Grade Level: 2nd Grade

Subject: Music

Materials Needed: Paper, Pencil, 3 different instrumental music selections

**S**tandards:

* Standard 6: Listening
* 4.6.1: Know simple music forms when presented aurally

**O**bjectives:

* Listening to a variety of instrumental musical selections
* Determine how each music selection makes the student feel

**L**earning Activities:

* Go back and review texture, what was the point of it? What did it do to the art?
* Hopefully they say it makes the art become more alive and easier to relate to.
  + Show the picture of the tree with the texture from the first practicum.
* Hand out blank sheets of paper and they need to draw a straight line down the middle of the paper. In one section, do the number 1, and the other section do the number 2. Flip it over and do the same steps but write number 3 and number 4.
  + Teacher should be walking through the steps with them.
* Start with an example. Have the students close their eyes. I will say a word and they need to use their imagination and think about that word. Once they see that picture in their mind, they can draw what they see. Or they have the option to write words that they see or feel when they think of that word.
* Say the word “school.” The teacher can draw what she sees in her mind and draw/write words on the number 1. The students will be doing this as well on their sheet.
* Give students a minute or two to compare with pods.
* The teacher can say what hers is and then draw names for students to say theirs.
* We will then talk about music, how sometimes when we close our eyes and we listen carefully to the music, it can bring an image to our minds. The music we are listening to can remind us of an experience we went through or make us feel something.
* Play the first example on the pen drive. Students will be writing/drawing their thoughts on example #2.
* Give students about a minute or go by how the class is responding to the time. Make sure to count down time for them.
* Talk with pod for 20 seconds and then draw names to have them share what they thought.
* Have them turn their paper over and play the 2nd song. Do the same process.
* Extension idea: Play the last song.

**A**ssessment:

* Informal: Walk around the classroom and make sure students are on task along with writing/drawing their thoughts on their paper
  + Try and hear from all the students
* Collect their sheets of paper.

**R**eflection:

All in all, I thought my lesson went very well! I was actually happy how it went. At first, I thought that this lesson would be the toughest for them to do, but I definitely underestimated them. It helped that I did an example with them and I brought the memory back of the texture lesson. Cold calling and drawing name sticks was helpful during this lesson. If I were to do this lesson over, I’d have one or two more music selections. One moment that stuck out the most for me was the reaction I got from the kids when the song “Frozen” came on. The reactions were priceless! Some loved it and some didn’t, but I was able to relate that to being different and having different likes and dislikes of music choices.