

Unit/Lesson Instructional Plan

Unit/Lesson Title: Sound Patterns
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Grade Level: 1st Grade
District: San Jose Unified

Essential Understanding

What is the "Big Idea" of the unit or lesson?

- Students will develop an understanding of the role patterns play in many different mediums.

Students will understand that:

- Patterns are used in music, math, visual arts, and dance.

Skills and Knowledge Students Need and/or Will Develop

- Students will be able to recognize sound patterns, ultimately creating sound patterns with their own composition.
- Students will notate their composition with geometrical shapes.
- Students will use simple instruments to perform their compositions

Standards Addressed

<u>Music Content Standards</u>	<u>Content Standards in Other Subject(s)</u>
1.1 Read, write, and perform simple patterns of rhythm. 1.2 Identify simple musical forms. 2.3 Play simple accompaniments on classroom instruments. 2.4 Compose simple rhythmic accompaniments, using classroom instruments.	Geometry 2.1 Identify, describe, and compare triangles, rectangles, squares, and circles. Statistics, Data Analysis, and Probability 2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns. Mathematical Reasoning 1.0 Determine the approach, materials, and strategies to be used. 2.1 Explain the reasoning used and justify the procedures selected.

Objectives: (final performance or product)

In what way(s) will students demonstrate what they have learned?

Students will:

- Perform their composition.
- Notate their own composition using geometrical shapes.
- Students will verbally explain the pattern they have created and talk about the instruments they chose for each shape.

Student Pre-Assessment

How do you know what the students already know? What pre-assessment activities will help you determine what students already know?

1. Geometry lessons.
2. Pattern recognition activities.
3. Student created art using geometric shape cut outs.

Teacher's Needs Assessment

What content knowledge and resources will you need to implement this lesson?

Content Knowledge:

- ❖ Knowledge of geometric shapes.
- ❖ Basic knowledge of repeating melody patterns in music.
- ❖ Basic knowledge of how patterns are created in visual arts.
- ❖ Knowledge of some simple dance steps.

Resources:

- ❖ CD player
- ❖ Selection of Classical, Baroque, and Folk Music
- ❖ 11x14 white construction paper
- ❖ Die-cut shapes. Triangles, squares, circles, octagons.
- ❖ Large geometric shapes (construction paper or card stock)
- ❖ Classroom Instruments: cow bell, triangle, shakers, sand blocks, sticks, castanets, coffee can drum, etc.
- ❖ Magnetic strips

Final Student Assessment

How will you know that students have achieved the standard?

Students will perform their compositions. They will show and explain the pattern to the class. Then with the assistance of their table group, will perform the composition, applying a specific instrument to each shape, creating a sound pattern based on the pattern of the shapes.

Learning Sequence

The Lesson Plan: What are the various steps in the unit/lesson implementation?

Day 1: Review of Patterns

- 1) Students will explore the room looking for patterns, drawing them on construction paper.
- 2) They will have a round table discussion about the patterns and choose one to share with the class.
- 3) Students will explore different ways of making patterns using colors, shapes, and unifix cubes.

Day 2: Music Listening

- 1) Teacher plays a variety of classical, baroque or folk music; pieces that have a simple repeating melody.
- 2) Students listen for the repeating melodies.
- 3) Group discussion: How many times do you hear the same melody? Does it stay the same? Does it change?

Day 3: Shape Patterns with Sound

- 1) Using the large geometric shapes (4), create a pattern with the class on the white board.
- 2) Have four student volunteers each choose an instrument and assign a shape to each student.
- 3) The teacher then points to each shape. The students play the instrument each time their shape comes up.
- 4) Each table group takes a turn. When each group changes, make a variation in the pattern so the children will see how patterns can change and still be a pattern.

Day 4: Pattern & Sound Composition

- 1) Students will start creating their pattern using four different geometric shapes. This can be done individually, in pairs, or in table groups.
- 2) Teacher will pass out strips of white construction paper and the die-cut shapes.
- 3) Students will create their patterns. The teacher should monitor this independent practice.
- 4) After teacher checks student work, they can glue their shapes on the construction paper.
- 5) Students then choose instruments to go with their shapes. They practice their compositions with their instruments.

Day 5: Composition Performances

- 1) Students perform their compositions. (They can use magnetic strips to post on whiteboard)
- 2) Afterwards, students and teacher will have a carpet discussion about what they liked about the compositions, the differences, and what made them different.
- 3) The teacher guides students to a discussion of the music they listened to earlier in the week. Have a comparison discussion. Are there similarities between your music and the music you listened to? How? What did you hear?
- 4) Journal Reflection: Have students write about their experience in their journals. Give them a prompt: Write about what you liked about your composition. What did you learn about patterns? Can you find patterns in music?

Vocabulary

What vocabulary will students need to know and learn, in order to achieve the standards addressed in the unit/lesson?

Triangle	pattern	sound	composition
Square	compose	music	geometric
Rectangle	repeating	shape	dance
Circle	rhythmic	create	movement
Octagon	instrument	visual	color

Equipment, Materials and Resources

What equipment, materials, and resources will you need to implement the unit/lesson and the student assessment?

Variety of Music CD's	Classroom instruments
Dance demonstration	Student made instruments
Examples of color patterns	Variety of geometric shape cut-outs
Poster cards of geometric shapes	Vocabulary wall
Construction Paper	

Additional Notes

What adaptations might you make to the learning sequence, to meet the needs of different students?

Based on the learning styles and abilities of the students, some students may work best in a groups of four rather than pairs, or even individually. This can be a choice for the students or the teacher can assign groups.