

AMERICAN PATRIOTIC SONGS UNIT PLAN

Name: Melvynn T. Waddell-Malone Plan No.: 1

Subject: Music Grade Level: 4th, 5th

Unit of Study: American Patriotic Songs Lesson Topic: The History of The Star Spangled Banner

INSTRUCTIONAL OBJECTIVES:

Listen to, analyze, and describe patriotic music

Evaluating music and music performances of Star Spangled Banner

Relate music to disciplines outside the arts

Relate music to history and culture

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: 3-5 minuets

The Star Spangled Banner Survey will be distributed during the Social Studies lesson in the 3rd, 4th and 5th grade classes as a homework activity to be turned in during music class #1 for the week. While listening to the anthem students share results of their survey.

INSTRUCTION: (Procedure)

Time: 20 minutes

Ask them to give their impressions of the song in a brief paragraph.

Ask questions such as:

How does the song make you feel?

Do certain sounds within the song lead you to visualize anything?

Where and when do you tend to hear this song?

Do the lyrics seem to fit the song?

Do they tell a story?

Discuss the significance of the *Star-Spangled Banner* in America's history. Students will view digital photo story about Fort McHenry and Francis Scott Key created from TAH Field Study project.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Student will complete worksheet with key terms and vocabulary while watching and discussing photo story.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____ 5 min _____

Check for understanding using round robin technique with students telling teacher the story of the Star Spangled Banner.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students will use data collected from survey, impressions paragraph and photo story to complete part 1 of United States National Anthem notebook page.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

CD Player

Recording of Star Spangled Banner

Avery System

Computer

TV Monitor

Survey and Notebook page worksheets

SAFETY CONSIDERATIONS:

ASSIGNMENT:

None

Star-Spangled Banner Survey

1. What is the official name of the United States' National Anthem?

2. Who is its composer?

3. Where was it composed?

4. During which war in American history was it composed?

Test your knowledge by filling in the blanks:

O say, can you see, by the dawn's early _____.

What so proudly we _____ at the _____ last gleaming?

Whose broad _____ and bright _____, through the _____ fight,

O'er the _____ we watched, were so gallantly _____!

And the rockets' _____, the bombs bursting in _____, Gave _____ through the night that our _____ was still there:

O say does that Star-Spangled _____ yet _____

O'er the land of the _____, and the home of the _____?

Bonus question: Who wrote the words to the national anthem?





AMERICAN PATRIOTIC SONGS UNIT PLAN

Name: Melvynn T. Waddell-Malone Date: 6/20/08 Plan No.: 2

Subject: Music Grade Level: 4th & 5th

Unit of Study: American Patriotic Songs Lesson Topic: The History of The Star Spangled Banner

INSTRUCTIONAL OBJECTIVES:

Listen to, analyze, and describe patriotic music

Evaluating music and music performances of Star Spangled Banner

Relate music to disciplines outside the arts

Relate music to history and culture

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: 5 minuets

Have the National Anthem playing as students enter classroom.

Use Fort McHenry digital photo story to review previous lesson on the origin of the Star Spangled Banner. Student check notebook page.

INSTRUCTION: (Procedure)

Time: _____

Discuss the protocol for performing the National Anthem.

Divide student into groups. Assign each group a situation where the National Anthem is to be performed with a "Do you know your National Anthem?" pamphlet.

Students research appropriate performance practices.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Each group presents their performance using props and/or other materials and teaches the class the appropriate performance practice for the National Anthem.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____ 5 _____

Summarize protocol for performing National Anthem as students stand and listen to the anthem before starting dismissal routine.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students will use data collected from survey, impressions paragraph, information collected on National Anthem fact sheet, and photo story and create a lap book portfolio

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

CD Player

Recording of Star Spangled Banner

Avery System

Computer

TV Monitor

Do You Know Your Anthem? Pamphlet

SAFETY CONSIDERATIONS:

Assign each group works space to practice presentation. Only allow safe props

ASSIGNMENT:

No Assignments given.

4. Reading notation for phrase – identify clef, time signature

Play phrase on glockenspiel bells

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

While students work in small groups of 3 or 4, they follow steps 2 through 4 independently on the next musical phrase.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____ 5 min _____

Entire class plays and sings the 1st and 2nd musical phrases of the National Anthem

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Teacher monitors and checks student's performance as small groups practice.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

CD Player

Recording of Star Spangled Banner

Glockenspiel bells

Instrument practice poster

SAFETY CONSIDERATIONS:

Students must follow instrument performance/practice procedures.

ASSIGNMENT:

None

AMERICAN PATRIOTIC SONGS UNIT PLAN

Name: Melvynn T. Waddell-Malone Date: 6/20/08 Plan No: 4

Subject: Music Grade Level: K, 1st, 2nd

Unit of Study: American Patriotic Songs Lesson Topic: The History of The Star Spangled Banner

INSTRUCTIONAL OBJECTIVES:

Listen to, analyze, and describe patriotic music

Evaluating music and music performances of Star Spangled Banner

Relate music to disciplines outside the arts

Relate music to history and culture

Perform on instruments a varied repertoire of music

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: 5 min

Play national Anthem as student entire music classroom.

Students imitate teacher's body movements – beats grouped in 3's.

INSTRUCTION: (Procedure)

Time: 20 min

Ask students if they've heard the song before and where or how was it performed.

Tell the students the story of the War of 1812 and Francis Scott Key' poem which will be come our country's National Anthem

Read lyrics of song like poem.

Use digital photo story as illustrations

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students illustrate 3 beat patterns using white stars on blue paper or white stripes on red paper. The big star or fat strip show the strong beat.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____ 5 min _____

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Using body rhythm students perform the rhythm pattern they created using stars and stripes.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

CD Player

Recording of Star Spangled Banner

Avery System

Computer

TV Monitor

White construction paper stars - large and small

Dark blue and red construction paper

White construction paper strips for stripes - fat and thin

Glue sticks

SAFETY CONSIDERATIONS:

All stars and strips prepared before class.

ASSIGNMENT:

AMERICAN PATRIOTIC SONGS UNIT PLAN

Name: Melvynn T. Waddell-Malone Date: 6/20/08 Plan No.: 5

Subject: Music Grade Level: K, 1st, 2nd, 3rd

Unit of Study: American Patriotic Songs Lesson Topic: The History of The Star Spangled Banner

INSTRUCTIONAL OBJECTIVES:

Listen to, analyze, and describe patriotic music

Evaluating music and music performances of Star Spangled Banner

Relate music to disciplines outside the arts

Relate music to history and culture

Perform on instruments a varied repertoire of music

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: 5 min

Play national Anthem as student entire music classroom.

Students imitate teacher's body movements – beats grouped in 3's

INSTRUCTION: (Procedure)

Time: 20 min

Review story of the War 1812 and the National Anthem using digital photo story.

Using body rhythm student demonstrate 3 beat pattern to anthem melody

Review rules for instrument performance/practice

Student perform 3beat patterns with chaka sticks to anthem melody

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Give students a mixture of new songs to listen to with $\frac{3}{4}$ beat pattern. Ask each student to demonstrate rhythm pattern using chaka sticks.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____ 5 min _____

Have student tell teacher the story of the National Anthem in a rhythm jive of 3 beat patterns.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Teacher observes students performance of 3 beat rhythm patterns.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

CD Player

Recording of Star Spangled Banner

Avery System

Computer

TV Monitor

Chaka sticks

SAFETY CONSIDERATIONS:

ASSIGNMENT:

AMERICAN PATRIOTIC SONGS UNIT PLAN

Name: Melvynn T. Waddell-Malone Date: 6/20/08 Plan No.: 6

Subject: Music Grade Level: 4th

Unit of Study: American Patriotic Songs Lesson Topic: The History of The Star Spangled Banner

INSTRUCTIONAL OBJECTIVES:

Relate music to disciplines outside the arts

Relate music to history and culture

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: 5 min

Review performing National Anthem singing or on bell instrument

INSTRUCTION: (Procedure)

Time: 20 mi

Using information on Star Spangled Banner unit and materials from Social Studies lesson on the War of 1812 the 4th grade students will create a play – using characters and events surrounding the writing of the poem that will become our nations anthem.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Each 4th grade class will be given a section on of the story to create. All students will participate as either a character or narrator.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: 5 min

Check script progress and materials needed for production.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students culminating performance will be assessment for progress.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

Social Studies Curriculum Standards

Materials designated by students

SAFETY CONSIDERATIONS:

ASSIGNMENT:

AMERICAN PATRIOTIC SONGS UNIT PLAN

Name: Melvynn T. Waddell-Malone Date: 6/20/08 Plan No.: 7

Subject: Music Grade Level: K- 5th

Unit of Study: American Patriotic Songs Lesson Topic: History of song America

INSTRUCTIONAL OBJECTIVES:

Listen to, analyze, and describe patriotic music

Evaluating music and music performances of Star Spangled Banner

Relate music to disciplines outside the arts

Relate music to history and culture

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: 5 min

Sing and review history of National Anthem. Listen to *America*.

INSTRUCTION: (Procedure)

Time: 20 min

Ask them to give their impressions of the song in a brief paragraph.

Ask questions such as:

How does the song make you feel?

Do certain sounds within the song lead you to visualize anything?

Where and when do you tend to hear this song?

Do the lyrics seem to fit the song?

Do they tell a story?

Discuss the significance of the *America* in America's history.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Student will complete worksheet with key terms and vocabulary.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____

Check for understanding using round robin technique with students telling teacher the story of *America*.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students will create notebook page using knowledge about song *America*.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

CD Player

Recording of *America*

Survey and Notebook page worksheets

SAFETY CONSIDERATIONS:

ASSIGNMENT:

AMERICAN PATRIOTIC SONGS UNIT PLAN

Name: Melvynn T. Waddell-Malone Date: 6/20/08 Plan No.: 8

Subject: Music Grade Level: K- 5th

Unit of Study: American Patriotic Songs Lesson Topic: History of song America the Beautiful

INSTRUCTIONAL OBJECTIVES:

Listen to, analyze, and describe patriotic music

Evaluating music and music performances of America the Beautiful

Relate music to disciplines outside the arts

Relate music to history and culture

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: 5 min

Sing and review history of National Anthem. Listen to *America the Beautiful*.

INSTRUCTION: (Procedure)

Time: 20 min

Ask them to give their impressions of the song in a brief paragraph.

Ask questions such as:

How does the song make you feel?

Do certain sounds within the song lead you to visualize anything?

Where and when do you tend to hear this song?

Do the lyrics seem to fit the song?

Do they tell a story?

Discuss the significance of the *America the Beautiful* in America's history.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Student will complete worksheet with key terms and vocabulary.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____

Check for understanding using round robin technique with students telling teacher the story of *America the Beautiful*.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students will create notebook page using knowledge about song *America the Beautiful*.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

CD Player

Recording of *America the Beautiful*

Survey and Notebook page worksheets

SAFETY CONSIDERATIONS:

ASSIGNMENT:

AMERICAN PATRIOTIC SONGS UNIT PLAN

Name: Melvynn T. Waddell-Malone Date: 6/20/08 Plan No.: 9

Subject: Music Grade Level: K- 5th

Unit of Study: American Patriotic Songs Lesson Topic: History of song This Land is Your Land

INSTRUCTIONAL OBJECTIVES:

Listen to, analyze, and describe patriotic music

Evaluating music and music performances of This Land is Your Land

Relate music to disciplines outside the arts

Relate music to history and culture

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: 5 min

Sing and review history of National Anthem , America. Listen to This Land is Your Land.

INSTRUCTION: (Procedure)

Time: 20 min

Ask them to give their impressions of the song in a brief paragraph.

Ask questions such as:

How does the song make you feel?

Do certain sounds within the song lead you to visualize anything?

Where and when do you tend to hear this song?

Do the lyrics seem to fit the song?

Do they tell a story?

Discuss the significance of This Land is Your Land in America's history.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Student will complete worksheet with key terms and vocabulary.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____

Check for understanding using round robin technique with students telling teacher the story of *This Land is Your Land*.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students will create notebook page using knowledge about song *This Land is Your Land*.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

CD Player

Recording of *This Land is Your Land the Beautiful*

Survey and Notebook page worksheets

SAFETY CONSIDERATIONS:

ASSIGNMENT:

AMERICAN PATRIOTIC SONGS UNIT PLAN

Name: Melvynn T. Waddell-Malone Date: 6/20/08 Plan No.: 9

Subject: Music Grade Level: K- 5th

Unit of Study: American Patriotic Songs Lesson Topic: History of song Battle Hymn of the Republic

INSTRUCTIONAL OBJECTIVES:

Listen to, analyze, and describe patriotic music

Evaluating music and music performances of Battle Hymn of the Republic

Relate music to disciplines outside the arts

Relate music to history and culture

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: 5 min

Sing and review history of National Anthem , America, This Land is Your Land. Listen to Battle Hymn of the Republic.

INSTRUCTION: (Procedure)

Time: 20 min

Ask them to give their impressions of the song in a brief paragraph.

Ask questions such as:

How does the song make you feel?

Do certain sounds within the song lead you to visualize anything?

Where and when do you tend to hear this song?

Do the lyrics seem to fit the song?

Do they tell a story?

Discuss the significance of This Land is Your Land in America's history.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Student will complete worksheet with key terms and vocabulary.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____

Check for understanding using round robin technique with students telling teacher the story of Battle Hymn of the Republic.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students will create notebook page using knowledge about song *This Land is Your Land*.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

CD Player

Recording of The Battle Hymn of the Republic

Survey and Notebook page worksheets

SAFETY CONSIDERATIONS:

ASSIGNMENT:

AMERICAN PATRIOTIC SONGS UNIT PLAN

Name: Melvynn T. Waddell-Malone Plan No.: 10

Subject: Music Grade Level: Pre-K, K, 1st, 2nd, 3rd, 4th, 5th

Unit of Study: American Patriotic Songs Lesson Topic: Patriotic Music Showcase

Focus of Lesson: The students will showcase what they've learned about American history and how it inspired song writers to create patriotic music.

INSTRUCTIONAL OBJECTIVES:

Relate music to disciplines outside the arts

Relate music to history and culture

Sing alone and with others a varied repertoire of music

Perform on instruments alone and with others a varied repertoire of music

INSTRUCTION: (Procedure)

Music to be performed:

- America
- Star Spangled Banner
- This Land is Your Land
- Yankee Doodle Dandy
- You're a Grand Old Flag
- America the Beautiful
- Battle Hymn of the Republic
- Various African American folk songs

Historical events and facts will be used as narration for the program. The focus will be on what historical events establish the United States of America.

All grade levels will be featured in production.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

The culminating production will serve as assessment of student's learning.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

All grade levels will be featured in production.

- Basic attire - red white and blue.
- Set design - stars and stripes -students created assisted by art teacher.

Music for the program will be taken from current music text book and curriculum.

ASSIGNMENT:

Each grade level will be assigned a section of program to memorize and perform.