

# Music lessons

## Grade 1 - Lesson 21 (February Week 2)

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](http://www.musicplayonline.com).

**Concepts:** articulation, beat, classroom instruments, movement, rhythm, solfa, timbre of instruments

### Objectives:

- I can sing and move to music.
- I can play instruments.
- I can read rhythm and melody patterns.

### Songs/Activities:

- Sing the echoes in "Welcome to Music"
- Echo Valentine Bobo
- Keep the beat: #36 "Gigue"
- Learn #68 "I Like You" - adapt singing game
- Learn #7 "Aikendrum" - play unpitched instruments, sort into families
- Listen Kit 1 #11 "Kangaroos" - watch, dramatize, use to teach smooth or separated?
- Review as Time Permits: #60 "Tommy Tiddlemouse" - guessing game #65 "Michael Row" - sing and learn about spirituals #66 "Rig a Jig Jig" - singing game #64 "Un Deux Trois" - movement activity

## Teaching Procedure

### Activity #1: Clap the Rhythms in "Welcome to Music"

Clap the Rhythms in "Welcome to Music"



## Activity #2: Body Percussion Fun!

Do the body percussion as shown in the video.

Teachers: If the video is too fast, slow it down with the gear wheel tool.



## Activity #3: Watch the lyrics video for #68 "I Like You" (Valentine option)

Watch the video to learn the words to the song.

This is the Valentine version.

If you have students who do not celebrate Valentine's Day, use the next video.



## Activity #4: OR - Watch the lyrics video for #68 "I Like You" (friend option)

Watch the video to learn the "friends" version of the song.



## Activity #5: Watch the kids demo for #68 "I Like You"

Watch the video.

Zoom or in-person adaptation:

Choose a student and invite a few of the other children to unmute and tell why they like the chosen student.

All sing to that student, doing the movements as shown in the video.

In person use the recording instead of singing, and do the movements only.



## Activity #6: Create an ostinato with ideas from the song

Create an ostinato with ideas from the song.

For example: Will you be my friend. (ta ta ti-ti ta). or  
Will you be my valentine? (ti-ti, ti-ti, ti-ti, ta)

Decide how to perform the ostinato. You could use  
body percussion, found sounds or instruments.

Zoom: Divide the class into 2 groups. One group will  
perform the ostinato, and the other sing the song.

In Person: Play the recording. (if not allowed to sing)  
and have the students perform the ostinato with the  
recording on instruments or body percussion. If the  
recording is too fast, use the gear wheel tool to slow  
it down.



## Activity #7: Have students find something to use for sticks, drums and shakers

Have students find something to use for sticks,  
drums and shakers.  
(the song calls for triangles, but substitute shakers)

sticks = wooden spoons or a pair of roasting sticks  
drums = ice cream bucket, large bowl or cardboard  
box  
shakers = fill a small container with rice or macaroni



## Review #8: Sing and play along with #7 "Aikendrum"

Sing the song and play instruments during the in-  
strument verses.

sticks  
drums  
triangles - substitute shakers

Create actions to go with the other verses of the  
song.

Invite the children to make new verses.  
For example: His toes were made of ice-cream...  
His knees were made of chocolate...  
His arms were made of ribs...



## **Activity #9:** Have the class make a Big Book of the Aikendrum song

Have the class make a Big Book of the Aikendrum song by having each child illustrate one page.

If the students have created their own verses, have them illustrate their own verses.

The Big Book template can be found in Supporting Resources above.



## **Activity #10:** Watch the Kangaroo video

-watch the video



## **Activity #11:** Act out a Mama kangaroo looking for her baby

- dramatize



## **Activity #12:** Review as time permits: #60 "Tommy Tiddlemouse"

Watch the kids play the game.

To play on Zoom: Choose a guesser who hides eyes. Choose another student to be Tommy Tiddlemouse. Tommy Tiddlemouse sings, "Who Am I?" alone at the end of the song.

The guesser gets 3 tries to guess who sang alone.

In-person: play the recording instead of singing. The child who is Tommy Tiddlemouse will say, "Who Am I?" instead of singing.



## **Review #13:** Review as time permits: #65 "Michael Row"

Listen to verse 1 on the video.

Play the video again and sing along.

Zoom: sing along

in-person: listen to the song, then discuss how music is used in different ways by people all over the world.



## **Activity #14:** Review as time permits: #66 "Rig a Jig Jig"

Watch the kids on the video.

Think about ways you could adapt the game for zoom or in-person.

Zoom: Everyone be "partners" with the teacher.

in-person: play the recording and do the movements



## **Activity #15:** Review as time permits: "Un Deux Trois"

Watch the movement that the kids do.

Adapt for Zoom: Find something to use for rhythm sticks - 2 spoons will work.

Have students take 7 steps forward, then 7 steps backward.

Instead of the claps, click sticks 1-2-3, 1-2-3,

Then turn in their own circle for 8 beats.

(Repeat sticks and turn)

Adapt the same way for in-person.



## **Activity #16:** Sing the echoes in "The Music Time is Over"

Sing, "The Music Time is Over"



**Teacher's Notes:**