

NEIU Music Department Lesson Plan Template

Name: Jane Marshall Element: Harmony Grade Level: 4-6

Lesson Plan Upper Elementary

Central Focus:
Harmony

Rationale: Students will learn to sing the Spanish song “There’s a Fiesta,” perform it in harmony, and understand the AAB form and triple meter. Use Kodaly pedagogy and teach the melody and harmony by rote.

Learning Objective(s):

Students will:

1. Sing the Spanish song “There’s a Fiesta,” perform it in harmony, and understand the AAB form and triple meter.
2. Listen to a Spanish guitar piece called “Recuerdos de la Alhambra” (Recollections of the Alhambra), which demonstrates the ornamental properties of the Alhambra Palace in Granada, Spain. Students will listen for the triple meter, fast and repetitive plucking that creates the ornamental melody, and the AABB (coda) form. While listening, look at photos of the Alhambra Palace.

Summative Assessment

1. **Written:** Hand out papers that say A A B B CODA and have students circle the letters as they listen to the piece
2. **Manipulative Assessment:** Students will learn a melody and harmony part. Half the students will sing melody and half will sing harmony, then the halves will switch.
3. **Classroom Discussion:** Ask the class what they think the word “fiesta” means and what might happen at a fiesta. What’s the difference between melody and harmony?

Standards

National/Core Standard(s) (2016): MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances

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State Standard(s): MU:Pr6.1.4 Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation		
Materials/Equipment		
Paper with letters AABB CODA or two different geometric shapes, castanets and tambourines, keyboard, recording of “Recuerdos de la Alhambra.” By Narciso Yepes, photos of the Alhambra Palace in Grenada, Spain		
Time: Activity 1	Procedure: <ol style="list-style-type: none"> 1. Explain what harmony is and how it works 2. Use piano to teach melody and harmony parts by rote and have students sing “There’s a Fiesta” 3. Point out the Spanish instruments that are mentioned in the lyrics of the song (guitars and castanets) 4. Have the class sing just the melody all together until they’re comfortable with the tune and lyrics 5. Ask students to clap the triple meter while they sing 6. Have students outline the piece (AAB) using letters or paper or different colors and geometric shapes 7. Add castanets and tambourines to play on triplets 	Informal Assessments/Checks for understanding <ol style="list-style-type: none"> 1. Are students able to sing pieces of the melody and harmony back correctly? 2. Are students able to sing the melody correctly all together without teacher playing the melody? 3. Are students able to sing the melody correctly with lyrics? Have them raise hands or do a hand gesture on certain pieces of melody.

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	<ol style="list-style-type: none">1. Play a recording of the Spanish guitar piece called “Recuerdos de la Alhambra (Reminiscences of the Alhambra),” which is about the Alhambra Palace in Granada. Have students listen for the fast, repetitive plucking that creates the ornamental melody, triple meter, and AABB CODA form.2. Show students photos of the Alhambra Palace3. Have students circle A A B B Coda on their paper as they listen	
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Differentiation/Accommodation

When dividing class into groups for melody and harmony, assign group leaders to help groups stay together. Teach melody and harmony under-tempo at first.

Closure

Have the class sing the entire song together all the way through with tambourines and castanets, have melody and harmony groups switch

Citation

Song: “There’s a Fiesta”

Anderson, W. M., & Lawrence, J. E. (2014). Chapter 9: Integrating Music With The Study of People, Places, and Cultures. In *Integrating music into the elementary classroom* (pp. 313-314). Boston, MA: Cengage Learning.

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Key: G
Starting pitch: G or B
Meter: 3/4, begins on 1

There's a Fiesta

Spain

There's a fi - es - ta to - day, tra la la la, Gui - tars are be - gin - ning to
play, tra la la la, Sweet - ly their mu - sic rings out, tra la la la, As ev - 'ry - one
gath - ers a - bout, tra la la la Cas - ta - nets start keep - ing the beat, Danc - ers be -
gin mov - ing their feet, Whirl - ing a - way while ev - 'ry - one cries out "O - lé!"