

Music Opposites

Lesson Plan: Number 7

Grade Level: Kindergarten

Lesson Type: Warm-up Activity for Main Music Lessons

National Standards:

MU:Cr1.1.Ka, MU:Cr3.1.Ka, MU:Cr3.2.Ka, MU:Pr5.1.Ka, MU:Re7.2.Ka, MU:Re8.1.Ka

State Standards:

PK-K.M.4, PK-K.M.7, PK-K.M.8

Creating:

1. I can differentiate between loud and quiet and high and low. (4, CR)
2. I can improve with help from my peers and teacher. (9)

Performing:

3. I can listen for different musical concepts in a song, explore their opposite and demonstrate my understanding in an appropriate manner. (2, CR)
4. I can reflect upon and improve my overall performance with help from my peers and direct guidance from my teacher. (4)

Responding:

5. I can listen for, recognize and describe different musical elements using appropriate music terms. (2, CR)
6. 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. Students will mirror movements performed by the teacher.
2. Students will sing together.
3. Students will experience 4/4 meter and rhythm.
4. Students learn new vocabulary words / music opposites.
5. Students will move in one spot and through space.

Vocabulary:

Tempo, High, Low, Loud, Quiet, Stationary Movement, Locomotor Movement

Materials: Song, Piano

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Process:

1. Teacher sings the song to the children minus the speech section.
2. Teacher sings the song again and has the children listen for the opposites in the song.
3. Have the children name the opposites.
4. Repeat steps 3 & 4 as many times as necessary.
5. Have the children focus on one pair of opposites at a time. Sing the song and then ask the children to define each word in the pair as the definition for each word is demonstrated by the song. Once they can define the words, ask them to create a movement that shows the definition.
6. Repeat step 5 for each pair.
7. Sing the song again adding back the speech section. The children are to do their movement during the rests in the speech section. If the children cannot complete their movement within 2 beats, wait until they are all finished before moving on.
8. Teacher shows the children how to demonstrate each of the terms on instruments, using only those instruments that will allow the children to show all of the definitions. Demonstrate each opposite pair one at a time.
9. Repeat step 7 using instruments.
10. Split the children in two groups. Repeat step 7, having one group do movement and the other play instruments. Switch.
11. Test the children's knowledge of the terms / opposites in various ways once the lesson is completed.