

# **Jump Jim Joe**

**Lesson Plan:** Number 2

**Grade Level:** Grade One

**Lesson Type:** Warm-up Activity for Main Music Lessons

## **National Standards:**

MU:Cr1.1.1a, MU:Cr2.1.1a, MU:Cr2.1.1b, MU:Cr3.1.1a , MU:Cr3.2.1a, MU:Pr4.2.1a, MU:Pr5.1.1a, MU:Pr5.1.1b

## **State Standards:**

1-2M.1, 1-2M.2, 1-2M.3

## **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 explore different musical ideas to create new musical sections with my classmates and explain my choices. (4, CR)
3. I can organize musical ideas using a children's story or a musical form that I create. (5)
4. I can improve through personal reflection and with help from my peers and teacher. (6)
5. 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:**

6. I can listen for different musical elements respond through singing, moving or other means. (2, CR)
7. I can reflect upon and improve my overall performance with some help from my peers and my teacher. (5)
8. I can reflect upon and improve my musical performance with some help from my teacher. (6)

## **Skills:**

1. Students will mirror movements performed by the teacher.
2. Students will move to a steady beat.
3. Students will experience 6/8 meter and rhythm.
4. Students will sing together in a group, focusing on matching pitch and blending sound.
5. Students will move in one spot and through space.
6. Students will engage in audiation.

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7. Students will practice improvisation and composition and learn the difference between the two.

## **Vocabulary:**

Tempo, Steady Beat, Melody, Stationary Movement, Locomotor Movement, Improvisation

**Materials:** Song, Piano

## **Process / Focus – 6/8 Meter:**

1. Students mirror the teacher or another student. The leader will model different movements including jumping, shaking their head, nodding their head, tapping their right foot on the floor, and turning around.
2. Teacher explains the above movements are stationary (one spot) movements.
3. Teacher sings the song, and students name all the stationary movements in the song.
4. Students add the first movement in the song. Add movements one at a time until all are performed and at tempo. On choose another partner, the children should stand still.
5. Students sing the song in their heads while teacher sings it out loud.
6. Students and teacher sing the song in their heads and students must raise their hand on the last word of the song.
7. Students sing the song in their head and perform all the stationary movements.
8. Teacher explains when we move through space, from one place to another, it is called locomotor movement.
9. Show the children how to turn with a partner using student models.
10. All students practice turning with the song.
11. Student models perform the movement for the entire song, holding hands
12. All students practice all the movement with a partner.
13. Students sing the song and perform movements without switching partners, sometimes they will sing out loud and sometimes in the head.
14. Have children practice switching partners. Have students figure out that the last jump in the song must be done with the new partner. When finding a new partner, students should leave on the word, *go*, and look for someone close.
15. Teacher plays the piano; children sing and move to *Jump Jim Joe*. Sometimes the students will sing out loud and sometimes in their head.
16. Play switch – a – roo, where teacher will have students sing out loud and in their head at random times to see if they are in the correct spot in the song when they go from the head to out loud.

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## **Process / Focus – Coda, Form, Improvisation, Composing:**

17. Have the students pick a partner. Tell them they cannot switch partners.
18. Pick either the 'jump' or 'round and round' movement in *Jump Jim Joe* and have the children instantly change the way they do the movement and make it their own. Perform this step more than once.
19. Have the students define *coda*. Tell them what makes a good coda. It can be movement or movement and sound. It must be short and it must relate to the song.
20. Give the students one to two minutes to design a coda, and one minute to practice it.
21. Perform *Jump Jim Joe* three times and have the students add their coda.
22. Have student volunteers perform their coda for their peers.
23. Have students discuss their reasons for creating the coda that they performed.
24. Discuss the definition of improvisation. Stress: It is created on the spot.
25. Ask which activity was improvisation, changing the movement in *Jump Jim Joe*, or creating the coda.
26. Answer: Changing the movement. Then tell them the other activity was a form of composing.
27. Discuss *Form* with the children and have them create a form as to how they would like to perform *Jump Jim Joe*.