

Wearing My Long-Winged Feathers

Lesson Plan: Number 4

Grade Level: Kindergarten

Lesson Type: Music Integration

National Standards:

MU:Cr1.1.Ka, MU:Cr3.1.Ka, MU:Pr5.1.Ka, MU:Pr5.1.Kb, MU:Re8.1.Ka

State Standards:

PK-K.M.5, PK-K.M.7, PK-K.M.8

Creating:

1. I understand steady beat. (1, SB)
2. I can improve with help from my peers and teacher. (9)

Performing:

3. I can reflect upon and improve my overall performance with help from my peers and direct guidance from my teacher. (4)
4. I can make the music more expressive with the help of my teacher. (5)
5. I can echo clap a simple 4-beat rhythmic pattern with a sense of steady beat. (6, SB)

Responding:

6. I can clap at the end of a performance to show my appreciation. (3)
7. 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 match pitch and learn their music by rote.
2. Children will play in an ensemble setting.
3. Children will sing with an appropriate tone.
4. Children will keep a steady beat in 4/4 meter.
5. Children will keep a steady beat while playing non-pitch percussion with guidance from the teacher.
6. Children will play on non-pitched percussion instruments, in unison, with proper technique and guidance from the teacher.

Integration: (Social Science)

1. Children will experience Native American Culture through music.

Materials: Song, Maracas and Tubano Drums

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Vocabulary:

Tempo, Steady Beat, Alternating Hands, Gentle

Dance:

1. Children pretend to hold feathers in their hands.
2. Song: Wearing my long-winged feathers as I fly, wearing my long-winged feathers as I fly. Dance: Arms extended swaying back and forth above the head.
3. Song: I circle around, I circle around. Dance: Arms extended out on each side. Students turn, making one or two circles.
4. Song: The boundaries of the Earth, the boundaries of the Earth. Dance: One arm comes down, and the pretend feather has to sweep the ground, ending with arm across the upper body. Repeat with the other arm. Dance ends with arms in an X pattern.
5. Dance is repeated.
6. After the repeat, children slowly move to a kneeling position and put the hands on their head and move it to the ground to show that they are a seed waiting to be born. (Coda)

Process:

Opening Activity for Main Lesson:

1. Rhythm Echo (W3)

Main Lesson:

Song and Dance:

1. Teacher sings the song and plays the drum. (song is sung twice).
2. Ask the children if they notice any patterns in the song. (Verses and the entire song are sung twice.)
3. Teacher asks the children what the drum does after the song is sung twice. (Quiets slowly)
4. Teacher explains Native American Music and culture.
5. Teacher shows the accompanying Native American Dance, while singing, except for the coda.
6. Children do the dance with the teacher while teacher sings, except for the coda.
7. Children do the dance and the teacher sings and plays the drum. No coda.
8. Children sing and dance. The teacher plays the drum. No coda.
9. Teacher explains how to do the dance coda (Step 6 above).

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10. Children perform the dance coda with the drum. The teacher plays the drum.
11. Children sing and do the entire dance. Teacher plays the drum.

Drum Part:

12. Teacher has children say the word, *fea-ther* with the teacher as they mimic the drum technique with a patch as modeled by the teacher.
13. Children say the word in their head while continuing to patch and follow the teacher.
14. Teacher sings and keeps the beat, mimicking the drum technique on a patch. Children follow while still saying the word *fea-ther* in their heads.
15. Children sing and patch the macrobeat.
16. Teacher explains and demonstrates drum technique in detail.
17. Children practice drum technique by following the teacher.
18. Transfer the macrobeat to the drums. Teacher plays the macrobeat with the children.
19. Children play the macrobeat independently.
20. Teacher demonstrates the drum coda. (Decrescendo in eight beats. Silent after beat 8.)
21. Children perform the drum coda with the teacher.
22. Children perform the drum coda independently.
23. Split children in two groups. One group plays drums with the teacher and the other dances. Both groups sing.
24. Switch groups.
25. Switch groups again. One group plays the drums independently and the dances. Both groups sing.
26. Switch groups.

Maraca Part:

27. Have the children sing the song and patch the microbeat with a teacher model.
28. Have the children sing the song and patch the microbeat independently.
29. Have the children patch the macrobeat and speak the microbeat. The macrobeat is the drum and the microbeat is the maraca.
30. Explain how to hold and play a maraca.
31. Transfer to the maracas. The maracas do not play during the coda.
32. Split children into three groups. One group plays the drums, a second plays the maracas and free dances; and the third performs the Native American Dance.
33. Switch until all three groups have performed all three parts.
34. Have the groups clap for each other.