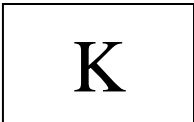


Angela Kelton, Elementary Music Kindergarten – Forgotten Dreams



| FOCUS: Concept and Skills Emphasized <small>bold/highlighted – key focus</small> | LEARNING OBJECTIVES & ESSENTIAL QUESTIONS | TERMS/VOCABULARY | INTERDISCIPLINARY CONNECTIONS |
|---|--|--|---|
| <input checked="" type="checkbox"/> Choreography/ Movement <input type="checkbox"/> Composing <input type="checkbox"/> Connections <input checked="" type="checkbox"/> Expression <input checked="" type="checkbox"/> Form <input type="checkbox"/> Harmony <input type="checkbox"/> History <input type="checkbox"/> Improvising <input type="checkbox"/> Instruments <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Literacy <input type="checkbox"/> Melody <input checked="" type="checkbox"/> Performing <input type="checkbox"/> Rhythm <input type="checkbox"/> Singing <input type="checkbox"/> Steady Beat <input type="checkbox"/> Tone Color/ Timbre <input checked="" type="checkbox"/> Vocabulary | <p>Students will be able to identify and explain the purpose of a lullaby. Students will be able to respond and move to music.</p> <p>“I can” statements:</p> <ul style="list-style-type: none"> • “I can identify a lullaby.” • “I can explain the purpose of a lullaby.” • “I can move to music.” <p>Essential Question: “How do people respond to music?”</p> | <p>lullaby loud/soft movement</p> | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Language Arts (extension activity) <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Visual Arts <input type="checkbox"/> PE <input type="checkbox"/> Technology |
| MATERIALS | TECHNOLOGY INTEGRATION | CLASSROOM STRATEGIES | ASSESSMENT |
| <p>Songs: <i>Forgotten Dreams</i></p> <p>Instruments:</p> <p>Books: <i>Fly Blanky Fly</i></p> <p>Videos:</p> <p>Web Content:</p> <p>Other: scarves, creative movement guide</p> | <input checked="" type="checkbox"/> iPod/Stereo <input type="checkbox"/> Projector Presentation <input type="checkbox"/> Smart Board <input type="checkbox"/> Document Camera <input type="checkbox"/> Animated Listening Map <input type="checkbox"/> Recording Device <input type="checkbox"/> Computer Centers <input type="checkbox"/> iPads <input type="checkbox"/> Other: | <input checked="" type="checkbox"/> Whole Group Activity/Ensemble <input type="checkbox"/> Small Group Activity <input type="checkbox"/> Partner Work <input type="checkbox"/> Centers <input type="checkbox"/> Reading/Writing Activity <input type="checkbox"/> Technology <input type="checkbox"/> Kagan <input type="checkbox"/> Other: | <input checked="" type="checkbox"/> Performance <input checked="" type="checkbox"/> Participation <input type="checkbox"/> Oral Response <input type="checkbox"/> Rubric <input type="checkbox"/> Test <input type="checkbox"/> Written Work <input type="checkbox"/> Other: |
| STANDARDS (MO Music GLE’s) <small>bold/highlighted – key focus</small> | | | |
| <input type="checkbox"/> Product Performance – Singing <input type="checkbox"/> Use singing, speaking, whispering and shouting voices <input type="checkbox"/> Perform a varied repertoire of songs <input type="checkbox"/> Perform in groups following the cues of the conductor <input type="checkbox"/> Product Performing – Playing <input type="checkbox"/> Perform using two dynamic levels – soft and loud <input type="checkbox"/> Echoes simple rhythms (long and short sounds) <input type="checkbox"/> Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles <input type="checkbox"/> Echo short rhythmic patterns on rhythm instruments and/or body percussion <input type="checkbox"/> Perform in groups following cues of the conductor <input type="checkbox"/> Elements of Music <input type="checkbox"/> Read icons for long and short sounds and silence in duple meter | | <input checked="" type="checkbox"/> Artistic Perceptions <input type="checkbox"/> Distinguish between same and different <input checked="" type="checkbox"/> Respond and move to aural examples of music <input type="checkbox"/> Differentiate between nature, man-made, and animal sounds <input type="checkbox"/> Differentiate between various vocal productions (singing, whispering, shouting, speaking) <input type="checkbox"/> Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements (appropriate singing voice, loud/soft, steady beat, posture/stage presence) <input checked="" type="checkbox"/> Use prerequisite music terms to describe their personal response to a musical example (feelings) <input type="checkbox"/> Interdisciplinary Connections <input type="checkbox"/> Use terms such as plain or fancy, same or different, bright or dark, in music class and art class <input checked="" type="checkbox"/> Historical and Cultural Contexts <input checked="" type="checkbox"/> Identify characteristics of teacher-selected genres or styles (lullabies, marches, nursery rhymes/chants) <input checked="" type="checkbox"/> Describe how elements of music are used in teacher-selected examples (lullabies, marches, nursery rhymes/chants) <input checked="" type="checkbox"/> Describe the function of music in various settings and cultural events (lullabies, marches, nursery rhymes/chants) <input checked="" type="checkbox"/> Identify and demonstrate appropriate listening behavior during a classroom or outside Performance <input type="checkbox"/> Identify responsibilities of a music leader and group participants in a classroom setting | |

LESSON OUTLINE

- *Forgotten Dreams*
 - Start with students sitting.
 - Ask students “What is a lullaby?” “What is the job of a lullaby?” (This should be review.)
 - Listen to recording of *Forgotten Dreams*.
 - Ask students “How does this music make you feel? What does it make you think of?”
 - Paraphrase story from Creative Movement Guide. Tell students to imagine holding a blanket in their hands. Model movements in order and have students practice (still sitting).
 - Perform movements with music (still sitting).
 - Go over routines for scarves and pass them out.
 - Students stand scattered around the room. Model movements and have students practice.
 - Perform movements with music.
 - If time, have students repeat performance with less direction (at this point some students will be able to remember when to change movements by listening to the musical phrasing).
- Extension: *Fly Blanky Fly* by Anne Margaret Lewis
 - Read book. Discuss action words in book.
 - Ask students “How could you make your blanky fly?” “How could you make your blanky zoom?” etc.
 - Have students explore ways to move their scarves to match the movement words in the book.
 - Re-read book, students moving their scarves to match each page.