

Week 8, Day 1

Sample Lesson Plan for K-1st, Sing Me A Story *First Week of October*

OVERVIEW & PURPOSE

To share the joy of music, make an excellent unison sound through body percussion and eurhythmics, review folk song repertoire for audience viewing, and to move as a unit in various performance formations.

KODALY LEVEL 1 STANDARDS

Satisfies developmental benchmarks for music concepts of soft and loud, fast and slow, and high and low, long and short, and introductory improvisation.

OBJECTIVES

1. Practice steady beat defined as “the way we walk/the way our heart goes”
2. Present rhythm defined as “the way we talk/the way the words go”
3. Prepare short and long (Ta and Ti Ti)

MATERIALS NEEDED

1. Rhythm sticks
2. Pink ribbon
3. “Jenny Jenkins” Singalong Book by author
- 4.

OUTLINE

- I. Entrance routine
 - A. Greeting song - “Hello, How Do You Do?”
 - B. Recitation of five music rules and virtues
 - C. Review of classroom procedures

- II. Warm-up
 - A. Wake-up stretch
 - B. Halloween-themed vocal exploration
 - C. Tongue twister
- III. High-Concentration
 - A. Review *Teddy Bear*, *Starlight Starbright*, *Cobbler Cobbler*, *On A Little Piece of String*, *I Hear A Cuckoo*
 - B. Rehearse performance formations (circle, line, rows, etc.)
 - C. Clap, tap, and pat the steady beat and rhythm of the previously mentioned songs
- IV. Recreation
 - A. “Lucy Locket” Game (see instructions below)
- V. Listening
 - A. “In The Hall Of The Mountain King” from *Peer Gynt* by Edvard Grieg
 - B. Practice fast/slow, soft loud, and short/long
 - C. Visually identifying and recreating the rhythmic motif with pre-iconic notation manipulatives
- VI. Relaxation
 - A. “Jenny Jenkins” Singalong Book
 - B. Line up along the wall
 - C. Departure song - “Goodbye, See You Next Time”

VERIFICATION

Steps to check for student understanding

1. Can students differentiate between steady beat and rhythm physically, aurally, and visually?
2. Can students define steady beat and rhythm?
3. Can students demonstrate steady beat and rhythm in a solo, group, and canon?

ACTIVITY

Lucy Locket

The teacher hides the ribbon in the classroom while a student (Lucy Locket) closes their eyes as the rest of the class (Kitty Fischer) sings the lyrics to *Lucy Locket*: “Lucy Locket lost her pocket / Kitty Fischer found it / Not a penny was there in it / Only ribbon round it”.

Lucy Locket searches for the ribbon while Kitty Fischer sings to help her find it. When Lucy is in close proximity to the ribbon, Kitty sings louder, but when Lucy moves away from the ribbon, Kitty sings quieter. The game ends when Lucy finds the ribbon, chooses another student to be the seeker in the next round, and hides the ribbon in a different spot.

HOMework

Steps to prepare for Day 2 of Week 8

1. Listen to Autumn: Movement I “Allegro” from *The Four Seasons* by Antonio Vivaldi
2. Memorize “Five Little Pumpkins”
3. Rehearse folk song repertoire from this lesson