

STANDARDS

TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><i>Imagine</i> PK.MU:Cr1a With substantial guidance, explore and experience a variety of music.</p> <p><i>Plan & Make</i> PK.MU:Cr2a With substantial guidance, explore favorite musical ideas (such as movements vocalizations, or instrumental accompaniments).</p>	<p><i>Imagine</i> K.MU:Cr1a With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p><i>Plan & Make</i> K.MU:Cr2a With guidance, demonstrate and choose favorite musical ideas.</p>	<p><i>Imagine</i> 1.MU:Cr1a With limited guidance create musical ideas (such as answering a music question) for a specific purpose.</p> <p><i>Plan & Make</i> 1.MU:Cr2a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p>	<p><i>Imagine</i> 2.MU:Cr1a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p> <p><i>Plan & Make</i> 2.MU:Cr2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent</p>

Students Need To Know

Deepen Concepts:

- Nursery rhymes/chants
- Imaginative play, working with others in a group
- Steady beat, dynamics (loud/soft), melody (high/low), tempo (fast/slow)

New Concepts:

- Hand drum/Rhythm sticks/Tambourine/Maracas/Triangle
- Ostinato
- Question and Answer

Students Are Able To Do

- Relate the opposites of loud/soft, high/low, fast/slow
- Keep the steady beat of a chant/song in various ways
- Create a performance version of a chant using the musical concepts explored
- Listen and evaluate their own performance and those of other groups
- Perform on a variety of classroom instruments

Formative Assessment	Teacher observation of students engaged in discussion and exploration of musical concepts (loud/soft, fast/slow, high low) and create arrangements using various classroom percussion instruments.
Vocabulary for the Lesson	Beat: The basic pulse found in most music, e.g. steady beat Chant/Rhyme: a poem or phrase usually recited with a rhythmic pulse Dynamics: varying degrees of volume in the performance of music, e.g. loud/soft (quiet) Tempo: the pace at which music moves according to the speed on the underlying beat e.g. fast/slow Melody: an organized sequence of single notes e.g. high/low Timbre: tone color or quality of sound heard
Materials Needed	Selection of classroom percussion instruments: 6 hand drums 6 tambourines 6 triangles 6 pair of maracas 24 pair of rhythm sticks (each pair contains 1 plain/1 fluted). (Classroom Rhythms Instruments Resources: Music is Elementary https://musiciselementary.com Suzuki Music http://www.suzukimusic.com) Stars and Stripes Forever by John Philip Sousa https://youtu.be/-mRn9chmRAY

Teaching Strategies

Teacher Tips

*As groups share, lead students through additional ideas such as
Drum: scratch the drum, hit the rim
Maracas: shake the maracas, hit with their palm
Rhythm sticks: rub sticks together, as well as tap then direct them to hit different parts of their desk to obtain various sounds.*

Look, observe, and discuss (Foundational)

Circle Time: Teacher directs discussion about familiar instruments. Teacher records student responses on chart paper.

Ask: *“What instruments do you know?”*

“What instruments have you seen, heard, or played?”

Teacher displays various classroom percussion instruments (e.g., hand drum, rhythm sticks, tambourine, triangle, maracas, etc.).

Ask: *“What do you see?” (color, size, shape, material, etc.)*

“What do you think the instrument will sound like?”

“How would you group these instruments into different categories?” (shakers, skin, metal, strikers, etc.)

Explore/Practice (Foundational)

In groups of similar instruments, give the students an opportunity to explore different ways of playing the instruments and the different sounds that they make. Allow the groups to share their discoveries.

Using the instruments, practice keeping a steady beat as a class to “Stars and Stripes Forever”. Allow some instruments to sustain a sound while others keep the steady beat.

Create (Foundational)

With guidance, allow students to select the sequence of instruments to play. Teacher will chart the students’ sequence using pictures or words. (e.g., hand drums play for 16 counts, followed by triangles for 16, followed by maracas for 16, etc.) This activity can be done with or without a recording.

Practice (Foundational)

Introduce the song - “Are You Sleeping?”. Sing the song several times until students are familiar with it.

Isolate the four phrases -

- 1) (Hand drum) Are you sleeping
Are you sleeping

Have students sing their phrase before playing it on their instrument during the song.

- 2) (Tambourine) Brother John?
Brother John?
- 3) (Maracas) Morning bells are ringing.
Morning bells are ringing.
- 4) (Triangle) Ding, Ding, Dong!
Ding, Ding, Dong!

Assign an instrument to each phrase and have them practice their part in the sequence of the song. Play through the song using only the assigned instruments on their phrase.

Perform (FIRST and SECOND GRADE Foundational)

Introduce rhythmic “Ostinato” (repeatedly playing a rhythm that matches the syllables of the words) as a way of developing a piece for performance. Then, starting with phrase 1, assign an instrument (hand drum) to play that phrase over and over (ostinato) for the duration of the song. Class sings the song while the students play their ostinato.

Next, assign an instrument (tambourine) to play phrase 2 over and over (ostinato) for the duration of the song. Class sings the song while the students play their ostinato.

Next, assign an instrument (maracas) to play phrase 3 over and over (ostinato) for the duration of the song. Class sings the song while the students play their ostinato.

Next, assign an instrument (triangle) to play phrase 4 over and over (ostinato) for the duration of the song. Class sings the song while the students play their ostinato.

Reflect

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

Ask: *“How did you make your choices?”*
“What did you like about the group’s performance?”

Explore (TK-KINDER Extension)

Students change which instruments should play each phrase such as having the maracas play the first phrase.

Create (FIRST and SECOND GRADE Extension)

Introduce the song “3 Blind Mice”. Sing the song several times until students are familiar with it.

With guidance, allow students to isolate the phrases. Then, in groups, students assign instruments to each phrase.

Three blind mice
Three blind mice
See how they run
See how they run
They all ran after the farmer’s wife
She cut off their tails with a carving knife
Did you ever see such a sight in your life
As three blind mice

Perform/Present

With practice, students will perform their own version of the song. [Teacher may record student performance to preserve their work.]

Reflect

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

Ask: *“How did you make your choices?”*

“What did you like about another group’s performance?”

Create (SECOND GRADE Extension)

Introduce the French words to the song “Are You Sleeping”. Sing the song several times until students are familiar with it. With guidance, allow students to isolate the phrases. Then, in groups, students assign instruments to each phrase.

Frère Jacques, Frère Jacques
Dormez-vous, dormez-vous?
Sonnez le matines, sonnez le matines
Ding ding dong, ding ding dong

Perform/Present

With practice, students will perform their own version of the song. [Teacher may record student performance to preserve their work.]

Reflect

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

Ask: *“How did you make your choices?”*

“What did you like about another group’s performance?”

NOTES and REFLECTIONS