Convey meaning through the presentation of artistic work.** Sing and play in groups responding to cues from a conductor exhibiting stylistic elements. (5-6.M.P.06)

Bim bum, bim bum, bid-dy bid-dy bum, bid-dy bum, bid-dy bid-dy bum bim bum.

5 Bim bum, bim bum, bid-dy bid-dy bum, bid-dy bum, bid-dy bid-dy bum bim bum.

5 Bim bum, bid-dy bid-dy bum, bid-dy bum, bid-dy bid-dy bum bim bum.

7 Bim bum, bid-dy bid-dy bum, bid-dy bum, bid-dy bid-dy bum bim bum.

*Hand jive:*

Clap on “bim,” snap on “bum,” and pat on “bid-dy.”