

Lesson Plan

Subject: Tideo

Grade Level: Third Grade

Lesson Objectives:

1. Students will demonstrate the cross-over bordun to accompany a melody
2. Students will recall, apply and understand a round.

Resources/Materials

1. Projector and screen with prepared slide on computer hard-drive
2. Piano/keyboard
3. Sleigh bells, drums, alto/soprano glockenspiels, metalophones, xylophons, bass xylophones.

Tideo



Pass one win-dow, Ti-de-o, Pass two win-dows, Ti-de-o, Pass three win-dows, Ti-de-o.



Jin-gle at the win-dow, Ti-de-o. Ti-de-o, Ti-de-o, Jin-gle at the win-dow, Ti-de-o.



Ti-de-o, Ti-de-o, Jin-gle at the win-dow, Ti-de-o.

Pass one window, tideo,
Pass two windows, tideo,
Pass three windows, tideo,
Jingle at the window, tideo.

Tideo, tideo,
Jingle at the window, tideo. (repeat)

Instructional Sequence	Time
<p>Review/Motivation</p> <ul style="list-style-type: none"> • Teacher will play recording of Tideo (or other recording with a steady pulse). • Students will mirror dance and demonstrate the step: Left – Right - Cross 	5 min.
<p>Whole Group Instruction</p> <ul style="list-style-type: none"> • Teacher introduce the song <i>Tideo</i> <ul style="list-style-type: none"> ○ Sing the song in its entirety. ○ Sing the song with a light accompaniment on bass xylophone ○ Teacher sings the song, chunking phrase by phrase with students echoing back. Repeat as needed. ○ Add first percussion: musical claps on the word “pass”. Use a visual to show where students claps. ○ Add next percussion: 3 snaps on the word <i>Tideo</i>. Students sing the song with claps and added snaps. Use visual to remind students. ○ Add final percussion: fist pounding on “jinglin’ jinglin’ jinglin’ Joe.” Use visual to remind students • Students will sing using all body percussion elements. • Students perform with no singing and body percussion only. <ul style="list-style-type: none"> ○ Add voice once students are secure with body percussion. • Introduce the cross over bordun. <ul style="list-style-type: none"> ○ Teacher demonstrates cross over bordun using patschen ○ Teacher chants “left right cross” as students move; students speak “left right cross.” ○ Repeat until secure. • Divide class: half performs body percussion melody; half perform body percussion accompaniment; switch <ul style="list-style-type: none"> ○ Transfer to instruments: Bordun first. ○ Students must be secure in the cross-over borun. • Teacher will guide student parts at the instruments reviewing proper instrument technique. <ul style="list-style-type: none"> ○ Begin at metals, move to woods, drums, then bells. ○ Instrument rotation through the class as time allows. 	<p>10-15 min.</p> <p>15 min.</p> <p>5 min.</p> <p>5 min.</p> <p>5 min.</p>
<p>Closing Activities/Summary</p> <ul style="list-style-type: none"> • Use “talk Time” or review for students to have conservation and discuss what the type of accompaniment was performed on the barred instruments. • Teacher will review. 	5 min.
<p>Evaluation/Assessment – Circle appropriate response</p> <ul style="list-style-type: none"> • Students demonstrate cross-over bordun by crossing the body mid-line Yes No 	1 min.

- Students are able to maintain a steady pulse

Yes No

- Formative assessment throughout the lesson by observation and consistent feedback.