

STANDARDS

TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>Plan & Make PK.MU:Cr2a With substantial guidance, explore favorite musical ideas (such as movements vocalizations, or instrumental accompaniments).</p> <p>Analyze PK.MU:Pr4.2a With substantial guidance, explore and demonstrate awareness of musical contrasts such as high/low, loud/soft, fast/slow.</p> <p>Interpret PK.MU:Pr4.3 With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics, and tempo).</p> <p>Analyze PK.MU:Re7.2 With substantial guidance, explore musical contrasts in music.</p> <p>Interpret PK.MU:Re8 With substantial guidance, explore music’s expressive qualities (such as dynamics and tempo).</p>	<p>Plan & Make K.MU:Cr2a With guidance, demonstrate and choose favorite musical ideas.</p> <p>Analyze K.MU:Pr4.2a With guidance, explore and demonstrate awareness of musical contrasts such as high/low, loud/soft, same/different in a variety of music selected for performance.</p> <p>Interpret K.MU:Pr4.3 With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent.</p> <p>Analyze K.MU:Re7.2 With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>Interpret K.MU:Re8 With guidance, demonstrate awareness of expressive qualities that reflect creators’ and performers’ expressive intent.</p>	<p>Plan & Make 1.MU:Cr2a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p> <p>Analyze 1.MU:Pr4.2a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p> <p>Interpret 1.MU:Pr4.3 Demonstrate and describe music’s expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent.</p> <p>Analyze 1.MU:Re7.2 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</p> <p>Interpret 1.MU:Re8 With limited guidance, demonstrate and identify expressive qualities that reflect creators’ and performers’ expressive intent.</p>	<p>Plan & Make 2.MU:Cr2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>Analyze 2.MU:Pr4.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p> <p>Interpret 2.MU:Pr4.3 Demonstrate understanding of expressive qualities (such as voice quality, dynamics, and tempo) and how creators use them to convey expressive intent.</p> <p>Analyze 2.MU:Re7.2 Describe how specific music concepts are used to support a specific purpose in music.</p> <p>Interpret 2.MU:Re8 Demonstrate knowledge of expressive qualities and how they support creators’ and performers’ expressive intent.</p>

Students Need To Know	Students Are Able To Do
<p>TK</p> <ul style="list-style-type: none">Nursery rhymes/chantsImaginative play, working with others in a group <p>K - 1st</p> <ul style="list-style-type: none">Steady beat, dynamics (loud/soft), melody (high/low), tempo (fast/slow) <p>1st - 2nd</p> <ul style="list-style-type: none">Voice qualityPatterns in music	<ul style="list-style-type: none">Relate the opposites of loud/soft, high/low, fast/slowKeep the steady beat of a chant/song in various waysCreate a performance version of a chant using the musical concepts exploredListen and evaluate their own performance and those of other groups

Formative Assessment	Teacher observation of students engaged in discussion and exploration of musical concepts (loud/soft, fast/slow, high low).
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Vocabulary for the Lesson	<p>Beat: The basic pulse found in most music, e.g. steady beat</p> <p>Chant/Rhyme: a poem or phrase usually recited with a rhythmic pulse</p> <p>Dynamics: varying degrees of volume in the performance of music, e.g. loud/soft (quiet)</p> <p>Tempo: the pace at which music moves according to the speed of the underlying beat e.g. fast/slow</p> <p>Melody: an organized sequence of single notes e.g. high/low</p>
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Materials Needed	Basic Music Words Sheet Chants/ rhymes appropriate for grade levels - can use ELA Texts Various Optional Recordings: Stars and Stripes Forever by John Philip Sousa https://youtu.be/-mRn9chmRAY Happy by Pharrell Williams https://www.youtube.com/watch?v=ZbZSe6N_BXs I Like to Move It from Kids Dance Party https://www.youtube.com/watch?v=mCjoNOxeQbE Can't Stop the Feeling! by Justin Timberlake https://youtu.be/ruOK8uYEZWw
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Teaching Strategies

Teacher Tips

Look, observe, and discuss

Circle Time: Teacher directs discussion about familiar nursery rhymes, songs, and music. Teacher records student responses on chart paper. Guiding questions: What is music? How do we make music? Where do we hear music in our world?

Ask: *“What nursery rhymes or music do you know?”*

Practice

Introduce the nursery rhyme/poem:

TK-FIRST GRADES

“Five Little Children”

Five little children jumping on the bed
One fell off and bumped his head
Mama called the doctor, and the doctor said,
No more children jumping on the bed

Four little children jumping on the bed

Three little children jumping on the bed ...

Two little children jumping on the bed ...

One little child jumping on the bed
One fell off and bumped his head
Mama called the doctor, and the doctor said,
Put those children right to bed

SECOND GRADE

“Ickle Me, Pickle Me, Tickle Me Too” by Shel Silverstein

Ickle Me, Pickle Me, Tickle Me Too,
Went for a ride in a flying shoe,
“Hooray!”
“What fun!”

"It's time we flew!"
Said Ickle Me, Pickle Me, Tickle Me Too.

Ickle was captain, Pickle was crew,
And Tickle served coffee and Mulligan stew
As higher
And higher
And higher they flew,
Ickle Me, Pickle Me, Tickle Me Too.

Ickle Me, Pickle Me, Tickle Me Too,
Over the sun and beyond the blue.
"Hold on!"
"Stay in!"
"I hope we do!"
Cried Ickle Me, Pickle Me, Tickle Me Too.

Ickle Me, Pickle Me, Tickle Me Too
Never returned to the world they knew,
And nobody
knows what's
happened to
Dear Ickle Me, Pickle Me, Tickle Me Too.

Chant the rhyme/poem several times until students are familiar with it. Teacher models how to chant the rhyme/poem while patting the steady beat on their legs. Then the students join in and pat the steady beat while the teacher chants the rhyme/poem.

Explore steady beat by asking students to create different ways to pat the steady beat using various body percussion (such as stamp, pat, clap, snap, and tap various body parts).

Create

Introduce "loud" and "soft/quiet" word cards. Guide students in reciting the rhyme/poem with a loud voice and a soft/quiet voice. Then ask students to explore where in the rhyme/poem they want to be loud or

Explore steady beat using some recorded music. Suggestions are: Stars and Stripes Forever (John Philip Sousa), Happy (Pharrell Williams), I Like to Move It (Kids Dance Party CD from the movie Madagascar), Can't Stop the

Feeling (Justin Timberlake from the movie "Trolls")

Continue to ask students to pat the steady beat while listening to their peers rhyme.

*Teacher provides access to various nursery rhymes/poems. **Suggested Resource:** Scholastic Inc., Nursery Rhyme Flip Chart: 20 Favorite Nursery Rhymes That Build Phonemic Awareness and Inspire a Love of Reading. ISBN:0439513820, 978-0439513821.*

soft/quiet. Next, in small groups, students create their own version of the rhyme/poem and demonstrate the musical concepts of loud and soft/quiet.

Continue this process by introducing "fast" and "slow" word cards. Guide students in reciting the rhyme/poem fast and slow. Then ask students to explore where in the rhyme/poem they want to be fast or slow. Next, in small groups, students create their own version of the rhyme/poem and demonstrate the musical concepts of fast and slow.

Continue this process by introducing "high" and "low" word cards. Guide students in exploring high and low sounds with their voice (such as making the sound of Minnie Mouse, giant, bird, lion). Continue to guide students by reciting the rhyme/poem with a high voice and a low voice. Then ask students to explore where in the rhyme/poem they want their voice to be high or low. Next, in small groups, students create their own version of the rhyme/poem and demonstrate the musical concepts of high and low.

Perform/Present

With guidance, students in small groups will choose a nursery rhyme or poem to perform, which they will explore the various musical concepts. After a period of exploration, students will create their own version of the rhyme for performance. [Teacher may record student performance to preserve their work.] Ask audience to identify which music concepts were used in the performance.

Reflect

Lead students through a reflection process, which allows them to think about and discuss why they chose to use the musical concepts the way they did.

Ask: "How did you make your choices?"

"What did you like about another group's performance?"

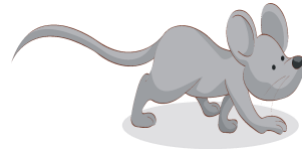
NOTES and REFLECTIONS

BASIC MUSIC WORDS

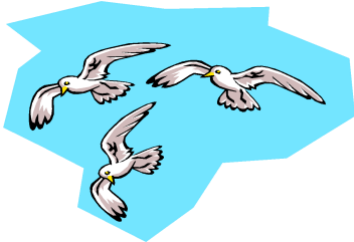
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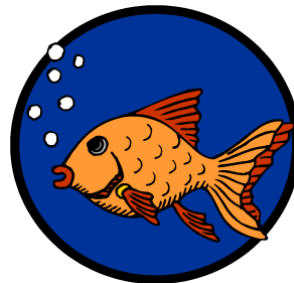
Soft



High



Low



Fast



Slow

