

Gilly Good Morning

Lesson Plan: Number 1

Grade Level: Kindergarten

Lesson Type: Warm-up Activity for Main Music Lessons

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

Creating:

1. I understand steady beat. (1, SB)
2. I can sing with my peers with a pleasing tone. (2, SR)
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 improve with help from my peers and teacher. (9)

Performing:

6. I can listen for expressive qualities in a song and respond by singing, moving or playing instruments. (3)
7. I can reflect upon and improve my overall performance with help from my peers and direct guidance from my teacher. (4)

Skills:

1. Children will move and sing in 4/4 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

Vocabulary:

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

Process:

1. Teacher sings the *Gilly Good Morning* section of the song four times and asks the children to create their own personal wave. (It must be something they can do while they move.)

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2. Teacher sings again and has the children move and wave. Encourage the children to try different ways of waving.
3. Everyone sings, and teacher has individual children show their favorite wave and have everyone try it.
4. Teacher sings the entire song.
5. Teacher asks the children where the new part falls in the song and how many times they hear the *Gilly* part. (The *Gilly* is at either end and the *Minny* part is in the middle) (ABA)
6. Teacher sings the entire song. The children walk and wave on the *Gilly* part and freeze into a statue pose on the *Minny* part.
7. Teacher sings the *Minny* part of the song, puts hands in front of him or her and pushes forward on the beat.
8. Teacher asks children to join.
9. Repeat #7, but the statues can now move their hands and arms and keep the beat.
10. Children are partnered up and clap their hands to their partner's hands, while the teacher sings. (It's like a patty cake without the clap in the middle.)
11. Children sing and clap with their partner.
12. Children stand and sing and clap with their partner.
13. Perform the entire song with the hand waves and the partner clapping. Children stay with their partner.
14. Children move around the room on the *Gilly* part, find a partner on the *Minny* part and clap with that partner, then move around again on the *Gilly* part. The chosen partner is the person who is closest. If children are having a tough time finding partners, they can raise their hand or use the imaginary partner.
15. Perform the song until the children have worked with three different partners and then sing just the *Gilly* part one last time. On that last *Gilly* the children must head back to their personal spots.