

# Sweet Guava Jelly

**Lesson Plan:** Number 8

**Grade Level:** Kindergarten

**Lesson Type:** Music

## **National Standards:**

MU:Cr1.1.Ka, MU:Cr1.1.Kb, MU:Cr2.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka,  
MU:Pr4.1.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Pr6.1.Ka, MU:Pr6.1.Kb, MU:Re9.1.Ka

## **State Standards:**

PK-K.M.1, PK-K.M.2a, PK-K.M.2b, PK-K.M.6, 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 improvise a musical fragment freely on instruments and with my voice. (5, IR)
5. I can listen to music and explore different movements and instrument sounds and pick my favorite. (6)
6. I can organize musical ideas using a children's story or a given musical form. (7)
7. I can differentiate between a talking voice, a singing voice, a loud voice and a quiet voice. (8, SR)
8. I can improve with help from my peers and teacher. (9)

## **Performing:**

9. I can explain why I like songs I play or hear. (1)
10. I can listen for expressive qualities in a song and respond by singing, moving or playing instruments. (3)
11. I can reflect upon and improve my overall performance with help from my peers and direct guidance from my teacher. (4)
12. I can improvise with expression while singing and playing instruments. (7)
13. I can perform, informally, for a small audience. (8)

## **Responding:**

14. 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 use their talking, singing, loud and quiet voices.
3. Children will begin a song with a verbal cue.
4. Children will sing syncopated material.
5. Children will keep a beat against the syncopated rhythms.

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6. Children will perform movement that aligns with the music, and the movement is different for each section.
7. Children will play in an ensemble setting.
8. Children will improvise on small percussion.
9. Children will play pitched and non-pitched percussion instruments with proper technique in the context of a piece of music.

**Materials:** Song, Vibraslap, Shakeree, Gong, Temple Blocks, Xylophones, Piano

## **Vocabulary:**

Alternating Hands, Steady Beat, Gentle, Coda, Stationary Movement, Locomotor Movement, Improvisation

## **Process:**

1. Teacher sings *Sweet Guava Jelly* to the children.
2. Teacher has the children do the movements for *Gilly Good Morning* to *Sweet Guava Jelly*, but in reverse order. Pat with partner on the A-section, and travel and find a new partner on the B-section.
3. Children adjust the B-section movements so it appears they are walking on hot ground.
4. Add the vibraslap and shakeree to the A-section, by having the children determine where they are played in the song via watching the teacher play the parts.
5. Perform the A-section with the vibraslap and shakeree, keeping the B-section and movement.
6. Have the children pat the beat while the teacher sings the B-section.
7. Transfer pat to drums.
8. Perform the entire piece with all instruments.
9. Add the new section 'C'. This new section will happen directly after the B-section, and during the C-section, the children will move away from their partner looking for the jelly and return while speaking the C-section words, using the talking voice and changing to the loud voice on "Where is it!".
10. Add improvisation on small pitched percussion during the C-section. (Cooking Sounds) First, have the children try different instruments and choose the one that makes their favorite cooking sound. Children should play expressively.
11. The coda will be the gong. Have the students make a statue with their partner when the gong sounds.
12. Perform the entire song. ABCA coda with all instruments and movement.
13. Perform for the classroom teacher.

## **Final Discussion:**

17. Ask the students why they like the song.
18. Ask children what they liked about the song, and how it made them feel.