Yeji Yoon

E231

The Old Gray Cat

1. Grade level = 2nd grader
2. Musical Learning objectives =
   1. The students will be able to sing the “The Old Gray Cat” on pitch while demonstrating dynamics of the loudness and softness. (NS1)
   2. The students will be able to connect the song outside the music class, especially with their house pets. (NS8)
   3. Students will listen to each other sing and analyze if it was sung in the right character. (NS 6)
3. Materials =
   1. Floor space
   2. Board
   3. Lyric of the song “The Old Gray Cat”
   4. “The Old Gray Cat” song
4. Procedure
   1. Before the class, teacher will have the lyrics up on the board.
   2. Teacher will have the lyrics of the song “The Old Gray Cat” already on the board.
   3. Teacher will ask the students, “Who has a pet in their house? Raise your hand high.”
   4. Students will raise their hand
   5. Teacher will ask, “Who has dogs in their house? Cats?”
   6. Students will raise their hands.
   7. Teacher will say, “Well, I have a cat in my house and it is a Old Gray Cat. What kind of cat do I have?”
   8. Students will say “Old Gray Cat”
   9. Teacher will sing the Old Gray Cat song while doing the motion of cat and rat depending on the lyric. Teacher will act out sleeping, creeping, nibbling walking, creeping, and scampering. Teacher will also make sure the dynamic is clear. First, teacher will start out very soft with scrunched back to show students that teacher is singing very quietly. Then, in each verse, there will be an increase of dynamics.
   10. Teacher will have students follow while teacher is singing.
   11. Then, teacher will sing a phrase and have students copy me.
   12. Teacher will continue to sing phrases and have students echo until verse 6.
   13. When the students know the song, teacher will divide the class in half. Half of the class will sing the mouse verses and half the class will sing the cat verses. Teacher will enforce the dynamics and motions on students.
   14. Switch parts and sing again with better dynamics and motions as well.
   15. Teacher will ask, “Were the cats singing like a cat?” to mice. Teacher will ask, “Were the mice singing like a mouse?” to cats. Teacher will have students listen to each other and make sure that they were singing in the right character.
5. Assessments
   1. Teacher will observe the students singing the “Old Gray Cat” showing dynamic contrasts in the song.
   2. Teacher will observe the students make connection with their own pets to the song or if they students apply the song to the cats outside the classroom.
   3. Teacher will observe the students listening to each other and observing if they were singing in the right characters.
6. HOTS and AVK engagement
   1. Students will analyze the song to describe the dynamic level. Students will evaluate dynamic levels in the song to make sure that they sing according to the right dynamics.
   2. Students hear loud and soft, students see teacher’s gestures when the song is loud and soft, students sing loudly and softly matching teacher’s gestures and song’s dynamics.
   3. Students will also motion the verbs of the song to make sure they are singing and motioning.
7. Accomodations for students with disabilities
   1. If I have a blind student in the class, I will have a volunteer student help the blind student know what kind of hand gestures the class is doing.
   2. If I have a student with autism, I will teach the student only emphasizing on the motion rather than the song. I will have the student enjoy doing the motion with the rest of the class even if the student doesn’t have the song down.
8. Integrated Arts Extention
   1. I can relate loudly-softly to the physics of frequencies and wavelengths.
   2. I can relate making sure it was sung in the right character with plays and dramas. Actors have to be in the right character to produce a good movie or a play.