

All Are Welcome Here

Lesson Plan: Number 15

Grade Level: Grade One

Lesson Type: Integrated Music Lesson

National Standards:

MU:Cr1.1.1a, MU:Cr1.1.1b, MU:Cr3.1.1a, MU:Pr4.2.1a, MU:Pr5.1.1a, MU:Pr5.1.1b, MU:Re7.2.1a

State Standards:

1-2.M.1, 1-2M.5, 1-2M.7

Creating:

1. I can improvise freely and with a sense of steady beat and rhythm while moving, using instruments or with my voice. (1, SB and IR)
2. I can improvise a musical fragment in simple or compound duple meter with or without a given rhythmic pattern using my voice and/or an instrument. (2, IR)
3. I can organize musical ideas using a children's story or a musical form that I create. (5)
4. I can improve through personal reflection and with help from my peers and teacher. (6)

Performing:

5. I can listen for different musical elements respond through singing, moving or other means. (2, CR)
6. I can reflect upon and improve my overall performance with some help from my peers and direct guidance from my teacher. (5)
7. I can reflect upon and improve my musical performance with some help from my teacher. (6)
8. I can sing and play simple pentatonic phrases while reading simple basic standard notation. (7, SR or PR)

Responding:

9. I can recognize different musical elements and explain them using appropriate music terms. (2, CR)

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Skills:

1. Children will move in 4/4 meter.
2. Children will keep a steady beat in 4/4 meter.
3. Children will play rhythms in 4/4 meter.
4. Children will sing using solfedge.
5. Children will experience musical form.
6. Children will play instruments with proper technique and a good tone.
7. Children will improvise vocally.

Materials: Song, Piano, Drums, Xylophones

Vocabulary:

Steady Beat, Locomotor Movement, Stationary Movement, Together Hands, Alternating Hands, Improvisation, Tempo, Melody, Gentle, Coda, Conductor

Process:

A-Section:

Song and Movement:

1. Teacher reads the story. Teacher sings the words, "All are welcome here".
2. After singing the words, "All are welcome here", twice, have the children join.
3. Before the end of the story, have the children sing, "All are welcome here".
4. Teach the children the remainder of the song.
5. Have the children sing the song while patching the beat.
6. Teach the hand motions, adding one phrase at a time. Teacher sings while showing the movements.
 - a. (Pencils sharpened in their case.) Movement is patch on the beat 4 times.
 - b. (Bells are ringing. Let's make haste.) Movement is clap on the beat 4 times.
 - c. (School's beginning, dreams to chase.) Movement is Hi Five a partner on the beat 4 times.
 - d. (All are welcome here.) Movement is a hand shake 3 times.
7. Have the students do the entire movement independently using the invisible partner. Teacher sings the song and keeps the beat on the piano.
8. Have the students do the entire movement with an actual partner. Teacher sings the song and keeps the beat on the piano.
9. Students sing and do the movement. Teacher keeps the beat on the piano.
10. Have students internalize the song, one phrase at a time until all words are out except the last one.

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Xylophone:

11. Teach the xylophone part with a patch, using the words.
12. Transfer the words to the head while the students patch the pattern.
13. Add the song.
14. Transfer the patch to the xylophone.
15. Split the children in two groups. One group sings and does the movement and the other plays the xylophone part. Switch.

B-Section:

Drum Part:

16. Teach the drum part with a patch, using the words, emphasizing the first word or syllable of a word and the corresponding patch.
17. Have the children repeat #16 with the words in their heads.
18. Transfer the patch to the drum.
19. Have the students play the pattern twice.

Movement:

20. Have the children pick a partner. Using the drum pattern words, have the children leave their partners and find new ones. The pattern should be spoken twice. A new partner must be found.
21. Split the children in two groups. One group speaks the words and does the movement and the other plays the drum part. Switch.

C-Section:

Improvisation:

22. Have the children brainstorm good choice goals for the school year. Do a total of 4.
23. Assign the different choices to different students. Have them speak the choices to the beat. Teacher plays the drum part. Students must stop at the end of the drum pattern (twice).
24. Have the students improvise and speak the words in their own way, but on the beat. Teacher plays the drum part. Students must stop at the end of the drum pattern (twice).
25. Split students in two groups. One group performs the improvised speech and walks to the beat, and the other plays the drum part which is the beat. Switch.

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Culmination:

26. Perform ABBABBABBC.
27. Have the children create an instrument and movement coda.
28. Perform ABBABBABBC coda.
29. Have the children create a new form and perform.

Extension:

Add: D-section

1. Have the drum part play while a student improvises on non-pitch percussion. The improvisation starts at the beginning of the drum pattern and ends at the close of the drum pattern.

Introduce Solfedge:

2. Teach the *All are Welcome Here* part of the song with solfedge. Introduce it as a mystery. Once learned with solfedge, ask the children what part of the song did they learn?