

# All Are Welcome Here

**Lesson Plan:** Number 15

**Grade Level:** Kindergarten

**Lesson Type:** Music Integration Lesson

## **National Standards:**

MU:Cr1.1.Ka, MU:Cr2.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka

## **State Standards:**

PK-K.M.2a, PK-K.M.5

## **Creating:**

1. I understand steady beat. (1, SB)
2. I can sing with my peers with a pleasing tone. (2, SR)
3. I can organize musical ideas using a children's story or a given musical form. (7)
4. I can improve with help from my peers and teacher. (9)

## **Performing:**

5. I can listen for expressive qualities in a song and respond by singing, moving or playing instruments. (3)
6. I can reflect upon and improve my overall performance with help from my peers and direct guidance from my teacher. (4)
7. I can echo clap a simple 4-beat rhythmic pattern with a sense of steady beat. (6, SB)

## **Skills:**

1. Children will move, play drums and sing in 4/4 meter.
2. Children will keep a steady beat.
3. Children will experience musical form.
4. Children will become aware of phrasing.

**Materials:** Song, Piano

## **Vocabulary:**

Steady Beat, Locomotor Movement, Stationary Movement, Together Hands, Tempo

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## **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 Hi Five a partner on the beat 4 times.
  - c. (School's beginning, dreams to chase.) Movement is patch on the beat 4 times.
  - d. (All are welcome here.) Movement is Hi Five a partner on the beat 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.

### **B-Section:**

#### **Drum Part:**

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

#### **Movement:**

14. 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.
15. Split the children in two groups. One group speaks the words and does the movement and the other plays the drum part. Switch.

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## **Culmination:**

16. Perform ABBABBABB.

17. Have the children create an instrument and movement coda.

18. Perform ABBABBABB coda.