

Ink Ank Went the Little Green Frog

Lesson Plan: Number 6

Grade Level: Kindergarten

Lesson Type: Music Integration

National Standards:

MU:Cr1.1.Ka, MU:Cr1.1.Kb, MU:Cr2.1.Kb, MU:Pr5.1.Ka, MU:Re8.1.Ka

State Standards:

PK-K.M.1, PK-K.M.5, 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 improvise a musical fragment freely on instruments and with my voice. (5, SR, IR, PR)
5. I can organize musical ideas using a children's story or a given musical form. (7)
6. I can compose a musical fragment by exploring different musical ideas, choosing a favorite, practicing it and performing a final version. (10, CR)

Performing:

7. I can reflect upon and improve my overall performance with help from my peers and direct guidance from my teacher. (4)
8. I can echo clap a simple 4-beat rhythmic pattern with a sense of steady beat. (6, SB)

Responding:

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 sing in 4/4 meter, using proper singing techniques.
2. Children will play in an ensemble setting.
3. Children will discover the difference between improvisation and composition.
4. Children will improvise while moving and playing instruments with a sense of steady beat.
5. Children will compose.
6. Children will play pitched and non-pitched percussion instruments within the context of a piece of music.
7. Students will learn about form and follow that form when they perform.

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Integration: (Science)

1. Children will learn how frogs move.

Materials: Song, Pitched and Non-pitched Instruments

Vocabulary:

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

Process:

A- Section:

Song and Movement:

1. Have children hop as teacher sings.
2. Teacher asks the children what *Ink*, *Ank* and *Augh* represent. (frogs hopping)
3. Teacher sings and has the children count how many *Inks* are in the song. (4)
4. Teacher sings and has the children raise their hand on the word *Ink* every time they hear it. (4)
5. Teacher has the children hop on the word *Ink*.
6. Teacher sings the song and has the children find the word that *Ank* is always next to (*Ink*). Teacher also asks the children how many *Anks* are in the song. (4)
7. Teacher sings and has the children raise their hand on both *Ink* and *Ank*, and asks how many times their hands will go up. (8)
8. Teacher sings and has children hop on *Ink* and *Ank*. Children must do two small hops, or one small hop and one big one. Have children discover this on their own. Next, ask why. (Answer: If you do a big hop on *Ink*, you will not be on the ground in time to hop on *Ank*, so you must do a small hop.) Next, ask why a big hop is fine on *Ank*. (Answer: Because you do not need to hop again for a while after *Ank*, so you have time to get back to the ground.)
9. Repeat #8 and have the children also hop on *Augh*. Type of hops needed are: small, small, small or small, small big. Ask why it is fine to do a big hop on *Augh*. (Answer: Because it is at the end of the song.)
10. Have children sing and hop.

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Xylophones:

11. Teach or review how to play the xylophones.
12. Transfer the hop on *Ink, Ank and Augh* to any two notes next to each other on pitched instruments. (Set instruments in F-Pentatonic)
13. Split children into two groups. One group plays and the other group hops. Switch.

Shakers:

14. Teacher demonstrates the microbeat with a patch and spider figures while singing the song.
15. Teacher sings and has the students join playing the microbeat.
16. Teacher sings and children keep the microbeat independently.
17. Students sing and keep the microbeat independently.
18. Transfer the microbeat from body percussion to shakers.
19. Add the shakers into the arrangement and play the piece with all parts.

B-Section:

20. Review the different types of frogs, how they hop and the sound they make.
21. Have the children pick their favorite frog and improvise a hopping pattern for their favorite frog while saying *ribbit*.
22. Piano plays a musical fragment ending with the F chord played staccato three times. Tell the children when they hear the staccato pattern, the hopping section is done.
23. Have the children hop with the piano playing ensuring they stop at the correct time.
24. Transfer the hopping to xylophones.
25. Split the children in two groups. Have one group play xylophones and the other group hop. Switch.
26. Perform ABA with the frog hopping and the instruments.

Coda:

27. Explain how to create a good coda.
28. Have the children create a coda that includes an instrument and *ribbit* and *slurping* (eating a fly) sounds. If time does not permit, use the suggested coda in the arrangement.
29. Perform ABA coda.

Final Discussion:

30. Talk about form with the children.
31. Talk about the important elements in the song, and how those elements will influence the coda.