

Classroom Music Lesson Plan

Title of Lesson: Siyahamba Rote Song

Teacher's Name: Joshua Lisner Grade Level: High School

Materials

- Sheet Music and Lyrics, Fun attitude and high energy.

Process

Partner: (*Honor their world by beginning with an experience students bring to the classroom. Include time for students to collaborate and respond through sharing and discussion.*)

Present: (*Sequence the lesson steps. Take the learning from their world to the world of the classroom. Present the information and allow time for students to practice and respond. Engage critical thinking, problem posing, and problem solving.*)

Intro

- Ask the students if anyone has ever sung anything in an African language before. Explain that this piece is in Zulu and that Zulu is the spoken language in south Africa. Then go right into rehearsing

Rehearsal Steps

- Sing the first phrase twice
- Point to them indicating to join me and then sing along with them
- Sing the second phrase twice
- Point to them indicating to join me and then sing along with them
- Sing the first two phrases together
- Point to them indicating to join me and then sing along with them

Critical Thinking

- “What does this song sound like it’s about?”
 - After asking the student this question, try singing through a few phrases with their different ideas of what the piece is about each time.
- Leading them to their own answers
 - After trying out different ideas say that the text actually means. This would be a good time to ask the students, now knowing what the song is about, how they might sing it in terms of color, articulation and dynamics

Process (continued)

Problem Posing/ solving

- Alto rhythm in measure 9
 - Accent “Ku” Do it more than I do it”
- The Zulu
 - Repeat it and say it slowly. Break down into small chunks.

Conclusion

- Tell everyone they did a great job and say thanks.

Personalize: *(Make the learning personal to the students. Provide opportunities for students to create and be musicians. Encourage original thinking and innovation.)*

Perform: *(Communicate and share the new learning as students perform through concert presentation, demonstration, or exhibition.)*

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Josh Lisner

Rote Song Reflection

I think that I did a good job modeling and teaching the music. The singers were able to grasp my concepts on either the first or second try and adjusted when I ask them to. Overall, I think that this was a good first attempt teaching the class but I did have some notable things I could work on.

About half way through my lesson I had a brain fart and forgot one phrase and had to consult my music. When this happened, I appeared nervous and there was about twenty seconds of awkward silence. This was not very professional and next time I will be sure to either have a clear idea geographically where I am in the music or have it memorized. Another thing that I did not think that went well was my energy. When I had to scramble to find what phrase I forgot I did eventually recover. I took a breath and calmed down and found the measure I needed to. It was a noticeable mistake but once I calmed down I think that I recuperated.

One thing that came as a surprise to me was the amount the students were able to grasp and how quick it took them. I truly believe that less is more sometimes and A few clear words is much more valuable than a large explanation.

Also, I did not have much of a teacher presence. I think this is because I am very scared to get in front of the group. I know ultimately, I want to teach music but I am absolutely terrified of getting in front of people. Next time I will try and have higher energy and a better teacher presence. This is something I struggled a lot last year when I taught in choir. I never seemed to be able to have that high energy authoritative sense.