

# **Mooses Come Walking**

**Lesson Plan:** Number 13

**Grade Level:** Kindergarten

**Lesson Type:** Music Integration

## **National Standards:**

MU:Cr1.1.Ka, MU:Cr1.1.Kb, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Pr6.1.Ka, MU:Pr6.1.Kb, MU:Re8.1.Ka

## **State Standards:**

PK-K.M.1, PK-K.M.6, PK-K.M.8

### **Creating:**

1. I understand steady beat. (1, SB)
2. I understand improvisation and can demonstrate it. (3, IR)
3. I can improvise a musical fragment freely on instruments and with my voice. (5, IR)
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)
8. I can improvise with expression while singing and playing instruments. (7)
9. I can perform, informally, for a small audience. (8)

### **Responding:**

10. 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 unison with accompaniment.
2. Children will experience ensemble playing.
3. Children will keep a steady beat and move to a steady beat.
4. Children will begin a song with a verbal cue.
5. Children will improvise character movements that mimic the song and story.
6. Children will improvise on instruments.
7. Children will learn to play a tremolo and a glissando.
8. Children will play pitched percussion instruments with proper technique in the context of a piece of music and with guidance from the teacher.
9. Children will play instrument parts at certain points in the piece.
10. Children will follow a conductor.

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Integration: (Literacy)

1. Children will experience story sequence.

Materials: Song, Piano, Book / *Mooses Come Walking*

Vocabulary:

Tempo, Tremolo, Glissando, Steady Beat, Rest, Gentle, Coda, Locomotor Movement, Alternating Hands, Improvisation, Conductor

Form:

<b>Introduction</b>	Piano plays. Movers begin low at the back of the stage and gradually come forward and stand up. The feet must be on the beat.
<b>Verse One</b>	Song plus BX, GL and piano as written. Movers walk around free space.
<b>Interlude</b>	All instruments play a scatter pattern starting on ‘C’. Instruments should be set up in ‘C’ pentatonic. Movers move anywhere they want, think song and be back in place at the end of the song. Use piano as a guide.
<b>Verse Two</b>	Song plus BX, GL and piano playing shifting chords in SM, AM. To the song, movers look through a window, look left and right and point to the audience on the word, “you”.
<b>Interlude</b>	Instruments tremolo on ‘C’. Movers laugh for two measurers. Cue the children.
<b>Verse Three</b>	Accompaniment as in verse two. On the word, “dead” add a big booming drum sound and other instruments stop. Movers cross arms on chest, close eyes and freeze as if dead or show “dead” in their own way, but standing. Teacher cues students by counting to 4 with mallet clicks or the voice. Movers unfreeze and move in place. The song and accompaniment continue.
<b>Coda</b>	BX and piano as above. All other instruments play a glissando, adding a decrescendo. Movers move to the back of the stage shrinking down.

Process:

Opening Activity for Main Lesson:

1. Have the students perform *Jump Jim Joe.* (W2)

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## **Main Lesson:**

1. Teacher reads the story.
2. Teacher sings the song to the children.
3. Teach the movement.
4. Teach the glockenspiel part on body percussion. Teacher sings the song.
5. Transfer to instruments. Teacher sings the song.
6. Show students how to scatter and how to play a scatter on the xylophones.
7. Perform the arrangement with the glockenspiel part and the scatter which comes after verse one. Teacher sings.
8. Teacher shows students how to tremolo. The tremolo with laughter happens after verse two.
9. Perform the arrangement and add in the tremolo and laughter. Teacher sings, but invites students to sing along.
10. For verse three, show the students where to play the drum. After the glockenspiel part which follows the word, “dead”.
11. Perform the arrangement adding in the drum. Teacher and students sing.
12. Show students how to glissando. This part is played when the students head back down the hill and are at the bottom. Students should add a decrescendo and a ritardando.
13. Perform the arrangement adding in the glissando part. Teacher and students sing.
14. Ask students to describe the tempo of the piece.
15. Perform for the classroom teacher.

## **Optional Part for Kindergarten:**

16. Teach the BX part on body percussion. Teacher and students sing the song.
17. Transfer to instruments. Teacher and students sing the song.
18. Perform the entire arrangement. Teacher and students sing the song.