

# I'm A Very Fine Turkey

**Lesson Plan:** Number 6

**Grade Level:** Kindergarten

**Lesson Type:** Warm-up Activity for Main Music Lessons

## **National Standards:**

MU:Cr1.1.Ka, MU:Cr2.1.Ka, MU:Cr3.1.Ka, MU:Cr3.2.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Pr6.1.Kb, MU:Re8.1.Ka

## **State Standards:**

PK-K.M.2a, PK-K.M.3, PK-K.M.7, PK-K.M.8

## **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 improve with help from my peers and teacher. (9)
6. I can compose a musical fragment by exploring different musical ideas, choosing a favorite, practicing it and performing a final version. (10, CR)

## **Performing:**

7. I can listen for expressive qualities in a song and respond by singing, moving or playing instruments. (3)
8. I can reflect upon and improve my overall performance with help from my peers and direct guidance from my teacher. (4)
9. I can perform, informally, for a small audience. (8)

## **Responding:**

10. I can clap at the end of a performance to show my appreciation. (3)
11. I can, with guidance from my teacher, listen to a musical selection and talk about what I hear, including the different expressive qualities, such as dynamics and tempo. (4)

## **Skills:**

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

## **Vocabulary:**

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Steady Beat, Improvisation, Locomotor Movement, Tempo

**Materials:** Song, Piano.

## **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 it while moving.
7. Ask the children which movement was their favorite.
8. Ask the children if the music at “gobble . . . .” and “bobble . . . . .” was the same.

## **Extension:**

9. 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.
10. Have the other students show their appreciation by listening intently and clapping when the performers are finished.