

# **A Jack Frost Winter**

**Lesson Plan:** Number 7

**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:Cr3.2.1a, MU:Pr4.3.1a, MU:Pr5.1.1a, MU:Pr5.1.1b, MU:Pr6.1.1a, MU:Pr6.1.1b, MU:Re8.1.1a

## **State Standards:**

1-2.M.1, 1-2.M.3, 1-2M.4, 1-2M.6, 1-2.M.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 organize musical ideas using a children's story or a musical form that I create. (5)
5. I can improve through personal reflection and with help from my peers and teacher. (6)
6. I can compose a musical fragment that will fit into an existing song, by exploring different musical ideas, choosing a favorite, practicing it, performing a final version. (7, CR)

## **Performing:**

1. I can sing with a pleasing tone and correct posture while demonstrating the song's expressive qualities. (4, SR)
2. I can reflect upon and improve my overall performance with some help from my peers and my teacher. (5)
3. I can reflect upon and improve my musical performance with some help from my teacher. (6)
4. I can perform music with expression to accomplish a musical goal. (8)
5. I can perform in a singing or instrumental ensemble for a small audience while incorporating dynamics and following a conductor. (9, SR or PR)

## **Responding:**

1. I can talk about the different expressive qualities in a musical selection with some help from my teacher. (3)
2. I can label the music I hear by how it makes me feel. (4)

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## **Skills:**

1. Children will sing in unison with accompaniment.
2. Children will begin a song with a verbal cue.
3. Children will sing and improvise in the Phrygian mode.
4. Children will internalize music.
5. Children will work as an ensemble.
6. Children experience 6/8 meter and work with corresponding rhythms.
7. Children will keep a steady beat in 6/8 meter.
8. Children will play non-pitched percussion instruments with proper technique in the context of a piece of music.
9. Children will be introduced to new instruments and their sounds.
10. Children are beginning to compose.

## **Vocabulary:**

Steady Beat, Tempo, Together Hands, Alternating Hands, Improvisation, Coda, Conductor

**Materials:** Song, Pitched and Non-pitched Percussion including Barred Instruments, Scarves, Piano, Drums

## **Process:**

### **Opening Activity for Main Lesson:**

1. *Jump Jim Joe* – No partner switch. Students create a coda. (W2)

### **Main Lesson:**

### **Introduction:**

1. Have the students create a wintery mix with instruments and vocal sounds and play that wintery mix four 8 beats. Have them add dynamics.

### **A-Section:**

### **Song:**

1. Teacher sings the song to the children in sections.
2. Teacher adds more and more of the song until it is learned.

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## **Non-pitched Percussion and Temple Blocks:**

1. Teacher shows the children motions for words in the song that coincide with the non-pitched percussion and temple blocks.
2. Children replace the words in the song with the motions, one word at a time.
3. Transfer to various non-pitched percussion and temple blocks.
4. Teacher divides the children into two groups.
5. Add non-pitched percussion and temple blocks.

## **AX BX Part:**

1. Model the steady beat part on a patch for the children while singing the song.
2. Teacher continues patching the beat while saying the words, "Jack Frost".
3. Have the students join.
4. Internalize the words.
5. Teacher sings the song again while everyone patches the beat.
6. Teacher and students sing while patching the beat.
7. Have the students patch the beat while singing the song independently.
8. Have the students patch and sing the song independently.
9. Transfer to AX BX.
10. Perform all learned parts together.

## **B-Section:**

### **Speech and Movement:**

1. Teacher speaks the words in the chant.
2. Teacher adds more and more of the song until it is learned.

### **Drum Part:**

1. Have the children repeat the indicated speech in the proper rhythm.
2. Add body percussion (Patch).
3. Internalize speech.
4. Transfer to Drums.
5. Perform the B-section.

### **Improvisation:**

1. Use the words for the drum part. Have the students play the words on any note they want starting on 'E'.
2. Repeat #1 and have them add at least one 'F' within the notes they are playing.
3. Repeat #2 and have them now also end on 'E'.

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## **Coda:**

1. Have the children compose a coda. First have them develop a scene where something associated with spring comes in and kicks Jack Frost out and back to the Antarctic.
2. Have the students choose various non-pitch percussion to perform their scene.

## **Culmination:**

1. Have the students create a performance plan or form for their rendition of Jack Frost.
2. Perform in the music classroom and for the classroom teacher

## **Final Discussion:**

1. Ask students where expression was added and how it added to the song.
2. Ask students how the song made them feel.