

Lesson Plan # 3
Plan including playing instruments

Objective: The students will be able to sing a traditional Peruvian melody in Spanish as well as play it on the recorder. The students will also be able to play a standard Cajon pattern on non pitched percussion instruments as accompaniment to the melody.

TEKS:

(1.2) **Creative expression/performance.** The student performs a varied repertoire of music. The student is expected to:

(A) sing or play a classroom instrument independently or in groups; and

(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

Opening Activity:

- Students come into class quietly
- Song and movement review
- Teacher begins singing "El Patitio Chiquito" (Traditional Peruvian children's song)
- Students follow performing perviously learned movement.

Transition:

- Teacher chooses one student to pass out recorders to the most quiet students first

Lesson 1:

- Teacher reviews previously leaned (sung) melody
- Teacher talks about the popularity of the "pan flute" in Peru
- Teacher relates the sound of a pan flute to the sound of a recorder
- Teacher begins modeling on recorder two measures at a time
- Students mirror
- Teacher connects two, two measure phrases into larger phrase
- Students mirror
- Teacher plays entire song
- Students play entire song
- Class plays whole song more than once for continuity

Transition:

- Students are asked to put their recorders down on one side quietly
- Teacher asks if anyone knows what a cajon is

Lesson 2:

- Teacher asks if anyone know what the word "Cajon" translates to in Spanish
- Teacher talks about the popularity of the cajon instrument in Peru
- Teacher describes the instrument
- Teacher plays "Marinera" pattern on cajon, slowly
- Students mirror by playing with their "spider hands" on desks
- Teacher explains that there are many different patterns and this is only one of them
- Teacher explains the role of a cow bell in Peruvian music
- Teacher claps the standard bell rhythm (two fingers on the palm)
- Students clap rhythm
- Class is divided into two groups
 - Group 1 plays "Marinera" with spider hands
 - Group 2 plays "Bell patten"

Transition:

- Teacher says they most quite students will go to the instruments first
- This group goes to non pitched percussion instruments including
 - Blocks
 - Bangos
 - Rhythm Sticks
- The next group of students will bring recorders

Lesson 3:

- Students play "marinera" pattern and recorder melody simultaneously (teacher plays recorder along with students)
- Once relatively stable on their own, teacher begins playing bell pattern on a cow bell
- Teacher picks the most attentive and focused student to be the solo bell player
- Students switch instruments
 - Recorders switch to percusion
 - Percussion switch to recorders
 - Teacher picks new bell player

Transition:

- Students put down their instruments quietly
- Students sing melody on their way back to their desks