

Music lessons

Grade 1 - Lesson 11 (November Week 3)

Save paper and ink! Just read the PDF and don't print it.
All the instructions are given in the module on
www.musicplayonline.com.

Concepts: beat, create, dynamics, form, brass family, movement, rhythm, m s, unpitched

Objectives:

- I can sing and move to music
- I can sing and draw melodic patterns (s m)
- I can describe call and response form

Songs/Activities:

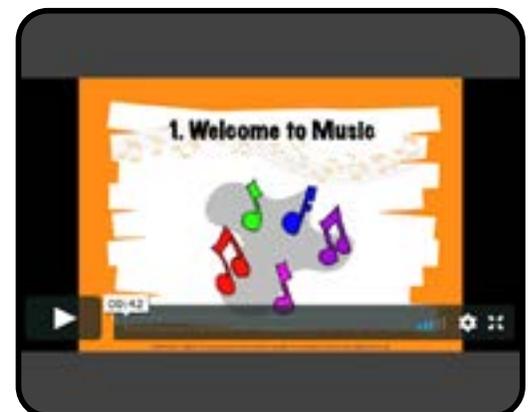
Note: Thanksgiving Options for USA schools are at the end of the lesson.

- Sing the echoes for "Welcome to Music"
- Play a game with song #37. Lucy Locket
- - Interactive Rhythm Activities, create a new word rhythm
- #39. The Other Day (call-response)
- #40. The Bear Went Over the Mountain, dramatize moving in place
- Listen Kit 1: #32, Galliard Battaglia loud-soft (call-response)
- Thanksgiving options: #21 I'm Thankful #23 I Like Turkey #25 Five Fat Turkeys

Teaching Procedure

Activity #1: Sing the echoes to "Welcome to Music"

Sing the echoes to "Welcome to Music"



Activity #2: Echo so-mi-la patterns

Echo so-mi-la patterns



Activity #3: Watch the note highlights video for "Lucy Locket"

Watch the note highlights video for "Lucy Locket"



Activity #4: Watch the kids demo video to see how the game is played

Watch the kids demo video to see how the game is played.

Adapt for Zoom: choose one child to be "Lucy" or "Louie." Sing the song, The child is going to speed-walk in and out of camera view. The children who are watching count how many times the child appeared on screen.

Adapt for in-person: If you can go outside, play this as a race game. Line the students up, sing/say the song and they race to a finish line. Some teachers have reported using pool noodles to tag with when playing chase games. If you have a way to disinfect them, or 5-6 pool noodles this may work for you.



Activity #5: Name the solfa notes in the song, "Lucy Locket"

Name the solfa notes in the song, "Lucy Locket"

[Launch Interactive](#)

Activity #6: One sound or two? Figure out the rhythm of the song, "Lucy Locket"

One sound or two? Figure out the rhythm of the song, "Lucy Locket"

The first activity uses icons.

The next activity uses quarter and eighth notes so you can

[Launch Interactive](#)

Activity #7: Create a B section for "Lucy Locket" with word rhythms using the words penny and dime

Create a B section for "Lucy Locket" with word rhythms using the words penny and dime

use the interactive to model how to create a word rhythm composition.

Students can do this on devices, or you can give them printed manipulatives as shown in the next activity.

[Launch Interactive](#)

Activity #8: Create a B section for “Lucy Locket” with word rhythms using the words penny and dime

Create a B section for “Lucy Locket” with word rhythms using the words penny and dime

If you have a printer, print the cards. They are in Supporting Resources.

If you don't have a printer, fold a piece of paper in 1/2, then 1/2 again, then 1/2 again to make 8 squares. Then print the words penny on 4 squares and dime on 4 squares.

Students cut the 8 cards out, and make patterns with them.

For example:

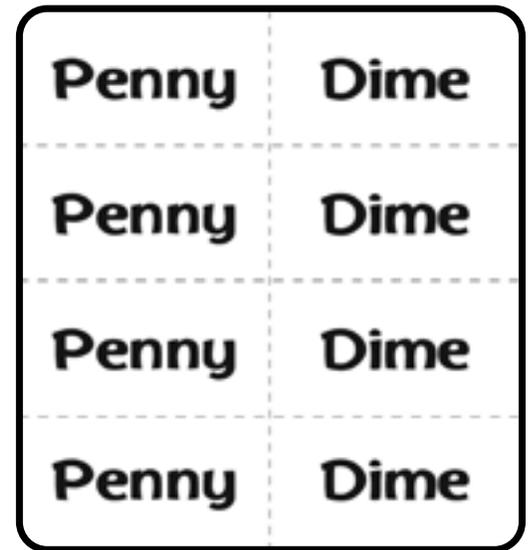
Penny Penny Penny Dime

Dime Penny Dime Dime

Play the rhythm of the words on an instrument.

Sing the song as your A section - then the rhythm as a B section.

Decide on your final form and perform.



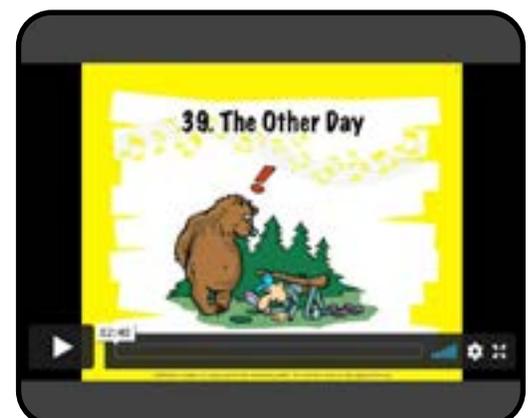
Activity #9: Sing a call-response song #39, “The Other Day”

Sing a call-response song #39, “The Other Day”

In music, a call and response is a succession of two distinct phrases usually written in different parts of the music, where the second phrase is heard as a direct commentary on or in response to the first.

Tell the students that when there is an echo, this is a form of call and response.

In person, listen to the song or leave it out.



Activity #10: Listen to “Galliard Bataglia”

Listen to “Galliard Bataglia”

This is an example of call and response in an instrumental piece.

Use the pointer finger on one hand to show the “call.”

Use the fingers on your other hand to show the “response.”



Activity #11: Optional: Create movement and dramatize song #40 “The Bear Went Over the Mountain”

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Decide as a class how the bear might move to get to the top of the mountain.

Zoom: Sing and dramatize how the bear gets to the top of the mountain, and looks around.

He might walk, crawl, stomp, run, tip-toe - explore lots of ways!

In-person: listen to the recording and dramatize how the bear gets to the top of the mountain, and looks around.

He might walk, crawl, stomp, run, tip-toe - explore lots of ways!



Activity #12: Thanksgiving Options: #21 "I'm Thankful"

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Activity #13: Thanksgiving Option: #23 "I Like Turkey" chase game

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Activity #14: Thanksgiving Option: Kids demo of #23 "I Like Turkey"

Thanksgiving Option: Kids demo of #23 "I Like Turkey"



Activity #15: Thanksgiving Option: #25 "Five Fat Turkeys"

Thanksgiving Option: #25 "Five Fat Turkeys"

Play the game or create accompaniment with rhythm instruments.

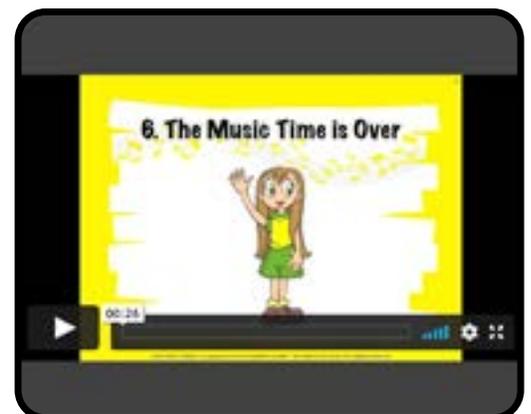
Adapt for Zoom: Choose one child to be the cook. The cook hides his eyes. The teacher chooses 5 kids and pretends to give them feathers. Sing the song. The cook tries to guess which children are the turkeys. Play again with a new cook. Keep track of which cook gets the most right. That cook is the winner.

Adapt for in-person: Choose one child to be the cook. The cook hides his eyes. The teacher chooses 5 kids and pretends to give them feathers. Listen to the song. The cook tries to guess which children are the turkeys. Play again with a new cook. Keep track of which cook gets the most right. That cook is the winner.



Activity #16: Sing, "The Music Time is Over"

Sing, "The Music Time is Over"



Teacher's Notes: