

Choose to Be Nice

Lesson Plan: Number 8

Grade Level: Kindergarten

Lesson Type: Warm-up Integrated Music 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, MU:Re7.2.Ka

State Standards:

PK-K.M.2a, PK-K.M.2b, PK-K.M.5, PK-K.M.7

Creating:

1. I understand steady beat. (1, SB)
2. I understand improvisation and can demonstrate it. (3, IR)
3. I can listen to music and explore different movements and instrument sounds and pick my favorite. (6)
4. I can organize musical ideas using a children's story or a given musical form. (7)
5. I can differentiate between a talking voice, a singing voice, a loud voice and a quiet voice. (8, SR)
6. I can improve with help from my peers and teacher. (9)

Performing:

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

Responding:

10. I can listen for, recognize and describe different musical elements using appropriate music terms. (2, CR)

Skills:

1. Children will move in either 4/4 or 6/8 meter.
2. Children will improvise movements.
3. Children will keep a steady beat.
4. Children will experience musical form.
5. Children will become aware of phrasing.

Materials: Song, Piano

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Vocabulary:

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

Process:

1. Teacher and students talk about what the A-section means.
2. Teacher speaks the A-section of the chant and has the children clap the beat while sitting.
3. Have the students choose a partner, stand and face each one another.
4. Repeat step 2 with the children partnered and standing.
5. Teacher speaks the ostinato (B) section of the chant two times and asks the children to walk the beat.
6. Teacher has the children partner. Teacher speaks the ostinato (B) section twice and has the children walk away from their partner and find a new one right when the ostinato (B) section is done.
7. Repeat step 6 and have the children speak the ostinato (B) section. Teach the children the ostinato if needed.
8. Add back the A-section. Perform ABBA, ABBA. . . Teacher speaks the A-section of the chant and the children speak the B-section ostinato.
9. Have the children improvise a movement to replace the walk in Section A. The movement must be on the beat.
10. Have the children compose a movement coda.
11. Perform ABBA, ABBA. . . with instrument, CODA.
12. Demonstrate a singing voice, talking voice, loud voice and quiet voice. Have the children identify examples of the 4 voices and state what voice is used with the chant and what voice is used in *Gilly, Gilly, Gilly Good Morning*.
13. Have the children compare and contrast this arrangement with *Gilly, Gilly, Gilly Good Morning*. With help, have them state what is the same, what is different and which arrangement that they like better.

Extension:

14. Have the children clap the rhythm of the words in the A-section and B-section, one measure at a time and identify which measures have the same rhythm.