

I'm A Very Fine Turkey

Lesson Plan: Number 5

Grade Level: Grade One

Lesson Type: Warm-up Activity for Main Music Lessons

National Standards:

MU:Cr1.1.1a, MU:Cr3.1.1a, MU:Cr3.2.1a, MU:Pr4.2.1a, MU:Pr5.1.1a

State Standards:

1-2.M.1, 1-2M.3

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 improve through personal reflection and with help from my peers and teacher. (6)
3. 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:

4. I can listen for different musical elements respond through singing, moving or other means. (2, CR)
5. I can reflect upon and improve my overall performance with some help from my peers and my teacher. (5)

Skills:

1. Children will sing and move in unison in 4/4 meter.
2. Students will improvise while moving.
3. Children are beginning to compose.

Vocabulary:

Steady Beat, Improvisation, Locomotor Movement, Tempo

Materials: Song, Piano.

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Process:

1. Teacher has children demonstrate how a turkey sounds and moves.
2. Teacher plays a beat on the piano and sings the song, while the children patch the beat.
3. Teacher sings the song and plays a beat on the piano while the children improvise a turkey movement to the beat.
4. Repeat #3 and have the children move at different levels.
5. Repeat #4, and the children must change their movement level when they hear “gobble . . .” or “bobble”.
6. After the children hear the song at least 4 times, have them sing the gobbles and the bobbles while moving. Also, have them bobble their heads on “bobble”.
7. Have the children sing the entire song while moving.

Extension:

8. Have the children compose turkey walking music and perform for one another. Give the students a set amount of time. Teacher then assesses two compositions and gives tips. Finally, the students are given time to make changes if needed. The composition must contain two musical elements, such as high and low or loud and quiet.
9. Have the other students show their appreciation by listening intently and clapping when the performers are finished.