

# **Bell Horses**

**Lesson Plan:** Number 4

**Grade Level:** Grade One

**Lesson Type:** Music

## **National Standards:**

MU:Cr1.1.1a, MU:Cr1.1.1b, MU:Cr2.1.1b, MU:Cr3.1.1a , MU:Pr4.1.1a,  
MU:Pr4.2.1a,MU:Pr4.2.1b, MU:Pr4.3.1a, MU:Pr5.1.1a, MU:Pr5.1.1b, MU:Re7.1.1a,  
MU:Re7.2.1a

## **State Standards:**

1-2M.1, 1-2M.4, 1-2M.5, 1-2M.7, 1-2M.8

## **Creating:**

1. I can improvise freely and with a sense of steady beat 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 improvise a musical fragment in various modes, such as major, minor and Phrygian using my voice and/or an instrument. (3, IR)
4. I can improve through personal reflection and with help from my peers and teacher. (6)

## **Performing:**

5. I can explain why I like songs I play or hear and what I learned from them. (1)
6. I can listen for different musical elements respond through singing, moving or other means. (2, CR)
7. I can read and play simple rhythmic patterns within a musical arrangement. (3, SB and RR)
8. I can sing with a pleasing tone and correct posture while demonstrating the song's expressive qualities. (4, SR)
9. I can reflect upon and improve my overall performance with some help from my peers and my teacher. (5)
10. I can reflect upon and improve my musical performance with some help from my teacher.  
(6)
11. I can sing and play simple pentatonic phrases while reading simple basic standard notation. (7, SR or PR)

# **Bell Horses**

**Lesson Plan:** Number 4

**Grade Level:** Grade One

**Lesson Type:** Music

## **Responding:**

12. I can compare two songs or parts of songs and, with some help from my teacher, explain which one I like better and why. (1)
13. I can recognize different musical elements and explain them using appropriate music terms. (2, CR)
14. I can label the music I hear by how it makes me feel. (4)

## **Skills:**

1. Children will sing in a group, matching pitch and using the notes, mi, so and la.
2. Children will learn, play, read, and respond to simple rhythms in 4/4 meter.
3. Children will improvise to a steady beat incorporating simple rhythms.
4. Children will play non-pitched percussion with proper technique.
5. Children will play pitched percussion with proper technique.
6. Through movement, children are responding to different musical sections in the arrangement.

## **Vocabulary:**

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

**Materials:** Song, Temple Blocks, Drums, Pitched Percussion

## **Process:**

### **Opening Activities for Main Lesson:**

1. Teacher leads the *Rhythm Echo* activity. (W3)
2. Teacher leads the *Talking Drums* activity. (W6)

### **Main Lesson – Focus / Rhythm:**

1. Teacher sings the song *Bell Horses* which is an example of major tonality.
2. Teacher asks the children how many horses were mentioned in the song. (3)
3. Teacher asks children what order the horses are in. (Bell, Show, Still)
4. Teacher asks after all the horses are mentioned, what comes next. (All Horses)
5. Teacher plays how each group of horses move on the temple blocks. Bell, Show, and Still.
6. Children find their own spot.
7. Teacher sings about each horse separately and plays its movement on the temple blocks and has the children follow in their spot. On *All Horses*, the children are allowed to choose their favorite horse.

# Bell Horses

**Lesson Plan:** Number 4

**Grade Level:** Grade One

**Lesson Type:** Music

8. Teacher now has children do all three verses together in their personal spot.
9. Teacher repeats the previous step switching to locomotor movement and eventually having students come back to their personal spot at the end when *All Horses* is complete.
10. Children sing the song.
11. Repeat step #9 and have the children sing.
12. Introduce du, du de and rest and show how they are written.
13. Repeat step #11 replacing *bell, show* and *still* with *du de, du* and *rest*.
14. Write the symbol on the board for either *du, du de* or *rest* and have the children show the horse associated with the symbol.

## **Main Lesson – Focus / Free Improvisation and Phasing:**

1. Speak the first phrase of *Bell Horses* and directly after clap the words.
2. Interchange the speaking and clapping with the students.
3. Speak the second phrase of *Bell Horses* and directly after clap the words.
4. Interchange the speaking and clapping with the students.
5. Work with both parts together doing the same thing.
6. Drop the words and have the students clap. Work with both parts, giving phrase one to one student and phrase two to another.
7. Transfer to drums.
8. Have the students improvise the length of one phrase using drums. The improvisation must be on the beat.
9. Have the students repeat #8 on pitched percussion.

## **Opening Activity for Main Lesson – Focus / Matching Pitch:**

1. Human Pitch Indicator (W1) - mi, so and la.

## **Main Lesson – Focus / Matching Pitch:**

1. Teach *Bell Horses* using solfège and standard notation.
2. See if the children recognize that the song is *Bell Horses*.

## **Final Discussion:**

1. Sing the *Music Greeting Song* in minor followed by *Bell Horses*. Have the students compare the two songs and verbalize how each song makes them feel, and how they would label the songs based on their feelings.
2. Teacher and students discuss the difference between major tonality and minor tonality in relation to how they sound.
3. Ask students which they like better, major or minor and why?
4. As student's why *du de* was used for *Bell Horses*, *du* was used for *Show Horses* and *Rest* was used for *Still Horses*.