

# **Old Black Fly**

**Lesson Plan:** Number 3

**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:Cr3.2.Ka,  
MU:Pr5.1.Ka, MU:Pr6.1.Ka, MU:Pr6.1.Kb, MU:Re7.1.Ka, MU:Re8.1.Ka, MU:Re9.1.Ka

## **State Standards:**

PK-K.M.1, PK-K.M.3, PK-K.M.6, PK-K.M.8, PK-K.M.9

## **Creating:**

1. I can sing with my peers with a pleasing tone. (2, SR)
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)
6. I can compose a musical fragment by exploring different musical ideas, choosing a favorite, practicing it and performing a final version. (10, CR)

## **Performing:**

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 compare two songs or parts of songs and, with direct guidance from my teacher, explain which one I like better and why. (1)
11. 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)
12. I can add expressive elements that I like to music and explain how the music makes me feel. (5)

## **Skills:**

1. Children will sing in unison with accompaniment.
2. Children will play in an ensemble setting.
3. Children will begin a song with a verbal cue.
4. Children will sing in Major and Mixolydian.
5. 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.

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6. Children will play certain instruments at one time and other instruments at another time.
7. Children will perform free improvisation while moving and playing instruments.
8. Children will learn about conductors.
9. Children will move to a steady beat.
10. Children will play a simple rhythm.

**Integration:** (Literacy / Math)

1. Children will recognize and follow the sequence of the story, review the alphabet and words beginning with letters in the alphabet and children will begin learning about patterns.

**Materials:** Songs, Book / *Old Black Fly*, Pitched and Non-Pitched Percussion Instruments.

**Vocabulary:**

Gentle, Coda, Improvisation, Loud, Quiet, Stationary Movement, Locomotor Movement, Glissando, Conductor, Steady Beat

**Process:**

1. Teacher reads the story and sings the beginning and ending songs. As the teacher reads, he or she has children echo, "Shoo fly, shoo fly, shoo!", moving the children to say those words independently at the proper time. At this time, the teacher will also guide the students and help them uncover a pattern in the story. The teacher will also mention that the story follows the alphabet, review letter sounds and have the children pick words from the story that begin with each of the alphabet letters.
2. After the children can say, "Shoo fly, shoo fly, shoo!" in rhythm and at the correct time, ask them if they can think of a more exciting way to say, "Shoo fly, shoo fly, shoo!"
3. Children will also buzz at the ZZZZ when the teacher points to them, and finally, the children will echo the word SWAT at the end
4. Teacher sings the beginning song and has students fly and buzz as the song is sung. Movement must be on the beat. Teacher tells the students the song is at the beginning of the story and will be added throughout the story after every 4 letters.
5. Teacher reads the story to letter X adding in the song. The students fly each time and say "Shoo fly, shoo fly shoo." At the proper time.

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6. Transfer the “Shoo fly, shoo fly shoo” rhythm that the children composed to temple blocks and drums. Perform the story to X again, leaving out the flying as all children are at the temple blocks or drums.
7. Have the children discover must how many times the words *buzzin’ around* appear in the song. (4) The teacher sings the fly song and has the children be a crazy fly on the words buzzing around.
8. Have the children discover that they can go crazy twice and still cover all 4 of the *buzzin’ around’s* in the song, by doing a long crazy fly and a short crazy fly because 3 *buzzin’ around’s* are together and the 4<sup>th</sup> one is separated. Perform the song again with the new change.
9. Have the children freeze into a fly statue on the words “and he’s had a very busy, bad day.” Perform the song again with the new change.
10. Transfer steps 6, 7, and 8 to xylophones. Children will improvise freely on the words *buzzin around* using notes C, D, E, G, A, and they must rest (not play) on the words, “and he’s had a very busy, bad day.” Tell the students that B and F are poison because they do not sound good with the song, and demonstrate. While performing this step, split the children into two groups. Have one group buzz and move like a fly, while the other group plays. Teacher accompanies on the piano and sings the song. Switch.
11. Repeat #9 and have the children sing the song.
12. Perform the entire story to X with all the instrument parts and children playing the flies.
13. Re-introduce the story from Y to the funeral fly song. Transfer ZZZZ, and SWAT to the vibra-slaps and drums respectively but keep the words. During the funeral song, still have the children play C, D, E, G, A on the words, *buzzin’ around*, and have them glissando after the word, *more*. Review how to glissando if needed. For movement, have the children move as a fly in one spot on Z. On *SWAT*, have them look shocked. During the funeral song, have them move slightly in one spot and pretend to die on the word, *more*. The children must stay on their feet when they pretend to die.
14. Introduce the thunder tube. Demonstrate how it works and how to stop and change the sound. Teacher plays the thunder tube and has the children go from a dead standing position and float slowly to a low crouched position.
15. Teacher taps the gong and has the children plop over. This part signifies the end of the story.

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16. Have the children take turns playing the thunder tubes and gong. When they are not playing either instrument, they are the dead flies.
17. Perform the story from Y to the end with all parts.
18. Perform the entire story.
19. Have the children perform the entire story for their classroom teacher.

## **Extension:**

20. Have the children compose “fly falling music”.

## **Final Discussion:**

21. After the piece is performed, talk about conductors and what they do. Ask the children what acted as a conductor for them. (book)
22. Ask the children which song they liked better and why.
23. Sing the funeral song, and ask the children which words sound different. (and he won't be back no more) These words are accented. Introduce this new vocabulary word.
24. Ask the children how they feel when they hear the accented words.