

Engine Engine Number Nine and Little Red Caboose

Lesson Plan: Number 10

Grade Level: Kindergarten

Lesson Type: Music

National Standards:

MU:Cr1.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Pr5.1.Ka, MU:Re7.2.Ka, MU:Re8.1.Ka

State Standards:

PK-K.M.7, PK-K.M.8

Creating:

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

Performing:

6. I can reflect upon and improve my overall performance with help from my peers and direct guidance from my teacher. (4)

Responding:

7. I can compare two songs or parts of songs and, with direct guidance from my teacher, explain which one I like better and why. (1)
8. I can listen for, recognize and describe different musical elements using appropriate music terms. (2, CR)
9. I can, with guidance from my teacher, listen to a musical selection and talk about what I hear, including the different expressive qualities, such as dynamics and tempo. (4)

Skills:

1. Children will experience musical form and perform different specific tasks during the two songs which includes movement.
2. Children will keep a steady beat.
3. Children will play a simple rhythm on non-pitch percussion.
4. Children will play instruments with good technique.
5. Children will sing using the notes, mi, so.
6. Children will match pitch.
7. Children will experience ensemble playing.

Materials: Song, Various Classroom Instruments

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Vocabulary:

Improvisation, Gentle, Alternating Hands, Tempo, Locomotor Movement, Steady Beat, Tremolo

Process:

Opening Activity for Main Lesson:

1. Rhythm Echo. (W3)

Main Lesson:

Movement:

1. Teacher sings Engine Engine Number 9.
2. Teacher asks children questions about the lyrics. (What number is the train? What line does the train run on? What needs to happen for me to get my money back?)
3. Teacher and children sing the song.
4. Children sing the song.
5. Teacher sings Little Red Caboose.
6. Teacher asks children questions about the lyrics. (Where is the little red caboose? What is on its back?)
7. Teacher and children sing the song.
8. Children sing the song.
9. Teacher sings the two songs. Children are to walk to the beat during *Engine Engine Number 9* and freeze into a statue during *Little Red Caboose*.
10. Have the children flip flop the movements and do them with the opposite song.
11. Have children flip flop the movements one more time.
12. Have the children repeat #9, but now walk in line like a train.
13. Repeat #12, but on *Little Red Caboose*, have the child who is the caboose (last person in line) improvise a movement, moving to the front of the train. At the end of the song, that child becomes the new engine, and the train moves again during *Engine Engine Number 9*. Repeat until all children have had a turn being the caboose and the engine.
14. Repeat #13, and have the children sing the songs.

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Cabasa Part:

15. Have the children repeat the word “engine” on the beat several times.
16. Teacher shows and demonstrates the cabasa.
17. Repeat #15. Teacher plays the cabasa while the children say, “engine”.
18. Have the children mimic play the cabasa while chanting “engine”. Teacher sings the song.
19. Repeat #18 and have the children chant the word, “engine” in their heads.
20. Transfer to actual cabasas. Teacher sings the song.
21. Repeat #19 and have children sing the song. Continue until everyone has had a turn with the cabasa.

Xylophone Part:

22. Teacher demonstrates tremolo.
23. Teacher sings the song and plays the tremolo in the appropriate places.
24. Teacher asks children what word the tremolo was played on. (train)
25. Teacher sings the song and has children raise their hand on the word “train”. (2)
26. Teacher sings the song again, and asks the children, “On which train word does the music fall and rise again?” (first one) After the children answer the question, tell them that on the first train, they are to tremolo on ‘E’, and on the second train, they are to tremolo on ‘D’.
27. Split the children in two groups. Have one group play the cabasas during *Engine Engine Number 9* and the other play the tremolo during *Little Red Caboose*. Switch.

Drum Part:

28. Teacher sings *Little Red Caboose* and asks the children to count how many times they hear the word “caboose” in the song. (4)
29. Teacher sings the song again and has the children raise their hand when they hear “caboose”.
30. Teacher has the students clap the word “caboose” when they hear it in the song.
31. Teacher demonstrates the bass and tone sounds on the tubano drums.
32. Transfer the clap to drums. Students can play tone only, bass only or one of each. Continue until all children have had a turn on the drums.

Culmination:

33. Split the children in four groups. One group does the train. Another plays the cabasa. Another plays the drums, and another plays the xylophones. Switch until all children have done everything. (Form: AB. A)

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Final Discussion:

34. Discuss the form of the performance with the children.
35. Talk about dynamics and tempo. Ask the children if they noticed any dynamics, and ask about the tempo. Was the piece too fast, too slow or just right. If it was too fast or slow, ask why.
36. Ask them what song they liked better and why.