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E552 Early Childhood Lesson Plan

October 17, 2013

Preschool lesson plan

Musical Goals:

1. Moving purposefully to songs, chants, and listening examples
2. Developing the singing voice
3. Active musical participation
4. Listening to different instrumental/vocal timbres in music
5. Exploring types of voice such as speaking, whispering, shouting, and singing.

Materials: Various instruments set up in classrooms for exploration, Microphone, Slide Whistle, “Rain, Rain, Go Away” by Caroline Jayne Church, CD *First Steps in Music: Keeping the Beat with the Classics,*

Note: A period on instrument exploration (children playing multiple instruments together) will precede the lesson.

1. Opening
	1. Students will be exploring the room and as teacher plays the slide whistle to grab students’ attention, the teacher will ask them to clean up and to come form a circle in the middle.
	2. Echo time
		1. The teacher will continue to make noises with “slide whistle” that is descending. Students and parents will echo.
		2. The teacher will create 4 beat pattern with syllables such as “bah”, “pah”, or even sounds such as hissing sound. Parents and students will echo.
2. Vocal Exploration
	1. “Rain Rain, Go away. Come again another day”
	2. The teacher will read the children book of “Rain,Rain, Go Away”.
	3. The teacher will tell the students that the rain did NOT go away! That perhaps rain will go away if they whisper it. The teacher will have students echo in whispering voice.
	4. The teacher will have them echo in variety of voices such as whispering, shouting, high, low, and singing.
3. Movement with song
	1. “I hear thunder”
		1. “I hear thunder, I hear thunder, (Drum feet on the floor.)
		Hark, don't you, hark, don't you? (Pretend to listen.)
		Pitter-patter raindrops, (Flutter your fingers for raindrops.)
		Pitter-patter raindrops,
		I'm wet through, (Shake your body vigorously.)
		So are you! (Point to your child.)”
		2. The teacher will sing the “I hear thunder” to the tune of “Frère Jacques” as he/she performs the motions.
		3. The teacher will have parents perform it together with their own children.
		4. The students may or may not do them with their parents.
		5. It may go faster or slower.
4. Movement with listening
	1. “Viennesee Musical Clock” from *Hary Janos, suite from the opera for orchestra* from CD, *First Steps in Music: Keeping the Beat.*
	2. The teacher will have students “Do what I Do”.
		1. While the music is playing, the teacher will have movements that correspond with the music in terms of style and different sections of the song.
	3. The teacher will ask students to describe the song with words. Then, the teacher will ask students to describe how music is with their body poses or walk in the style that corresponds with music.
5. Echoing song
	1. “Oh my aunt came back”

Oh, my aunt came back, (oh, my aunt came back,)

from Timbuktu, (from Timbuktu.)

She brought with her, (she brought with her,)

a wooden shoe, (a wooden shoe.) *Tap one feet to the beat*

Oh, my aunt came back, (oh, my aunt came back,)

from old Japan, (from old Japan.)

She brought with her, (she brought with her,)

a waving fan, (a waving fan.) *wave one hand like a fan*

Oh, my aunt came back, (oh, my aunt came back,)

from old Algiers, (from old Algiers.)

She brought with her, (she brought with her,)

a pair of shears, (a pair of shears.) *pretend to have scissor on the other hand*

Oh, my aunt came back, (oh, my aunt came back,)

from Guadeloupe, (from Guadeloupe.)

She brought with her, (she brought with her,)

a hula hoop, (a hula hoop.) *rotate waist like a hula hoop*

 Oh, my aunt came back, (oh, my aunt came back,)

from the county fair, (from the county fair.)

She brought with her, (she brought with her,)

a rocking chair, (a rocking chair.) *rock body back and forth*

 Oh, my aunt came back, (oh, my aunt came back,)

from the city zoo, (from the city zoo.)

She brought with her, (she brought with her,)

a nut like you, (a nut like you.) *point to students.*

* 1. The teacher will have students echo back with all the motions.
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 the students will do this with new partner every time for as many repetition as the teacher desires.
1. 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. “Rain, Rain, Go Away” by Caroline Jayne Church, Cartwheel Books.

2. “Luna, Luna” from *Multicultural Songs, Games, and Dances*, (edited by Ruth Boshkoff and Kethy Sorensen), The Organization of American Kodaly Educators.

3. “Viennesee Musical Clock” from *Hary Janos, suite from the opera for orchestra* (from CD, *First Steps in Music: Keeping the Beat,* GIA Publications).

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