

Outer Space

Lesson Plan: Number 7

Grade Level: Kindergarten

Lesson Type: Music Integration

National Standards:

MU:Cr1.1.Ka, MU:Cr2.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Cr3.2.Ka,
MU:Pr4.1.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Re7.1.Ka, MU:Re9.1.Ka

State Standards:

PK-K.M.2a, PK-K.M.3, PK-K.M.9

Creating:

1. I understand steady beat. (1, SB)
2. I can sing with my peers with a pleasing tone. (2, SR)
3. I understand improvisation and can demonstrate it. (3, IR)
4. I can listen to music and explore different movements and instrument sounds and pick my favorite. (6)
5. I can organize musical ideas using a children's story or a given musical form. (7)
6. I can improve with help from my peers and teacher. (9)
7. I can compose a musical fragment by exploring different musical ideas, choosing a favorite, practicing it and performing a final version. (10, CR)

Performing:

8. I can explain why I like songs I play or hear. (1)
9. I can listen for expressive qualities in a song and respond by singing, moving or playing instruments. (3)
10. I can reflect upon and improve my overall performance with help from my peers and direct guidance from my teacher. (4)

Responding:

11. 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)
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 with a pleasant sound.
2. Children will experience the difference between controlled and free-flowing movement.
3. Children will improvise different movements.
4. Children will be introduced to musical form.

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5. Children will move to a steady beat.
6. Children will change from cut time to 2/4 meter.
7. Children will do different movements in Section A and Section B.
8. Children will begin to compose.

Integration: (Science)

1. Children will learn about the different objects in space.
2. Children will learn that the planets revolve around the sun.
3. Children will learn the names of the planets in order from closest to farthest.

Materials: Song, Piano

Vocabulary:

Tempo, Improvisation, Steady Beat

Process:

A-Section:

1. Set children in a circle.
2. Have children move the circle in a clockwise direction to the beat being clapped.
3. Have the children stop and change direction several times.
4. Have the children change direction without stopping, using the word, *turn*.
5. Change the word *turn* to *Ugh!*
6. Teacher adds the song.
7. Have the children speak the *Ugh*.
8. Have the children sing the entire song with the word *Ugh* and changing direction. This mimics planet revolution. Tell the student, however, that, in reality, planets only move in one direction. We are just changing direction for fun.
9. Children can choose to have a single star solar system or a binary star solar system. The binary stars move around each other. Single stars do not move in the solar system. Have one child move to the center and play the sun or two children if a binary star system is chosen. That child or children can improvise movements. He, she or they must move to the beat. Tell the children in the case of a single star system that the star does not move in the solar system. The movements that we are creating are just for fun.
10. As children move around the sun, if they feel comfortable with the movement, they can choose to spin slowly as they move around in a clockwise and counterclockwise direction. This movement mimics rotation.

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B-Section:

11. Set the children up as a solar system. When the teacher sings the B-section song begins all children are to leave the solar system and move around through space as an asteroid, comet, black hole, nebula, or a galaxy. At the end of the song, the children must freeze.
12. Teacher sings the song again. As the teacher sings, the children head back and reset up the solar system. This step must be completed by the end of the song. Repeat several times until the solar system is set up on time.
13. Repeat steps 11 and 12 without stopping. The teacher sings the B-section song twice and the children must leave the solar system, move through space as a different space object and reset up the solar system by the time the teacher finishes singing. Repeat several times until the solar system is reset up on time.
14. Tell the children to perform the B-section again. At the end of the B-section, we are adding, “but the. . . and immediately perform the A-section again.

Culmination:

15. Have children perform the A and B-sections as follows: AABBBAA.
16. Have the student create a space statue on the last *Ugh* so there is a definite end to the piece.

Extension:

17. Have the children compose space sounds.
18. Have each child play their sounds for his or her peers.
19. Use the sounds as a coda for the piece.
20. Perform AABBBAA coda.

Final Discussion:

21. Ask students what song they liked the best and why.
22. Ask children how the music made them feel.