

Engine Engine Train Troubles

Lesson Plan: Number 3

Grade Level: Grade One

Lesson Type: Music

National Standards:

MU:Cr2.1.1a, MU:Cr3.1.1a, MU:Pr4.1.1a, MU:Pr4.2.1b, MU:Pr5.1.1a, MU:Pr5.1.1b, MU:Pr6.1.1b, MU:Re7.1.1a, MU:Re7.2.1a, MU:Re8.1.1a

State Standards:

1-2M.2, 1-2M.6, 1-2M.7, 1-2M.8, 1-2M.9

Creating:

1. I can explore different musical ideas to create new musical sections with my classmates and explain my choices. (4, CR)
2. I can improve through personal reflection and with help from my peers and teacher. (6)

Performing:

3. I can listen for different musical elements respond through singing, moving or other means. (2, CR)
4. I can read and play simple rhythmic patterns within a musical arrangement. (3, SB and RR)
5. I can reflect upon and improve my overall performance with some help from my peers and my teacher. (5)
6. I can reflect upon and improve my musical performance with some help from my teacher. (6)
7. I can perform in a singing or instrumental ensemble for a small audience while incorporating dynamics and following a conductor. (9, SR or PR)

Responding:

8. I can compare two songs or parts of songs and, with some help from my teacher, explain which one I like better and why. (1)
9. I can recognize different musical elements and explain them using appropriate music terms. (2, CR)
10. I can talk about the different expressive qualities in a musical selection with some help from my teacher. (3)
11. I can label the music I hear by how it makes me feel. (4)
12. I can, with some guidance from my teacher, listen to a musical selection and talk about what I hear, what I picture in my head, and how I feel. (6)

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Skills:

1. Children will practice ensemble skills.
2. Children will experience 5/8 rhythm (Mixed Meter) and how mixed meter feels different than even meter.
3. 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.
4. Through drama, children are responding to different parts of the story and playing an instrument at the correct time.

Vocabulary:

Alternating Hands, Gentle, Coda, Together Hands, Locomotor Movement, Stationary Movement, Melody, Conductor

Materials: Chants, *Engine Engine* Song, News Drama, Pitched and Non-pitched percussion.

Process:

Opening Activity for Main Lesson:

1. Have the students create train movements. The first movement must have three parts, and the second must have two parts.
2. Students must perform both movements, one following the other. The 3 part must be first.

Main Lesson:

1. Teacher introduces the train story and sings the *Engine Engine Number 9* song.
2. Teacher has the children sing the song.
3. Teacher continues with the news story and introduces the *Train Troubles Chant*.
4. Teacher talks about accents and speaks the chant again to see if the children can pick out the accents.
5. Teacher writes the rhythm, *du de, du de, du* on the board and has the students read it.
6. Teacher speaks the chant again and has the students pick out the words that represent the rhythm on the board. Tell students it happens three times. “Engine Number 9”, “Old Chicago Line”, “Flying Off the Track”.
7. Teacher and students speak the chant.
8. Have the students patch the rhythm when it comes up in the chant.
9. Have the students speak the chant and patch independently.
10. Transfer to drums.
11. Have the students raise their hands when they hear, “big, wide crack”.
12. Have the children go to xylophones and play in ‘C’ pentatonic, no B’s and F’s.
13. Have the students play double stops on the xylophones using any notes they choose.

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14. Have the students perform the chant with both parts.
15. Have the children create a coda for the chant. (If time does not permit, use the gong. {suggested coda})
16. Have the children perform the entire chant with the coda.
17. Perform the drama with the *Train Trouble Chant*. Do not include the last part.
18. Teach the *Engine Engine Wrap Up Chant*.
19. Show the students how the cabasa is played. Have them mimic the motion saying the words, "Engine, Engine". Next, have them change it to "Du de, Du de".
20. Have the students perform the chant, mimicking cabasa playing.
21. Transfer to cabasas and perform the chant again.
22. Perform the chant a third time and add in the maracas.
23. Show the students how to play the guiro and demonstrate how it fits with the chant.
24. Have the children mimic guiro playing while saying the words, "Train Track". Next, have them change it to "Du Du".
25. Have the students perform the chant, mimicking guiro playing.
26. Transfer to guiros and perform the chant again.
27. Have the students perform the chant with all three parts.
28. Perform the *Engine Engine Story Wrap Up* chant with the last part of the drama.
29. Have the children create a coda and redo the story with the children's coda. If time does not permit, have the children high five each other and freeze with their hands in the high five position.
30. Perform the entire drama with both chants.
31. Perform one or both chants for the classroom teacher.

Final Discussion:

32. Discuss the different how different feel of the chants.
33. Discuss what the cabasas, maracas and guiros were used for in the chant.
34. Talk about the expressive qualities used in the drama and how they added to the overall performance.
35. Discuss why a chant is not a song. What musical element is missing?
36. Ask students what chant they liked better and why.