**OBSERVATION FORM- Lesson Plan**

**‘Something Old, Something New’ Music Lesson**

**TEACHER: LeAnn Mansour DATE: 1-25-2022**

**OBSERVER: My Principal START TIME: 10:10**

**CLASS OBSERVED: 1st grade music END TIME: 10:50**

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| **ANALYSIS** TIME TEACHER ACTION | TIME | TEACHER ACTION |
|  | 10:10 | Students enter the classroom and find their chair spots. Teacher asks students to put their materials under their chairs. |
|  | 10:12 | Teacher has a song queued up on the projector. Shenanigans: Level 1. Song begins and students do actions with the music. Students know the routine well! Lots of great movement and rhythm and balance. Teacher reminds students to be very quiet during the routine--just following the actions and steps. |
|  | 10:16 | Teacher says “you’ve been working so hard in your other classes. You did a great job and deserved a movement break!” |
|  | 10:17 | Teacher has a slideshow of a story ready to show students. Teacher points to a globe and asks students to recall what they learned in the last class about a story they are reading. Teacher asks, “What continent is the story from?” Student replies, “Africa.” |
|  | 10:18 | Teacher reviews vocab terms--Author, Illustrator, Composer. Teacher asks students, “What is the author’s job? What is the illustrator’s job?” “What do you think a composer’s job is?” A student says “someone who makes music” |
|  | 10:20 | Teacher reads an email from the author in Africa addressed to the 1st grade class! Very cool! |
|  | 10:21 | Teacher uses a clicker to advance the slides of the story “Something Old, Something New.” Teacher reviews the characters’ names and the story so far and the main problem of the story. |
|  | 10:23 | Teacher reviews and asks students to repeat “snip, snip, snip” and the actions for “in and out with the needle.” Teacher has a bag and a tie and a school uniform to show visuals of the items from the story. |
|  | 10:30 | Teacher shows a drum that she has in class that looks like the drums in the story. Some of the drums were made in Africa and the shaker. Teacher shows a few different African instruments. |
|  |  | The main character Joseph wrote a song for his grandpa. Teacher asks, “How can you tell in the story that grandpa loved him?” Student replies that grandpa always helped solve problems. |
|  | 10:32 | Tell us some of the ways your grandparents and parents do to show they love you? Students share things their grandparents do for them. |
|  | 10:34 | Teacher mentions, “God gives us parents and grandparents.”  |
|  |  | Teacher reviews the music term “refrain.” Teacher reminds students of a song from the Christmas program that had a refrain. Teacher tells students, “You are going to help.” Teacher hands out drums to students and reviews instrument rules. Teacher tells the first group “you are the blue group” and you are going to say “snip, snip, snip” to the rhythm  |
|  | 10:36 | The middle group has a smaller drum. You are going to say “sew, sew, sew” to the rhythm. |
|  | 10:40 | The third group has the smallest drum. You are going to say “snip and sew” |
|  |  | Teacher returns to the front of the room. Students hold drums. Teacher is going to sing the song--uses a guitar. Teacher has students confirm which group they are part of. Teacher says “listen carefully” and sings the refrain. Teacher reviews the 3 parts of the refrain. Remember we are working as a team! |
|  |  | Your pencil hand is the empty hand. Each group practices their part of the song with the drums. |
|  | 10:42 | Teacher sings the main verses of the song (retells the story) and students join in with their percussion parts at the refrain. |
|  | 10:45 | Class finishes the song. Teacher asks students by group to walk over and set the drums carefully on the rack or front of the room to put them away. |
|  | 10:47 | Teacher asks students to look at the whiteboard at the two circles. One circle is “1st graders in Rosemount” and the other circle is “Joseph in Uganda.” Teacher asks students to think about things we have in common with Joseph. In the middle we are going to write about the things we have in common. One student says “we wear uniforms” “we have drums.” |
|  |  | A few students get “antsy” walking around and around their chairs or rocking on chairs, but still are very attentive and involved. |
|  |  | Students also discuss a few things that are different. |
|  | 10:50 | Teacher announces that the mystery person is David and he earns an HONOR slip. And David can put up 3 points today! |

Commendations:

* From the minute students walk into music class, they are engaged and learning. I love how you started with the movement and music activity!
* Fantastic job incorporating literature and social studies into music. Also, you emphasized critical thinking as you asked students to compare and contrast similarities and differences between their lives and the story.
* The students love using the new percussion instruments!

Recommendations:

* Consider using this lesson with multiple grade levels--it is so engaging, informational, and fun! (I think you also sent me pictures of 3rd grade!)

Instructor’s Signature: LeAnn Mansour Date: 2/8/2022