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E552 Early Childhood Lesson Plan

October 17, 2013

Kindergarden lesson plan

Musical Goals:

1. Moving purposefully to songs, chants, and listening examples
2. Developing the singing voice
3. Utilizing the voice in different ways
4. Active musical participation
5. Using comparatives in music
6. Listening to different instrumental/vocal timbres in music
7. Developing creativity, coordination, and beat competence in movement
8. Exploring types of voice such as speaking, whispering, shouting, and singing.

Materials: Microphone, Slide Whistle, *All The Pretty Little Horses*, picture of pretty little horses, powerpoint, “Going to the Zoo” recording.

1. Opening
   1. Gathering Activity
      1. Teacher will meet the students at the door. Teacher will have the students follow the teacher around the room (stepping to the beat) until they are in a circle. At the background, “All the Pretty Little Horses” will be playing. As the students and the teacher step to the beat, they will step very softly and gently as they hear the lullaby.
   2. Echo/Call and response
      1. The teacher will continue to make noises with “slide whistle” that is descending. Students will echo.
      2. The teacher will have them echo 5-4-3-2-1 beat pattern of minor scale descending from high C# all the way down to A-G-F-E-D.
      3. The teacher will create 4 beat patterns with syllables such as “bah”, “pah”, or even sounds such as hissing sound. The beat pattern will consist of quarter notes, half notes, and eighth notes. As the teacher creates beat patterns, the notations will be shown in the powerpoint.
      4. The teacher will then add the dotted quarter eighth note to the beat pattern with the movement incorporated to help the students feel the lengthened note of dotted quarter. The movement will consist of filler at the second beat of dotted quarter eighth note.
      5. The teacher will introduce the “Dotted quarter sixteenth note” as the two eighth notes as separated and the first eighth note went to become a dot in the first quarter note. The students will be reinforced to do the movement to help them get the sense of delayed dotted quarter eighth note.
      6. The teacher will have students echo back mixed rhythm of 4 beat pattern with quarter notes, half notes, eighth notes, and dotted quarter eighth notes.
2. Singing :
   1. The teacher will sing the song for the students as they hear what the song is about. The teacher will sing and do the motions at the same time.

ANSWER: All the pretty little horses.

Hush a bye, don’t you cry, (Make a “shh” motion)

Go to sleepy, little baby. (Make a sleeping motion starting from second beat of “Go” that has dotted quarter)

When you wake, you shall have (Make a waking up motion)

All the pretty little horses (Make a happy face with big arm gestures)

Black and bays, Dapples and grays (Open one arm at “Black” and the other arm at “Dapples”)

Coach and six-a little horses. (Make a happy face with big arm shrugging)

Hush a bye, don’t you cry, (Make a “shh” motion)

Go to sleepy, little baby. (Make a sleeping motion starting from second beat of “Go” that has dotted quarter)

* 1. As the teacher shows the picture of pretty little horses on the screen, the teacher will ask them what words such as “Bays”, “Dapples”, and “Coach a six- a little horses” mean.
  2. The teacher will sing the song again and ask them to listen to the two colors teacher say sings in the song. ANSWER: Black and grays.
  3. Then the teacher will break the 4 phrases into 8 and have the students echo them. As they echo, the students will do the motions as well. The teacher will reinforce the idea of dotted quarter sixteenth note. The teacher will emphasize that the song is lullaby and will sing very gently and calm.
  4. The teacher will show the powerpoint with the rhythm of the song. However, the teacher will have wrong rhythm on purpose. Instead of dotted quarter eighth note, the teacher will have two quarter notes on all places with that rhythm.
  5. The teacher will say, “Boys and girls, I think I have the rhythm of the song on the board here with me. Let’s sing together to the rhythm of the board and check with me if the rhythm I put up is right.” As they sing, they will sing the wrong rhythm at the dotted quarter eighth notes.
  6. The teacher will ask what the wrong rhythms are. The teacher will have students sing again with motions the way they sing it and see where the rhythm seems to be different. The teacher will give a hint that there are three places that seems to be wrong.
  7. The students will fix the rhythm with the teacher’s guidance.
  8. Then the students will sing through the whole song with movements as the teacher accompanies.

1. Singing game
   1. “Boys and girls, listen to the song and do what it says!” As the teacher sings the song “Oliver Twist”, the students will do what the teacher does.

Oliver Twist, you can’t do this, So what’s the use of trying

Touch your knees, Touch your toes, Clap your hands and around you go.

* 1. Teacher will teach the song through echoing by smaller phrases and then bigger phrases.
  2. The game is played in a circle, which the students should already be in. The teacher will ask for volunteer or the teacher will go in the middle of the circle. For the first line of the song, the student/teacher in the middle will make a motion that everyone else will follow. Then, the students will do what the song says to do for the second line. On the word “Around you go”, center person chooses another player to be in the middle.

1. Singing and movement game
   1. “Bow Wow wow”

Bow Wow Wow (clap 3 times)

Who’s dog art thou (point with finger outward)

Little Tommy Tucker’s dog (rotate half a circle with partner holding hands)

Bow Wow Wow (clap 3 times)

(jump and turn around to face new partner!)

* 1. The teacher will sing the song first. The teacher will teach the song by rote.
     1. The teacher will ask the students to listen for who’s dong the teacher is singing about.
     2. The teacher will also be doing the motions along with the song and will ask the students to do the motions as well.
     3. Then the teacher will ask the students to listen for how man
     4. Then the teacher will ask the students to listen for how many times the teacher says “Bow Wow Wow”.
     5. Then the teacher will have the students echo back phrase by phrase broken in to two phrases. Then the teacher will have students listen longer and echo back the whole song.
  2. When the students know the song, the teacher will have students stand and make a circle by grabbing each other’s hand.
  3. The motions they did with earlier will be transferred in here with partner. The teacher will assign them to face partners as the teacher helps them to partner up.
  4. The teacher will have a partner and will demonstrate what they will do. First they will just do the motions except rotating around.
  5. Then they will add in the rotating around motion after the teacher models how it will look like.
  6. Then the teacher will add in the jumping to turn around to face new partner.
  7. The students will do this with new partner every time for as many repetitions as the teacher desires.

1. Listening song with movement:
   1. The teacher will play the recording of “Going to the Zoo” as the teacher and students does the motions together.
   2. The students will participate with the song and move with their own interpretations of how animals move.
2. Closing
   1. “Clap Your Hands”
      1. The teacher will sing to the parents and students the song while doing the motions that corresponds to the song.
      2. (Clap your hands, touch your nose, wave goodbye)

Assessment: informal assessment will take place through observation and listening.

*Preschool Lesson Song/ Rhyme Material*

1. “Going to the Zoo” by Tom Paxton, ScholasticInc, 2009.

2. “All the Pretty Little Horses” arranged by Joyce Eiler, Shawnee Press, Inc. Nashville, TN.

3. “Clap Your Hands” from *American Folk Songs for Children* (collected by Ruth Crawford Seeger), Oak Publications (page 86).