

Sweet Guava Jelly

Lesson Plan: Number 9

Grade Level: Grade One

Lesson Type: Music

National Standards:

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

State Standards:

1-2.M.1, 1-2.M.2, 1-2.M.3, 1-2.M.4, 1-2.M.8

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 improvise a musical fragment in simple or compound duple meter with or without a given rhythmic pattern using my voice and/or an instrument. (2, IR)
3. I can improvise a musical fragment in various modes, such as major, minor and Phrygian using my voice and/or an instrument. (3, IR)
4. I can explore different musical ideas to create new musical sections with my classmates and explain my choices. (4, CR)
5. I can improve through personal reflection and with help from my peers and teacher. (6)
6. 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:

7. I can explain why I like songs I play or hear and what I learned from them. (1)
8. I can listen for different musical elements respond through singing, moving or other means. (2, CR)
9. I can sing with a pleasing tone and correct posture while demonstrating the song's expressive qualities. (4, SR)
10. I can reflect upon and improve my overall performance with some help from my peers and my teacher. (5)
11. I can reflect upon and improve my musical performance with some help from my teacher. (6)

Responding:

12. I can label the music I hear by how it makes me feel. (4)

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Skills:

1. Children experience ensemble.
2. Children will sing in unison with accompaniment.
3. Children will begin a song with a verbal cue.
4. Children will sing syncopated material.
5. Children will keep a steady beat against the syncopated rhythms.
6. Children will perform movement that aligns with the music.
7. Children will play pitched and non-pitched percussion instruments with proper technique in the context of a piece of music.
8. Children will perform different instruments in the different sections of the music.
9. Children will begin to compose.

Materials: Song, Pitched and Non-pitched Percussion including Barred Instruments, Piano, Drums

Vocabulary: Together Hands, Alternating Hands, Steady Beat, Gentle, Melody, Coda, Stationary Movement, Locomotor Movement, Improvisation

Process:

Opening Activity for Main Lesson:

1. Rhythm Echo focusing on syncopated rhythms. (W3)

Main Lesson:

B-Section:

1. Teacher sings the song to the children.
2. Teacher demonstrates B-section movement.
3. Perform the entire song. Students improvise a movement on the beat for the B-section.
4. Teacher sings the B-section of the song while patching the beat.
5. Students join the teacher with the patching.
6. Students join the teacher singing the B-section and patching.
7. Split the class in two groups. One group performs the movement and other does the patching. Everyone sings the B-section.
8. Switch groups.
9. Transfer patching to the drums.
10. Perform with the movement.
11. Switch groups.
12. Add in the A-section of the song. Teacher sings. Perform the B-section with drums, and students sing.

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A-Section:

13. Teacher shows the A-section movement.
14. Students perform the movement, teacher sings.
15. Perform the entire song with all the movement and with drums in the B-section.
Teacher sings the A-section, and students sing the B-section.
16. Teacher sings the A-section of the song and shows the xylophone parts for the A-section with patching and singing the notes the students will play.
17. Students join the teacher with the patching and singing the notes.
18. Students join the teacher and sing the A-section of the song while still performing the instrument parts.
19. Students sing the A-section independently while still performing the instrument parts.
20. Transfer to xylophones.
21. Students perform the entire A-section with movement and instruments.

C-Section:

22. Teach the chant part to the students. Have them improvise a way to move away from their partner, looking for the jelly, and return while they are speaking the words.
23. Have students internalize the words while doing the movement.
24. Ask students how the movement relates to the song and why did they choose to do that particular movement.
25. Have students patch the words using alternating hands, while saying the words out loud.
26. Have students internalize the words while patching.
27. Have the students improvise using the C-section rhythm. They can choose the temple blocks or xylophones set in C-pentatonic. Have them add dynamics by speaking and playing the “Where is it” louder than the rest.

Coda:

28. Ask the children how they want the piece to end. Next, ask what type of sounds they would hear. Talk about the instruments they would need to produce the sounds.
Have the students compose their own versions of the coda. (If time does not permit use the suggested coda.)
29. Have the children perform their composition for each other.
30. Have the children create a movement to compliment the instrument part of the coda.
(If time does not permit, the students can use the suggested coda, which is a statue.)
31. Have the students perform their movement for each other.
32. Students perform the coda at the end of the A-section.

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Culmination:

33. Perform the entire piece with instruments and movement (ABCA-coda).

Final Discussion:

32. Ask the students why they like the song and what they learned from it.

33. Ask students how the song made them feel and how they would categorize it.