

2020 - 2021 Planbook

Monday

MU.3.S.1.1 MU.3.S.2.1 MU.3.S.3.2 MU.3.S.3.4

Grade 3

Walk Like a Mummy (Animated Score)

- Tell students that you are looking for the best "mummy walk"!
- Invite them to play **Walk Like a Mummy**. Then, when directed during the song, have them do their best mummy walk (in place).

The **Walk Like a Mummy** melody is printed at the end of the Lesson Plan. The score and lyrics can be downloaded from Worksheets.

3 . AAA (Animated Score)

- Ask the class how they know this song is played on the note "A." (Because it's on the second space of the staff).
- Play the song **AAA** twice.

The **AAA** melody is printed at the end of the Lesson Plan. The score and lyrics can be downloaded from Worksheets.

5 . Baba Oo La La (Animated Score) Play on Xylophones

- Explain to students that they are going to play a song using notes B and A.
- Have the class clap the rhythms for **Baba Oo La La**, then sing the note names as they are played in the song.
- Use the DRAW tool to identify patterns on the score to aid the development of sequencing and memorization skills.
- Demonstrate playing the notes while students sing the note names again, watching your fingers move back and forth from B to A.
- Invite students to sing the notes B and A with recorders on their chins, placing their finger(s) in the correct positions as they sing.
- Play and chant the song together!

The **Baba Oo La La** melody is printed at the end of the Lesson Plan. The score and lyrics can be downloaded from Worksheets.

11 . Improvising on A and B 8-10 min

Develop improvisation skills using notes A and B on the recorder.

- Explain to students that they will play **AAA** and **Walk Like a Mummy** differently during this activity.
- Have students improvise using note A as they listen to the **AAA** song track.
- Ask students the difference between what they just played and the first time they heard you play **AAA**.
- Now invite individual students to play/improvise using note A along with the **AAA** song track (as time allows).
- Do the same with note B and **Walk Like a Mummy**.

Monday

[Edit](#) MU.5.C.1.1MU.5.C.1.3MU.5.C.2.1MU.5.S.1.3MU.5.S.1.4 Objectives:

- Define Arranging.
- Perform the song Africa with instrumental accompaniment.
- Work collaboratively to create, perform, and evaluate a class arrangement of Africa.

1 . Welcome to Africa - Instruments

- Orff lessons should be full of risk-taking and creativity. We have reflected this in the notes for each Orff-inspired lesson. As creativity develops "in the moment," feel free to stay longer with whichever screen is working for that class.
- Though the lesson is placed in this grade level, the material is easily adapted for use in other grades. Depending on the level of your students, this lesson can be used in addition or as part of the 5th grade module on Rhythm (lessons 4-6 as it tackles syncopation and dotted note patterns).
- Song-based lessons include as many options for the teacher as possible. This lesson has a number of accompaniment options as laid out in the teacher score (see Printables). These parts can be adapted based on student abilities.
- There may be more resources than can be used in one lesson; if this is the case, use the resources across more than one lesson.
- Set up your pitched instruments and non-pitched percussion.
- open windows except for Quaver.

2 . Amazing Africa (The Continent) 3 min

- Click on the icons around the map of Africa.
- Ask if any of the students in the room have been to Africa or have relatives from that part of the world.

Connections (Social Studies): How is the group of countries in Africa different from the group of states that make up the United States of America? (language, climate, geography) How do these differences affect the way people communicate and travel? **3 . Amazing Africa (The Rock Song) 3 min**

- The song **Africa**, by the band Toto, was inspired by the continent of Africa.
- The purpose of this lesson is to collaboratively arrange accompaniment parts for this song.
- Ask if any of the students have heard the song.
- Press PLAY and listen to the song, inviting students to describe what they like or do not like using musical words and phrases.
- Discuss the tempo, instrumentation, and lyrical content.
- Click on the different band members to find out about the inspiration behind the song

4 . Africa Arrangement

- Click on play buttons 2, 3, and 4 - These three sections all have associated Orff or keyboard parts that students will be learning throughout the course of the lesson.
- Listen to the sections, then discuss and answer the questions on the screen.
- The Introduction/Hook part uses a synthesizer to generate the famous repeated 2 measure hook heard throughout the song.
- The Drum Solo (or Drum Fill) is played on a full rock drum kit.
- The Chorus vocals are sung by three people from the band.
- Define arranging.
- **Keyword:** Arranging - Deciding which instruments will play which parts within a piece of music.
- Many times the arrangement of a song, such as the way the instruments are combined within the song, is what makes a good song a great song.

5 . African Countries and Rhythms

- There are three main accompaniment parts to play with **Africa**: Intro/Hook, Drum Solo, and Chorus.
- At the end of the lesson, there are two additional parts that can be added as time permits.
- This screen allows students to practice non-pitched patterns for the three main parts using African countries as rhythmical devices.
- Invite students to select flags. Speak the word rhythms, then speak and pat the rhythms using body percussion.
- Select rhythm patterns from different groups and experiment with playing the resulting combinations.

6 . Play the Parts

- Focus on learning the three main parts of the accompaniment (Intro/Hook, Drum Solo, and Chorus).
- Have the class go to their Orff instruments and select the correct bars. (This song is in the key of A, so we created parts that use the most commonly owned Orff bars).
- Learn the Intro/Hook first, followed by the Chorus part.
- Finally, learn the complicated rhythm of the Drum Solo part.
- Click the solo button to see and hear a part on its own; click all parts to return to all parts.

7 . Drum Solo

- Study the drum kit on the screen, asking students why they think this selection of drums became a drum kit. (Each drum has a different timbre which creates a broad high to low sound.)
- Click and listen to each drum, discussing the role of each drum in the overall sound of the drum kit.
- Notice that the score shows which instrument to play. (This is common in drum scoring and has to be part of a drummer's sight reading abilities.)
- Press PLAY, inviting students to play the drum solo with the track.
- If mobile devices are available, have all of the students zap the QR code and play the drum solo together.

8 . Africa (Lyrics)

- Students should now be familiar with three accompaniment parts (Intro/Hook, Drum Solo, and Chorus). This screen allows them to combine the parts with the complete song.
- Listen to and look at the lyrics page first. Have the class sing along with the song without playing instruments.
- Arrange the room into Intro/Hook players, Drum Solo players, Chorus players, and singers.
- Listen to the piece again, and this time have groups clap their parts as the song progresses.
- Play the parts with the lyrics page.
- **Formative Assessment:** Assess the ability of the students to play to the beat of the music, to work as a team, and to master their instrument parts.
- True comfort in playing accompaniments is when the students no longer need to look at the score but can hear their part as part of the overall piece.
- In the worksheet area of this lesson, there is a full score teacher version of **Africa** showing all the accompaniment parts of the piece, including the optional parts shown later in the lesson.

9 . Additional Rhythm Parts 10 min

- The next two screens show two optional parts that can be added to the overall piece.
- This screen shows rhythm parts that can be played during the verse of the song.
- Have students speak the parts, then play them on body percussion, and finally transfer them onto instruments.
- Use the boxes on the right hand side of the screen to remove the parts that are not needed or to focus on one part for practice purposes.
- Practice playing along with the verse of the song by pressing the play button in the transport bar.

10 . Keyboard Hook

- The last optional part is the iconic hook part, played on synthesizer.
- This can be played in a number of ways...on a keyboard, chromatic Boomwhackers®, chromatic Orff, or by zapping the code and downloading the screen to a mobile device.

11 . Make the Performance 25 min

- This lesson has a total of five accompaniment parts that can be arranged throughout the song in any way the class and teacher decide. (Remember there is a downloadable score that shows the suggested use of all the parts.)
- Discuss the arrangement of the piece, and give students the opportunity to help create their own arrangement based on the ability level and instruments available.
- Review the keywords for this lesson - arrangement and collaboration.
- **Keyword:** [Arranging](#) - Deciding which instruments will play which parts within a piece of music.
- **Keyword:** [Collaboration](#) - The action of working with others to produce or create something.
- When you arrange a piece of music and your classmates and music teacher give you tips to make it better, how could accepting and applying their feedback help you improve your song? (Essential Question)
- Follow the rehearsal structure on the screen, and encourage students to collaborate together to create movements, dramatizations, and a verbal introduction for the song.
- Alternatively, there are many other creative ways to perform this piece. Here are a few ideas.
 1. Have the class divide into Toto-style rock bands. In each band there should be a keyboard app player,

- drum app player, Orff instruments, rhythm part, and lead singer.
- 2. Make an **Africa** rock video with movements and backing band in the background.
- 3. Once the piece has been mastered as a class, invite students to dress up as 1980's pop stars with headbands, leg warmers, large dark glasses, and wigs.

12 . What Did We Learn Today? 1 min

- Click on the bullet points to highlight and review the learning objectives.
- Evaluate the lesson using the lesson objectives as the criteria.
- Discuss with students how they fulfilled the objectives in the lesson.
- Has it been a successful lesson? Did the class achieve its objectives?

MU.4.C.1.1MU.4.C.2.1MU.4.C.2.2MU.4.C.3.1MU.4.S.1.3 Objectives:

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MU.1.C.1.1 MU.1.C.1.2 MU.1.C.1.3 MU.1.C.3.1 MU.1.H.1.1 MU.1.H.2.1 MU.1.F.3.1 MU.1.O.1.1 MU.1.S.1.2
MU.1.S.2.1

Grade 1

- Recognize that ABA or Ternary Form as another simple, yet common, musical form.

2 . Cream-Filled Cookies

- Ask students if they have ever eaten a cream-filled cookie.
- Encourage them to describe the different parts of the cookie as you endeavor to elicit a diverse array of responses.
- Emphasize that the cream filling is different than the crunchy outsides, and that the cream is sandwiched between the two cookies (slide 1).
- Ask students if they have ever heard of a country called Argentina (a nation with a very diverse population). (Slide 2)
- People in Argentina eat a special kind of cookie called Alfajores (alpha-hor-es).

3 . Cookies 'n' Form

- Alfajores (alpha-hor-es) is a popular cookie in Argentina that consists of "dulce de leche" (sweet caramel) sandwiched between two cookies.
- Explain that you will use the cookie to discuss ABA form - another simple, yet very common musical form.
- Invite a volunteer to come to the board and click on the cookie.
- Ask the students if they remember using A and B in the last lesson. (Peanut butter and jelly may be a good reminder.)
- Point to the three sections of the cookie, explaining that they are about to hear three sections of a song.
- Instruct students to listen carefully, then click PLAY button 1. When section 1 is complete, click PLAY button 2 and listen to section 2.
- When section 2 is complete, ask if it was the same or different from section 1. (Different!)
- Click PLAY button 3 and listen to section 3. Then ask what students noticed about section three. (It was the same as section 1!)
- Have a student click the question marks on the cookie (revealing form A - B - A). Make sure students understand exactly why the song is in ABA form!
- Ask for another name for part A of the song (verse), clicking the question mark on the bottom left to show the

word "verse."

- Click the other bottom question marks for part B (chorus), and then back to part A (verse).
- Mention that another name for ABA form is ternary form (ternary meaning "three" because ABA form has three parts or sections).
- If time, listen to the three song sections again or click on and off of the question marks to reinforce each of the concepts.

4 . Argentina (Lyrics)

- Press PLAY and listen to **Argentina**.
- Develop the concept of ABA form by teaching the **Argentina** song.
- Hand out the A/B Form flashcard worksheet.
- Listen to the song, emphasizing part A, part B, then part A again by asking students to hold up the proper flashcard (A or B) in the air. (Model this procedure.)
- Continue to hold up flashcards during ABA sections of the instrumental.
- Sing entire song, making sure students clap the simple tango rhythm on the screen in the A Section.
- Add in instruments to part B as students become familiar with the song (especially maracas, if available).
- Rotate to give everyone an opportunity to experience all parts.
- **Note:** All Quaver songs include lyric highlighting and many include graphics, providing students in the ESE (Exceptional Student Education), ELL (English Language Learners), and MLS (Multiple Learning Styles) spectrums more opportunities for understanding what is presented. For additional information, see ESE, ELL, and MLS Best Practices Guides which can be downloaded from Worksheets in the first lesson of this grade.

A/B Form Flashcards can be downloaded from Worksheets.

The **Argentina** melody is printed at the end of the Lesson Plan. The score and lyrics can be downloaded from Worksheets.

5 . Argentina (Dance Activity)

- Explain that the tango is a very popular dance in Argentina.
- It is based on a very simple pattern of dance steps. Slow (2 beats), Slow (2 beats), Quick (1 beat), Quick (1 beat), Slow (2 beats).
- Have students line up in two parallel lines with a "partner" opposite.
- Demonstrate by clapping and calling out the "slow, slow, quick-quick, slow" rhythm pattern.
- Have students practice individually at first, and then with a partner in a tango pose (see the screen).
- Play the track and enjoy dancing the tango to the song **Argentina**.

Variation: Divide the class into two groups: one to perform the dance and the other to sing the song. As time allows, switch roles and repeat.

6 . What Did We Learn Today?

- Click on the bullet points to highlight and review the learning objectives.

7 . Argentina (Connections)

Help students learn fun facts about Argentina.

- Click on an image to reveal a fact about Argentina.
- Then discuss each fact and how it might relate to our own country.

Argentina: Connections can be downloaded from Worksheets.

8 . The A-B Song

Create ostinati and movement to accompany an ABAB piece.

- Listen to the song, having students clap from side to side with the steady beat.
- Work out a different steady beat move for the instrumental B section.
- With students, create two ostinato patterns that can be played with each section of the piece. (The section A ostinato is best played each time after the lyric.)
- Use the DRAW tool to write the patterns in the grid, or write them on your dry erase board.
- Divide the class into two groups to perform the song: a movement group and an instrument group.
- Hand out non-pitched percussion instruments to the instrument group.
- Rotate as time permits.

9 . Latin Book - Basic

Expand students' knowledge of music from South America.

- Explore the basic Latin music book.
- Briefly discuss the different instruments mentioned in the book.
- Have students take the quiz at the end.

Monday

MU.2.C.1.1 MU.2.H.1.1 MU.2.H.3.1 MU.2.F.1.1 MU.2.F.3.1

Grade 2

Objectives:

- Recall that ABA is another simple, yet common musical form.
- Analyze and describe ABA form.

2 . I Am an Alien (Lyrics)

- Teach the song **I Am an Alien** to students.
- Press the STOP button after the first verse and chorus and ask students to guess the form so far (AB).
- Engage students in recognizing the pattern or structure of the song they are singing. (this is a pre-cursor to understanding and defining form) (ABAB).
- Discuss how ABAB form is slightly different from a simple AB song form. (The second A section has different lyrics!)
- Ask students how the A and B sections differ from one another. (The A section is minor and the B section is major.)
- Invite students to sing the song and create alien movements for the A sections. (demonstrate teacher moves!)
- **Note:** All Quaver songs include lyric highlighting and many include graphics, providing students in the ESE (Exceptional Student Education), ELL (English Language Learners), and MLS (Multiple Learning Styles) spectrums more opportunities for understanding what is presented. For additional information, see ESE, ELL, and MLS Best Practices Guides which can be downloaded from Worksheets in the first lesson of this grade.

The **I Am an Alien** melody is printed at the end of the Lesson Plan. The score and lyrics can be downloaded from Worksheets.

3 . Argentina (Lyrics)

- Review and reinforce today's focus on ABA form. This form is another simple, yet common musical form that begins with section A (verse), moves to section B (chorus), then returns to section A (verse).
- Ask students to walk to the front of the room and pick up an "A" and "B" flashcard.
- Begin by singing the A and B parts of the **Argentina** song, one at a time.
- Invite students to sing the entire song.
- Have them hold up the "A" card when part A begins, and the "B" card when part B begins.
- Click on the HUB tab at the bottom right of the screen and explore the country of Argentina (connections), or learn/demonstrate/model how to dance the Tango. (Click on 'Dance the Tango.')
- During singing of the song, insure that students are exhibiting good posture, breath support, and intonation (even if using head voice).
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Variation: Add Tempo & Dynamics - Emphasize the contrasts among sections by changing the tempo or dynamic level(s). For example, have the students try singing the B section at either a pianissimo or fortissimo level while keeping the A sections at mezzo forte. Or (without the track), try singing the B section at a faster tempo, such as presto (very fast) or andante (moderately slow). Also be sure to review and reinforce all tempo/dynamics terminology.

A/B Form Flashcards can be downloaded from Worksheets.

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4 . Form a Story

- Create a musical story performance piece using ABA sections.
-

5 . Form (Quirky Quiz)

- Review the concepts of Form by challenging your class to get a perfect score of 110% on Quaver's Quirky Quiz.
- Click on Start Quiz to begin the quiz.

If short on time, click on the episode recaps to close video, and then Next Question to proceed to the next question.

6 . What Did We Learn Today?

- Click on the bullet points to highlight and review the learning objectives.
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MU.K.O.1.1, MU.K.O.1.2, MU.K.F.3.1

2 . Hello, Hello (Lyrics)

- Sing the welcome song, **Hello, Hello, and have students create movements inspired by the characters on the screen.**
- Ask students what they liked best about their performance of the song **Hello, Hello**. Give some feedback on how to make it better, and perform the song one more time, applying the feedback.
- Review the idea that signs and symbols help us work and play together.
- Tell students that today they will hear some long and short sounds and see some long and short symbols that go with them.

3 . Long and Short Train Whistles

- This screen allows students to match patterns of long and short sounds with iconic symbols representing long and short.
- Ask students to name some things that can be long or short, for example, pencils, jump ropes, lines of people, or trains.
- Explain to students that sounds can also be long or short, and that we can draw symbols to show how short or long sounds are.
- Play the short train whistle, then echo by vocalizing the word "short" and gesturing to students to echo you. Repeat with the long whistle and the word "long__".
- Improvise a few vocal patterns of two or more sounds, having students echo, to illustrate how short and long sounds can be combined. For example, say, "short, short, short", "long__ long__", and "short, short long__."
- Next, move to page two and ask students to describe what they see on the screen.
- With your voice, demonstrate what each line of iconic symbols might sound like using a short or long train whistle sound.
- Click each of the train whistles at the bottom of the screen, listen, and ask students to find the train whistle that matches each of the symbols.
- Drag each train whistle next to the correct row of symbols.
- Select Check to see if the answers are all correct, and select each of the whistles to review.
- Continue to page three and guide students to find the sounds that match each row of symbols.
- Finish the activity by leading students to "read" the long and short symbols by making the long and short sounds with their voices using the words "long" and "short." They can pretend they are train conductors using a calling voice or they can make sounds like a train whistle - woo woo!

4 . Long and Short Sounds (Animated Song)

- Today's action song is **Long and Short Sounds**.
- Encourage students to listen and move along with the lyrics of the song.
- Guide students to imitate the sounds with their voices or body percussion and encourage them to improvise long and short movements to go with each sound.
- Ask students what their favorite sounds and movements were.
- Take a few moments to improvise patterns of long and short sounds with movement and have students echo you.

5 . Trains, Trains, Trains

- Select Intro to Trains, then click each train image.
- Click each play button or read each sentence to the class. Find and repeat the phrase of the day, "Each train is created differently to do a special job."
- Return to the Home page and select "Train Cars."
- Explore each train car by listening to the play buttons, reading the names of the cars to students, and inviting

students to click and reveal what is inside each car.

- Briefly explain to students that a train can have many different kinds of cars joined together. Trains can also be very long, but have only one type of train car after the engine.
- Ask students to describe what is inside some of the different cars.
- Return to the Home page again, and select Short and Long Trains.
- Tell students that trains can be short or long, and practice counting together.
- Ask students to pretend the train cars are music symbols and improvise sounds to go with each train car.
- Close the activity by asking students what they like best about trains, and say the phrase of the day together, "Each train is created differently to do a special job."

6 . Dolly Faces a Challenge (Story)

- Listen to the story, or alternatively read the story to students using the 'with text' version of the animation.
- The story combines the musical purpose of symbols for long and short sounds and the theme of trains. This story also encourages students to practice positive self-talk and to believe in themselves.
- If necessary, pause the video to seek clarification from the students, or to ask questions.
- Lead students to make patterns of long and short "woo woo" sounds along with the story and create a few patterns to echo afterward.

7 . Story Questions

- The seventh screen poses four simple questions about the story which reinforce the social and musical themes of the lesson.
- Read question one, or press the Play button to hear the question, then paginate using the arrows at the right hand side of the screen.
- Discuss the questions, being mindful of establishing clear rules for answering questions in the classroom (no calling out, hands up).
- Questions:
 1. What challenge was Dolly facing?
 2. How did Dolly's grandmother help her feel better?
 3. Can you make long and short train sounds like the characters in the story?
 4. What can you do to help yourself get through difficult challenges?

8 . I Believe in You (Lyrics)

- Ask students to retell in their own words what happened in this lesson's story.
- Listen to the song, **I Believe in You**, by Dolly Parton, and encourage students to move to the music, showing the steady beat or the rhythm, as you guide them.
- Invite students to move as if they are pulling a train whistle when they hear the "woo" sounds.
- Ask students how the song connects to the story they just heard.
- Practice singing or moving to the song again, and have students share what they liked about their first and second performances.

9 . Songs from Cloud

- Invite a student to click the highlighted lever, then read the name of the title and composer. (**Symphony No. 5 (1st Movement)** - Beethoven)
- Explore how the piece of music relates to the social theme (trains) and musical theme of the lesson (long and short sounds and symbols), making connections between music, other subjects, and daily life. Suggested connections:
 - Beethoven's 5th Symphony has a very famous melody (motif) with 3 short sounds and 1 long sound. Can you find it as you listen?
 - This piece is not about trains, but it is powerful and loud like a train, and it is a long piece of music made up of many very small melodic phrases, just like a long train is made up of many short cars.
 - Can you create a visual of 3 short sounds and 1 long sound?
- Listen to the piece, and ask students to move with the music, emphasizing the musical objectives or social themes in the lesson. For example, have students move around the room like a chugging train, and have them pretend to pull their train whistle each time they hear the famous four-note motif.
- Explore the expressive qualities of the music (dynamics, tempo, articulation) with movements.
- Select some of the student movements that you like and have those students demonstrate them so other students can copy.

10 . Our Favorite Song

- Ask students to choose their favorite song of the day and explain why they preferred it. (**Hello, Hello, Long and Short Sounds, I Believe in You**)
- Perform the song while emphasizing the musical objective for the lesson and its expressive qualities. (Identify long and short sounds and symbols.)
- Press Play on each of the other songs, and compare and contrast the characteristics; how are they the same; how are they different?
- Transition to the end of the lesson by saying the phrase of the day, "Each train is created differently to do a special job."

11 . Goodbye, My Friends (Lyrics)

- Recap the lesson and talk about the objectives:
 - Identify long and short sounds and symbols.
 - Learn that trains are made up of different train cars.
 - Practice positive self-talk.
- Sing **Goodbye, My Friends** together.
- Press Play and have students join in with the song, moving expressively and with the steady beat.
- Finish the lesson by repeating the phrase of the day, "Each train is created differently to do a special job."

Tuesday

Wednesday

Thursday

Friday