

A Pumpkin Story

Lesson Plan: Number One

Grade Level: Grade One

Lesson Type: Music Integration

National Standards:

MU:Cr2.1.1b, MU:Cr3.1.1a, MU:Cr3.2.1a, MU:Pr4.2.1a, MU:Pr4.3.1a, MU:Pr5.1.1a, MU:Pr5.1.1b, MU:Pr6.1.1a, MU:Pr6.1.1b, MU:Re7.2.1a, MU:Re8.1.1a

State Standards:

1-2M.3, 1-2M.4, 1-2M.6, 1-2M.7, 1-2M.8, 1-2M.9

Creating:

1. I can organize musical ideas using a children's story or a musical form that I create. (5)
2. I can improve through personal reflection and with help from my peers and teacher. (6)
3. I can compose a musical fragment that will fit into an existing song, by exploring different musical ideas, choosing a favorite, practicing it, performing a final version. (7, CR)

Performing:

4. I can listen for different musical elements respond through singing, moving or other means. (2, CR)
5. I can sing with a pleasing tone and correct posture while demonstrating the song's expressive qualities. (4, SR)
6. I can reflect upon and improve my overall performance with some help from my peers and my teacher. (5)
7. I can reflect upon and improve my musical performance with some help from my teacher. (6)
8. I can perform music with expression to accomplish a musical goal. (8)
9. I can perform in a singing or instrumental ensemble for a small audience while incorporating dynamics and following a conductor. (9, SR or PR)

Responding:

10. I can recognize different musical elements and explain them using appropriate music terms. (2, CR)
11. I can talk about the different expressive qualities in a musical selection with some help from my teacher. (3)
12. I can label the music I hear by how it makes me feel. (4)
13. I can add expressive elements that I like to music and explain the reason for my choice. (5)
14. I can, with some guidance from my teacher, listen to a musical selection and talk about what I hear, what I picture in my head, and how I feel. (6)

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Skills:

1. Children will practice ensemble skills.
2. Children will practice singing in a group and singing musical patterns that are imbedded in the song.
3. Children will experience 6/8 rhythm and sing or play with a sense of steady beat.
4. Children will play pitched and non-pitched percussion instruments with proper technique in the context of a piece of music and with guidance from the teacher.
5. Through drama, children are responding to different musical sections in the arrangement and are describing the sounds the different instruments make.
6. Children are beginning to compose.

Integration:

1. Children will follow a story sequence.

Vocabulary:

Loud, Quiet, Steady Beat, Alternating Hands, Rest, Gentle, Coda, Tremolo, Conductor

Materials: A Pumpkin Story Song, Pitched and Non-pitched percussion.

Process:

1. Teacher sings the song for the children.
2. Teacher shows students the drama.
 - a. One child plays the square pumpkin sitting in the pumpkin patch. Four other children play the round pumpkins. They are standing around the child who is sitting.
 - b. On “laugh out loud”, the children playing the round pumpkins pretend to laugh and points to the square pumpkin.
 - c. On “stayed alone”, the child playing the square pumpkin separates from the other pumpkins and looks sad.
 - d. On “one night there was a great big storm”, all pumpkins look up and point to the sky looking scared or surprised.
 - e. On “the other pumpkins rolled and rolled”, the round pumpkins show “rolling” while standing.
 - f. On “grabbed a rope”, the square pumpkin pretends to pick up a rope.
 - g. On “wrapped them all up” the square pumpkin goes around the round pumpkins pretending to wrap them up to keep them from rolling.
 - h. On “Hooray” everyone shouts “hooray”.

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3. All children take turns doing the drama.
4. Teacher shows the students how to play the shakeree, thunder tube, cymbal, stir xylophone, vibraslap, temple blocks and gong.
5. Teacher shows the students where to play each instrument.
 - a. Laughed – Shakeree
 - b. Storm – Thunder Tube and Cymbal (Storm continues to “Hooray”)
 - c. Rolled and Rolled – Stir xylophone
 - d. Grabbed – Vibraslap
 - e. Wrapped – Temple Blocks played haphazardly
 - f. After Hooray – Gong
6. Children will describe the sound of the different instruments they are using.
7. Children will use dynamics effectively (Loud, Quiet) to create the proper mood for the story. For example, the creation of the storm.
8. Teacher shows the students how to play a tremolo on note “D”. Students can play either the high “D” or low “D”.
9. Children will practice playing the tremolo with expression to fit the mood of the song.
10. Assign parts and perform the song (Teacher sings the entire song.) with the small percussion and tremolo.
11. Switch students so they all can try the different parts.
12. Add in the drama and perform the song with the instrument parts and drama.
13. Switch students and perform again.
14. Teach the students the “ooh’s”. First have them sing it with spaces between each note. Once they sing the notes in tune, have the students remove the spaces.
15. Perform the song (Teacher sings the verses.) with the students singing the “ooh’s”.
16. Change the “ooh’s” to the actual note names – A D A G D. Have the students echo and perform the song with the students singing the note names.
17. Have the students patch the xylophone mallet pattern. A and G are played in the right hand, and D is in the left hand. First have them patch A D A. Next add the G and finally the last D. Perform the song (Teacher sings the verses.) with the students singing the notes and patching.

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18. Have the students switch to air mallets and perform the song again.
19. Have the students switch back to singing “ooh’s”, but still move the air mallets. Perform the song again. Teacher sings the verses.
20. Transfer the air mallets to the instruments and have all the students try the part separately and with the song. Teacher sings the verses. Challenge them to sing the “ooh’s” and play the part at the same time.
21. Culmination: Perform all the parts with the drama. The students sing the “ooh’s”, and the teacher sings the verses.
22. Students perform *A Pumpkin Story* for their classroom teacher.

Final Discussion:

23. The teacher and students discuss minor tonality and its characteristics.
24. Teacher and students discuss expression and how it was used in the arrangement and why it worked for that arrangement.
25. Teacher and students discuss the different musical elements, how they were used in the arrangement, and why they chose those expressive elements.
26. Teacher and students discuss what students heard in the song, how it impacted their imagination and how the song made them feel.
27. Teacher and students discuss how they would label the songs, ie happy, scary, fun, exciting, and why.
28. Discuss the difference between improvisation and composition.