

Incoming 4th Grade

6/14 or 6/16 8:15-9:15 AM

Catherine Gale

(Cell) 623-341-9982

Lesson Title: Songs Are Stories That You Sing: Swing Low, Sweet Chariot**Objective(s):** Student will be able to:

- Use peer feedback and self-reflection to identify technical challenges in a varied repertoire of music.
- Demonstrate an awareness of the context of the music through prepared performances

Fine Arts Standard(s):

MU.PR.5.4a Use peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Core Curriculum Standard(s):

4.RI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Lesson Instructions:

- Intro: Hello Song, body percussion, light stretching (5 min)
- First Part: Swing Low, Sweet Chariot (20-25 min)
 - *Review song history and how we connect with it.
 - *Alternate between singing the song and playing the song on recorder. Teacher models on recorder for students, students follow along with fingers, then students play song.**
 - *Peer feedback and self-assessment for group performances on singing and recorder performance.**
- Break: Movement to instrument tempos: recorder, drums, xylophones, etc. (5 min)
- Second Part: Student Arrangement of Swing Low, Sweet Chariot (20-25 min)
 - *What other instruments could we add to this song? Which ones and how do they connect to the original song?
 - *Students will consider which instruments we could add to the song with either singing or playing recorder. Take turns trying new instruments and using peer/self-assessment to determine how the auxiliary instruments fit into the song.**
- Closing: Review, good-bye song (3 min)
- Supplies: Swing Low Sweet Chariot song sheets, recorders, auxiliary instruments, potential recording devices for students to listen to themselves

Optional Extension Activities: <ul style="list-style-type: none">• Review the song form ABA. Could we use the instruments in a way to match that form? (Ex: one instrument for the A part, another for the B part).• If we changed the words of the song to match our present time, what could we say instead?	Vocabulary: <ul style="list-style-type: none">• Measure• Ostinato• Arrangement
© Tucson Unified School District 2004 - 2021. All rights reserved.	