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Primary Type: Lesson Plan

There Come Our Mothers

In this lesson students will play the song, There Come Our Mothers playing a steady beat on the tubano drums while creating a performance based on African beats.

Subject(s): Music

Grade Level(s): 1

Intended Audience: Educators

Suggested Technology: Document Camera, Interactive Whiteboard, LCD Projector, Speakers/Headphones

Instructional Time: 50 Minute(s)

Keywords: tubano drums, There Come Our Mothers, African, market

Resource Collection: Arts for a Complete Education (ACE)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?

Students will be able to play the song, There Come Our Mothers playing a steady beat on the tubano drums.

Students will create a performance based on African beats.

Prior Knowledge: What prior knowledge should students have for this lesson?

Students should have some familiarity with the following concepts:

Africa

Drums

Markets

Family

Guiding Questions: What are the guiding questions for this lesson?

Where do we find rhythm in everyday life?

How can I play an African tempo on the tubano drums?

What differentiates an African sounding tempo?

Teaching Phase: How will the teacher present the concept or skill to students?

As a class perform arm-ups (stretches, breathing exercises, Sprechstimme, solfeg echo sing)

Ask students: Have you ever heard a song from Africa? Play some sounds and songs from African culture.

Discuss listening strategies with students and play for them There Come Our Mothers.

Discuss the song with students. (Think-Pair-Share)

Tell students this is a song from Africa. Show students Africa on the map.

Discuss how families shop for food in Florida. Tell students about markets in Africa. Discuss how they are the same and different. (Bubble Map)

Discuss how they feel when a member of their family comes home with a present. Discuss if they think the African children feel the same way.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

Listen to the song again and have students pat the beat.

Repeat and have students clap the beat.

Have students stand and teach them dance moves. (Intro. – wave hands in the air, Verse – pat the steady beat, Refrain – double sway to each side – Ending – wave hands in the air, gently lower arms and hands)

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

Show and discuss with students the tubano drums.

Have students play on the drums in small groups with the refrain keeping a steady beat.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

Have students take turns playing, drums and singing the song There Come Our Mothers.

Summative Assessment

Observe how well students keep a steady while playing a tubano drum.

Formative Assessment

Throughout the lesson, the teacher will be able to observe student understanding based on performance rhythms on the drum.

Feedback to students will be continual throughout the lesson, at integral points in the lesson, teacher should stop, discuss and give feedback.

Feedback to Students

The students will receive feedback from the teacher throughout the lesson and during class discussions. As students prepare their motifs the teacher should circulate and give feedback on their musicality and performance elements.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

Students will work in collaborative groups. Teacher shall strategically place students needing additional support with a student that can assist them.

If several students should require accommodations, teachers may want to work with them in a small group setting.

Suggested Technology: Document Camera, Interactive Whiteboard, LCD Projector, Speakers/Headphones

Special Materials Needed:

Tubano drums (or some kind of hand drum)

SOURCE AND ACCESS INFORMATION

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Related Standards

Name	Description
MU.1.S.2.1:	Sing or play songs, which may include changes in verses or repeats, from memory. Sing simple songs in a group, using head voice and maintaining pitch.
MU.1.S.3.1:	Remarks/Examples: e.g., folk songs, finger-plays, call-and-response, echo songs