

# **The Little Old Lady Who Was Not Afraid of Anything**

**Lesson Plan:** Number 2

**Grade Level:** Grade One

**Lesson Type:** Music Integration

## **National Standards:**

MU:Cr1.1.1a, MU:Cr2.1.1b, MU:Pr4.2.1a, MU:Pr4.3.1a, MU:Cr3.2.1a, MU:Pr5.1.1a, MU:Pr5.1.1b, MU:Pr6.1.1a, MU:Pr6.1.1b, MU:Re7.2.1a, MU:Re8.1.1a

## **State Standards:**

1-2M.1, 1-2.M.3, 1-2M.4, 1-2M.6, 1-2M.7, 1-2M.8, 1-2M.9

## **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 organize musical ideas using a children's story or a musical form that I create. (5)
3. 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:**

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

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## **Responding:**

1. I can recognize different musical elements and explain them using appropriate music terms. (2, CR)
2. I can talk about the different expressive qualities in a musical selection with some help from my teacher. (3)
3. I can label the music I hear by how it makes me feel. (4)
4. I can add expressive elements that I like to music and explain the reason for my choice. (5)
5. I can, with some guidance from my teacher, listen to a musical selection and talk about what I hear, what I picture in my head, and how I feel. (6)

## **Skills:**

1. Children will practice ensemble skills.
2. Children will practice singing in a group.
3. Children will experience 5/8 rhythm (Mixed Meter) and sing with a sense of steady beat.
4. Children will play pitched and non-pitched percussion instruments with proper technique in the context of a piece of music and with guidance from the teacher.
5. Through drama, children are responding to different parts of the story and playing an instrument at the correct time.
6. Children are beginning to compose.

## **Integration:**

1. Children will follow a story sequence.

## **Vocabulary:**

Steady Beat, Alternating Hands, Rest, Gentle, Coda, Together Hands, Tremolo, Conductor

**Materials:** *The Little Old Lady that Was Not Afraid of Anything* story, Pitched and Non-pitched percussion.

## **Process:**

1. Teacher sings the song for the children.
2. Teacher teaches the song to the children.
3. Teacher and students sing the song.
4. Students sing the song.

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5. Teacher shows the children the book *The Little Old Lady that Was Not Afraid of Anything*.
6. The teacher flips through the pages and shows the children how the clothes follow the Old Lady. First there are shoes, followed by pants, etc.
7. Teacher reads some of the story and has the children sing the song. The song comes in after the lady begins to walk the path and the story reads “I’m not afraid of you!” Also, add the song at the very end of the story.
8. Teacher has students twist three times on “Wiggly” followed by two steps for “clothing”.
9. Teacher ask students to suggest movements for “they’re out of control” and “please leave me alone.”
10. Students practice the movement with the song.
11. Teacher reads the rest of the story and has the students add the song with the movements.
12. Students are chosen to play non-pitch percussion for each piece of clothing including the pumpkin head. These children must choose a hand held, non-pitched percussion instrument to make a sound for the piece of clothing they have been assigned. Students should pick an instrument that makes a sound that best represents the piece of clothing they were assigned. Have students explain why they made their particular choice.
13. Explain expression and have them play the instrument expressively.
14. Teacher reads the story again, now with the song, movements and instruments. All students move and sing, except those with the instruments. The instruments should be played when the piece of clothing that they represent comes up in the story. Students can add the sound any time during the song.
15. Teach the xylophone parts, the temple block part and the drum part, first, on body percussion and then transfer to the actual instrument. The drums play on “wiggly”; the xylophones play on “clothing” and tremolo on “out of control”. The temple blocks play on “leave me alone”. Different students should play both xylophone parts.
16. When the scarecrow is together at the end of the story, perform the song and add the coda, which is all the story instruments playing followed by the gong.
17. Have the children create a coda and redo the story with the children’s coda.

## **Extension:**

18. Have the students choose and instrument and compose a short rhythmic or melodic pattern for one of the articles of clothing.
19. Have the students perform their composition with a section of the story.

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## **Final Discussion:**

20. Discuss the different musical elements in the song, and talk about how they were used.
21. Talk about the expressive qualities in the song and how they were used and why.
22. Have students explain why they chose the non-pitched percussion story instrument that they played and why they chose to play it the way that they did.
23. Teacher and students discuss what students heard in the song, how it impacted their imagination and how the song made them feel.
24. Teacher and students discuss how they would label the songs, ie happy, scary, fun, exciting, and why.
25. Discuss the difference between improvisation and composition.