

Whiteboard Music Lessons

Module Two
Middle Primary/Elementary

Lesson Plans

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Important Note: US and European language styles

Note that this program contains rhythm names and other terminology that vary from region to region. For example, the symbol  is referred to as a quarter note in the USA, and a crotchet in the UK and Europe.

For this reason there are **two versions** of the whiteboard program available, which are available to you at no extra charge. Logon to our website or make sure you have chosen the version you desire from the CD-ROM.

Note that this lesson plan guide is for both versions, so occasionally in the lesson plan guide we refer to something as a quarter note/crotchet. This is not done in the whiteboard slides that the students see.

Introduction

This module is designed as an overview of music for middle primary/elementary school.

It contains activities which cover all of the national standards for music in the USA, the requirements of Key Stage 2 in the UK, and it is in line with the draft national curriculum for Australia.

For this reason there are 10 essential elements which occur in every lesson of this program.

1) A singing Song.

This meets MENC standard #1 “Singing, alone and with others a varied repertoire of music”. We have chosen five singing songs for this unit, plus we involve singing in our ensemble activity. The songs are varied in style and are easy for the children and teachers to sing.

Music Street Carol Troutman Wiggins

I went down to Music Street,
Didn't know what I would see;
What I saw to my surprise
was that all of the music had come to life

chorus
Music, Music, Music Street
That's the happy place to be
Strumming and drumming to the beat
of the music..... on Music Street!
(repeat)

Drummers Drumming to the beat
Dancers tap their happy feet
Singers Sing a joyful song
Rockin to the rhythm..... all the day long
(repeat chorus)

2) Untuned Percussion Performing Activity

This activity, and the next one addresses MENC Standard #2 “Performing on instruments, alone and with others, a varied repertoire of music”, and in the UK Key stage two’s requirement is “play tuned and untuned instruments with control and rhythmic accuracy”.

The untuned activity is designed so that children have a chance to play simple untuned percussion instruments, such as tambourines, triangles and drums.

Suggestions are included on the screen, however you can use whatever instruments you have available for this activity.

In the more challenging lessons there often is an activity prior to the piece developing the rhythms necessary in the piece.

Untuned Performing Track #1
Washington Post

3) Tuned Percussion/Recorder Performing Activity

We faced quite a challenge in deciding what to put into this program to best meet the needs of the highest number of students. From our research in schools and talking to teachers we discovered that the most common instruments for this age group children that were used in the classroom were the **Recorder** and **Tuned Percussion** instruments (such as xylophones and glockenspiels). Not all schools have tuned percussion instruments: we understand that, and not all schools have recorder. Therefore we decided to go with some music that will work for either instrument.

Lesson
Song
Game
Whiteboard Music Lessons Module 2

Learning the Note G

Recorder Fingering:

Piano Keyboard:

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Apart from one piece in lesson #13 (which introduces F#) All the pieces use a maximum of five notes - G, A, B, C and D. This means that they can be either:

- Performed on simple Orff Style xylophones with no black notes
- Performed on class recorders using their most simple notes

We should note that there is no requirement to include this activity, or any of the activities in this program, if it doesn't suit you. You may not have either tuned percussion or recorder, in which case you may choose to omit this activity from your lessons.

Lesson
Song
Game
Whiteboard Music Lessons Module 2

Go Go Rock Jam

Tuned Performing Track #1

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4) Simple Composition Activity

Each lesson will have a simple activity using the whiteboard to manipulate and arrange music in a creative manner. Students will re-arrange cells of rhythm and melody, experiment with hearing the effect of adding/removing instruments and/or manipulating sounds.

This will meet MENC standard #4 - "Composing and Arranging Music within specific guidelines", and in the UK "explore, choose, combine and organise musical ideas within musical structures."

Lesson
Song
Game
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Compose and play your own Rhythm Piece

Drag these 'cells' to the music line below, then perform your piece with the backing music below

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These are deliberately intended to be FUN! For many of our trial users when we showed them the lesson and then talked about it afterwards they hadn't even realized that the activity was composition! It was just seen as FUN for the class and the teacher.

Composition isn't difficult, and it should be an enjoyable and fulfilling part of the lessons.

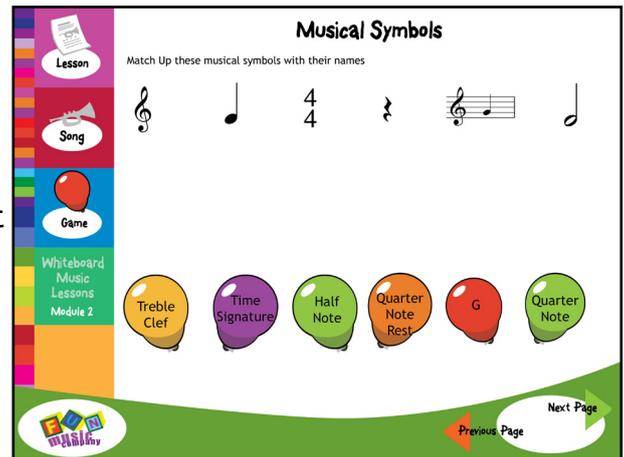
5) Activities designed to help children in their understanding of Music Notation

This meets MENC Standard #5 “Reading and notating music”

All teachers know that an understanding of the language of music: Music Notation is important, however no-one wants middle primary students to get ‘bogged down’ with too much music theory.

For this reason we have provided in every lesson a simple game or matching activity on the whiteboard, usually followed by a worksheet. Worksheets are optional of course - you may choose to leave this out if it is not convenient, however it does break up the lesson nicely.

You have the option of doing the worksheet on the screen with the students, using the whiteboard pens.



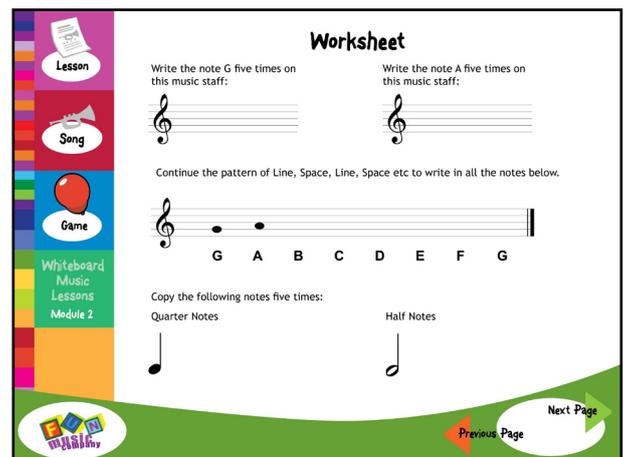
Musical Symbols

Match Up these musical symbols with their names

Treble Clef, 4/4, Quarter Note, Rest, G, Half Note, Quarter Note

Treble Clef, Time Signature, Half Note, Quarter Note Rest, G, Quarter Note

Lesson, Song, Game, Whiteboard Music Lessons Module 2, Previous Page, Next Page



Worksheet

Write the note G five times on this music staff:

Write the note A five times on this music staff:

Continue the pattern of Line, Space, Line, Space etc to write in all the notes below.

G A B C D E F G

Copy the following notes five times:

Quarter Notes, Half Notes

Lesson, Song, Game, Whiteboard Music Lessons Module 2, Previous Page, Next Page

6) Aural Rhythm Activities

In most lessons there is some aural rhythm skill development - where students will be asked to ‘clap back’ or respond to a given rhythm.

To make this easy there is always two choices: A prerecorded rhythm, or just the backing track so that the teacher can be the leader. Once the children are familiar with these activities you may also choose a student to improvise rhythms for the class to copy.

This helps build the skills for MENC standard #4 “Improvising melodies, variations, and accompaniments”



Aural Rhythm

Track for following recorded clapping patterns

Track for following teacher's or student's clapping patterns

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7) Music Appreciation - SQUILT

SQUILT is an acronym for Super Quiet UnInterrupted Listening Time, and this is the ‘music appreciation’ component of this course.

The idea for SQUILT came to us from a teacher a long time ago, and we’ve shared it and had feedback from many others over the years to refine the concept.

The concept is that you print out the listening journal page many times, and children fill in the questions while they are listening to the piece of music. You can then discuss their answers using the two following whiteboard slides.

They are encouraged to listen to the instruments, the type of ensemble involved, the genre or style of the music, and gain an impression of the mood of the music.

Every music syllabus in the world has some sort of component for this in it, however it can often be one of the hardest parts of a course to structure well.

Done well, this part of the course can meet four MENC standards: “#6 Listening to, analysing and describing music”. “#7 Evaluating music and music performances”, “#8 Understanding relationships between music, the other arts, and disciplines outside the arts” and “#9 Understanding music in relation to history and culture”.

In the UK there are two aspects of the Key Stage two curriculum that this addresses: “Responding and Reviewing - Appraising skills” and “Listen, and applying knowledge and understanding”.

We hope that this SQUILT listening activity will be a welcome easy way to incorporate all these things into the lesson in a structured way.

Each week they will listen to a piece of music. We have chosen a wide variety of repertoire for this activity, from Classical music through to Jazz and Rock.

We have chosen music that we have the rights to distribute. You do not necessarily have to stay with our choices: you may well prefer to substitute in something very current, or something you know the children will enjoy.

S.Q.U.I.L.T.

Answer the questions in your squilt listening journal as you listen to this music

Title of Music Selection: 1812 Overture (excerpt)
Composer: Pyotr Ilyich Tchaikovsky
Performer: RCFM Symphony Orchestra

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S.Q.U.I.L.T. Discussion

Title of Music Selection: 1812 Overture (excerpt)
Composer: Pyotr Ilyich Tchaikovsky
Performer: RCFM Symphony Orchestra

this music is an example of which style or genre: Orchestral Overture

What sort of band or ensemble is playing? An Orchestra

Instruments: Check all the instruments you hear in this music:

Woodwind	Brass	Strings	Percussion	Contemporary
<input type="checkbox"/> Flute	<input type="checkbox"/> Trumpet	<input type="checkbox"/> Violin	<input type="checkbox"/> Timpani	<input type="checkbox"/> Drum Kit
<input type="checkbox"/> Clarinet	<input type="checkbox"/> Trombone	<input type="checkbox"/> Viola	<input type="checkbox"/> Tambourine	<input type="checkbox"/> Acoustic Guitar
<input type="checkbox"/> Oboe	<input type="checkbox"/> French Horn	<input type="checkbox"/> Cello	<input type="checkbox"/> Snare Drum	<input type="checkbox"/> Electric Guitar
<input type="checkbox"/> Saxophone	<input type="checkbox"/> Tuba	<input type="checkbox"/> Double Bass	<input type="checkbox"/> Bass Drum	<input type="checkbox"/> Bass Guitar
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Harp	<input type="checkbox"/> Cymbals	<input type="checkbox"/> Keyboard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Xylophone	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Vibraphone	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Conga Drums	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Bongo Drums	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Mood: Think about the mood of this music. Check off all the words you think describe this music.

<input type="checkbox"/> Aggressive	<input type="checkbox"/> Dark	<input type="checkbox"/> Fun	<input type="checkbox"/> Passionate	<input type="checkbox"/> Rowdy	<input type="checkbox"/> Strong
<input type="checkbox"/> Angry	<input type="checkbox"/> Delicate	<input type="checkbox"/> Gentle	<input type="checkbox"/> Peaceful	<input type="checkbox"/> Sad	<input type="checkbox"/> Sweet
<input type="checkbox"/> Brave	<input type="checkbox"/> Dramatic	<input type="checkbox"/> Gritty	<input type="checkbox"/> Plain	<input type="checkbox"/> Sarcastic	<input type="checkbox"/> Thoughtful
<input type="checkbox"/> Calm	<input type="checkbox"/> Dreamy	<input type="checkbox"/> Groovy	<input type="checkbox"/> Playful	<input type="checkbox"/> Silly	<input type="checkbox"/> Warm
<input type="checkbox"/> Cold	<input type="checkbox"/> Energetic	<input type="checkbox"/> Happy	<input type="checkbox"/> Quiet	<input type="checkbox"/> Sleepy	<input type="checkbox"/>
<input type="checkbox"/> Complex	<input type="checkbox"/> Fiery	<input type="checkbox"/> Magical	<input type="checkbox"/> Relaxed	<input type="checkbox"/> Smooth	<input type="checkbox"/>
<input type="checkbox"/> Confident	<input type="checkbox"/> Friendly	<input type="checkbox"/> Nostalgic	<input type="checkbox"/> Romantic	<input type="checkbox"/> Soothing	<input type="checkbox"/>

If this music was used in a movie, what would be happening on the screen?

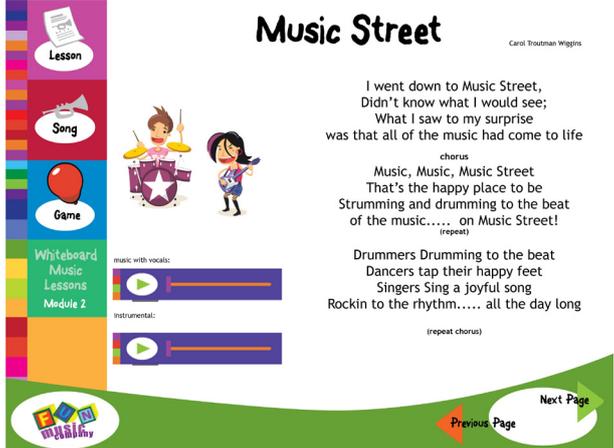
How would you describe this music to a friend?

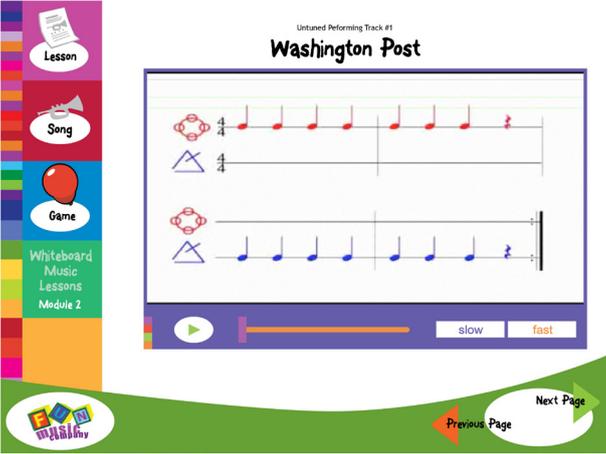
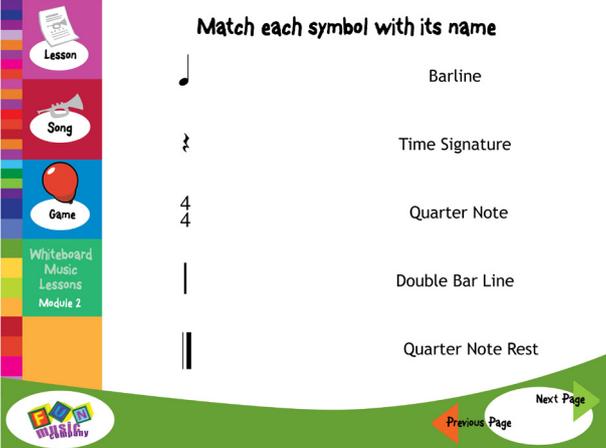
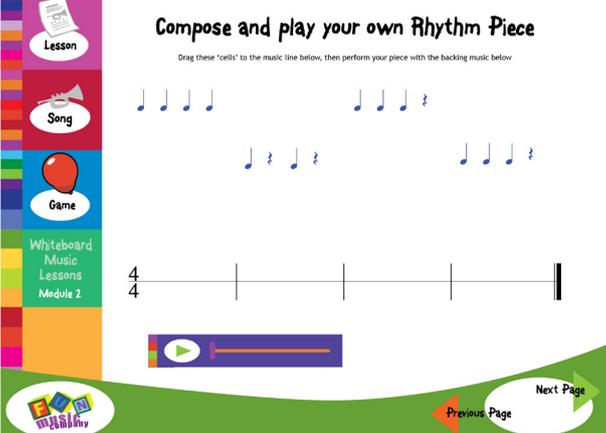
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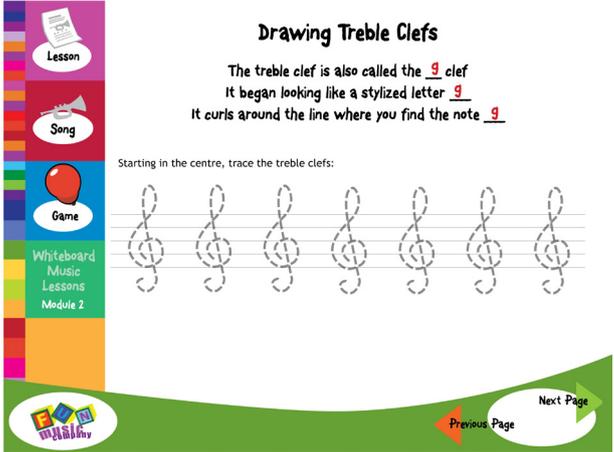
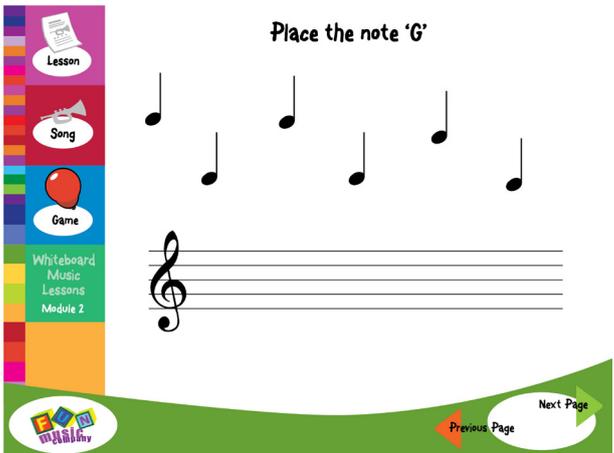
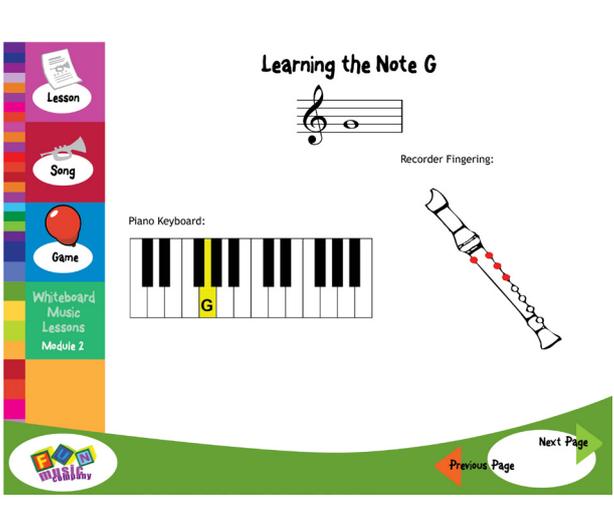
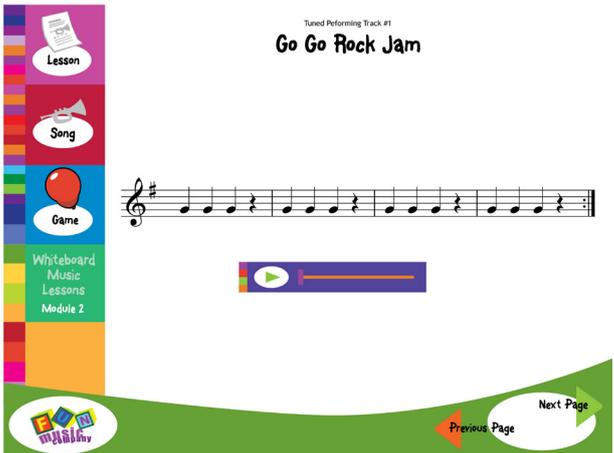
Lesson 1

Outcomes of this lesson:

- Students will get an introduction to learning music, and establish a pattern for their music lessons
- Students will learn their first note (G) on a tuned percussion or recorder
- Students will experience performing a rhythm piece on untuned percussion
- Students will learn to draw a treble clef
- Students will distinguish between a higher sound and a lower sound
- Students will play an instrument in time to music

Description	Whiteboard Slide
<p>Activity 1 - Song: Music Street</p> <p>In this module there is not a theme song or a new song every week. Instead there is five songs, that appear at the beginning of the lesson. Each song therefore appears for 2-3 weeks.</p> <p>Therefore you do not have to learn the whole song in the first week - you may choose to just learn the first part (the chorus)</p>	 <p>Music Street <small>Carol Troutman Wiggins</small></p> <p>I went down to Music Street, Didn't know what I would see; What I saw to my surprise was that all of the music had come to life</p> <p>chorus Music, Music, Music Street That's the happy place to be Strumming and drumming to the beat of the music..... on Music Street! <small>(repeat)</small></p> <p>Drummers Drumming to the beat Dancers tap their happy feet Singers Sing a joyful song Rockin' to the rhythm..... all the day long <small>(repeat chorus)</small></p>
<p>Activity 2 - Name these Instruments</p> <p>This might seem like a very simple activity, and yes, it is. The reason for this is that we always structure our lessons with a philosophy of coming from something that the students know and understand.</p> <p>In this activity students take turns to come to the board, click the balloons, and then they need to name six different percussion instruments.</p> <p>Answers are: Top Row (from l): Woodblock, bongos, tambourine Bottom Row: Maracas, Triangle, Claves</p>	 <p>Name these instruments</p> <p>These instruments are all <u>Percussion</u> instruments</p>

Description	Whiteboard Slide
<p>Activity 3 - Untuned Performing: Washington Post</p> <p>In this piece you can split them into two groups: Tambourine and Triangle. If you don't have tambourines or triangles you can simply split them into two groups and play the red and blue parts.</p> <p>These pieces allow you to choose between slow and fast, and you can grab the position handle to display different sections of music before starting to play.</p>	
<p>Activity 4 - Rhythm Symbols Matching</p> <p>This activity involves matching the symbols with the name. You can drag and drop the symbols, or match up using the pens.</p> <p>Note that this program provides two versions: American and European, so in the American version you'll have 'Quarter Note', 'Quarter Note Rest' etc and in the European version you'll find 'Crotchet' and 'Crotchet Rest' on this slide.</p> <p>If you find the wrong terminology on this slide, then check the members area for the other version.</p>	
<p>Activity 5 - Simple Composition</p> <p>In this activity children drag down the four bars onto the rhythm line below.</p> <p>Then, they can 1) Clap the rhythm and 2) play it on untuned percussion instruments.</p>	

Description	Whiteboard Slide
<p>Activity 6 - Drawing Treble Clefs</p> <p>In the top section you can discuss the alternative name of the treble clef: the G clef and its placement.</p> <p>Children can then come up to the board to trace treble clefs.</p>	
<p>Activity 7 - Place the note G</p> <p>You can discuss the positioning of the note G, on the second line based on the position of the treble clef.</p> <p>Have the children drag the notes down to the correct line.</p>	
<p>Activity 8 - Learning the Note G</p> <p>Time to get the instruments out!</p> <p>If you're using recorder its time for them to learn the fingering, so we've got a fingering diagram on the screen, and the keyboard diagram for keyboard or tuned percussion.</p> <p>The pictures are clickable - and they have sounds attached of the correct notes. Therefore if the children are unsure of what the note should sound like you can click to hear them.</p>	
<p>Activity 9 - Tuned Performing: Go Go Rock Jam</p> <p>This piece uses just the note 'G' so it can be done using single note instruments such as boomwhackers or hand bells.</p> <p>Alternatively use the recorders with the note learned in the previous activity.</p>	

Description	Whiteboard Slide
<p>Activity 10 - Worksheet</p> <p>You can use these worksheets to consolidate the knowledge learned already in the lesson.</p> <p>You can use the pens to do the activity along with the students on the whiteboard.</p>	
<p>Activity 11 - SQUILT</p> <p>Radetzky March by Johann Strauss</p>	
<p>Activity 12 - Ensemble: Ram Sam Sam</p> <p>This first week, the students will just learn the vocal part. The better they learn this, the easier it will be in future weeks when they start adding instruments to this.</p>	
<p>Activity 13 - Aural Puzzle</p> <p>Which note is higher/lower?</p> <p>Click on each of the two notes, have the class decide which note is higher or lower. You can then click on the purple circle to see the answer.</p>	

Description	Whiteboard Slide										
<p>Activity 14 - Game: Tic Tac Toe.</p> <p>Divide the class into two teams.</p> <p>Then have them decide to be 'naughts' or 'crosses' - have each of them come to the board and drag their 'naught' or 'cross' into a place on the grid.</p> <p>To leave it there, they must KNOW the name of the item they are placing it over.</p>	<div style="text-align: center;"> <p>Game: Tic Tac Toe</p> <table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 50px; text-align: center;">♪</td> <td style="width: 50px; height: 50px; text-align: center;">♩</td> <td style="width: 50px; height: 50px; text-align: center;">4 4</td> <td rowspan="3" style="vertical-align: middle; text-align: center; font-size: 2em; color: red;">X O</td> </tr> <tr> <td style="text-align: center;">🥁</td> <td style="text-align: center;">♩</td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;">z</td> <td style="text-align: center;">🥇</td> </tr> </table> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;">  <div style="display: flex; gap: 20px;"> ← Previous Page Next Page → </div> </div>	♪	♩	4 4	X O	🥁	♩			z	🥇
♪	♩	4 4	X O								
🥁	♩										
	z	🥇									