

# Sample Concept Lesson Plan for 2nd grade

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## I. Music Element: Melody

II. Music Concept: Melodies can move up, down or stay the same

III. "Ings" Singing, Moving, Playing, Creating, Listening, Reading/Writing

## IV. Learning outcomes

1. TLW keep a steady beat to *In the Sea*.
2. TLW show with their hands the contour of the melody *In the Sea*.
3. TLW will play the contour of the melody (up, down, sts) to *In the Sea*.
4. TLW will create an ending to *Down By the Bay*
5. TLW identify rhyming words in *Down By the Bay*

## V. National Standards Addressed

1, 2, 3, 4, 5,

## VI. Material

Songs: *Down By the Bay*  
*In the Sea*  
*Down by the Bay* song story book

Melodic direction f, g, a cards	S/A glockenspiels
Alto Metalophone	Rainstick
D and A Boomwackers	Ocean drum
Finger cymbals	Chart with words to <i>In the Sea</i>
Beach stuff	<i>Down By the Bay</i> CD

## VII. Set (Motivation)

1. Have wet suit and shells at the front of the room. "Ready to go to the Beach!"
2. "What might I see at the beach/ocean?" Sand, swimmers, surfers,
3. Listen to *Down by the Bay*. Tell rhyming words-show chart
4. Direction of "Down by the Bay"-show with body
5. Today we are going to learn more about how melodies can move in a song: up, down, and stay the same.

## VIII. Procedure

1. Whose home is at the ocean.  
Above: birds  
Below: fish, jelly fish, dolphins, sharks, shrimp.....
2. Sing the song for students-discuss scuba divers/fish-moving up and down
3. Ask students to keep steady beat, listen how many times I sing "in the sea"?
4. Chime in on "in the sea" Use hand to show melodic direction
5. Show f, g, a on paper-put in order
6. Instruments play f, g, a
7. Add rainstick and ocean drum
8. Perform together

## IX. Transfer

1. Sing *Down By the Bay* with song story book. Find a similar melodic pattern that we sang/played with song *In the Sea*. Show with hand. *Down by the Bay* at the end of the song
2. Put children in 4 groups-ask them to create their own ending to the song. They should notate their ending, and play and sing their ending for the class.

**X. Closure:**

"Today we learned how melodies can move up and down and stay the same, just like our friends in the ocean. Who can sing this phrase? Does it move up or down? "

"Simon-says game" to line up: If I sing "Line up now" going up! you can take 3 steps but otherwise, you can't move.

**XI. Evaluation:**

Students were able to sing *In the Sea* with appropriate rhythm and in tune. All students but 3 students (Joe, Mary and Clyde) were able to show the up and down movement of the melody. Half of the class played instruments today; let the rest of the children have their turn on the pitched instruments next class meeting.

As usual, I tried to do too much in one class meeting. Slow down and don't try to do so much in one class!

**XII. Integrating into the Curriculum**

Language Arts:

Share Song Story Books  
"Baby Beluga" Raffi  
"The Whales' Song, Sheldon  
"The Rainbow Fish"

•Children write a story about a day at the seashore. Then as the story is read aloud, they use percussion instruments and "found" sounds (water, etc.) to provide sound effects of weather, water, sea gulls, boats/