**Mrs. Fink – Elementary Music Lesson Plans – Cycle 7: October 20-October 27**

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| **Class** | **Objective** | **Concepts** | **Notes** |
| Preschool | (note: skipped Oct week 2)  TSW… sing/move “The Farmer in the Dell,” move/listen to “Barnyard Dance,” speak/play “Clap Your First Name” for assessment, speak/move “With My Little Broom,” sing/play/move/listen to “We Are Scary Skeletons,” sing “What Will You Be on Halloween” if time permits (not Hostetler’s class) | “The Farmer in the Dell” (pulse, repertoire, dramatic play)  “Barnyard Dance” (pulse, dramatic play)  “Clap Your First Name” (Assessment #1, long/short)  “With My Little Broom” (phrase)  “Peter, Peter, Pumpkin Eater” (pulse, prepare SM, unpitched percussion technique)  “We Are Scary Skeletons” (pulse, time/space/shape/force  “What Will You Be on Halloween” (prepare SM) | **Materials:** BX, book (Barnyard Dance by Sandra Boynton), recording (Hoe-Down from Rodeo by Aaron Copland), rhythm sticks, tambourine, maracas, cowbell, wood block, hand drum, piano, orange ball |
| Kindergarten | \*See above\*  **Extra F Day Class:** Review past songs and play “Doggie Doggie” | \*See above\* | \*See above\* |
| Grade 1 | TSW… move/listen to “In the Hall of the Mountain King,” sing/move/speak/play “Big Black Cats,” sing/play “Eency Weency Spider,” label “ti-ti,” sing/play “What Will You Be?” | “Mountain King” (pulse, phrase)- pg 23  “Big Black Cats” (ta/rest)- pg 17  “Eency Weency Spider” (up/down, vocal repertoire)- pg 18  “Label ti-ti” (label ti-ti)- pg 20  “What Will You Be?” (mallet technique: chord bordun)- pg 24 | **Materials:** recording (*In the Hall of the Mountain King* by Edward Grieg), BX, 4 wood blocks,  AX-2, 4 pieces 9x18 construction paper, Big Black Cats chart, barred instruments |
| Grade 2 | TSW… speak “Three Little Muffins,” notate SML, sing/speak “Must Be Halloween,” and move/listen to “Funeral March of a Marionette” | Rhythmic reading (barred VS separated eighth notes) | **Materials:** |
| Grade 3 | **TSW…** review major pentatonic cards, notate SLMRD, speak/play “Double Trouble,” notate whole rest, distinguish between major and minor tonalities, and speak/sing/move/play “Shake Dem Halloween Bones” | Cards (SLMRD)  Notation (SLMRD)  “Double Trouble” (pulse)  “Label Whole Rest” (half rest, whole rest)  Major and Minor (distinguish between M and m)  “Shake Dem Halloween Bones” (crossover bordun) | **Materials:** major cards, written assessment, pencils, half/whole rest visuals, piano, recordings, board, marker, barred instruments |
| Grade 4 | TSW… begin learning “Peace in my Heart,” review Ragtime, DNP, Ding Dong, and A Winter Wish | “Ragtime Holiday”  (3 part singing, score reading, contour)  “Dona Nobis Pacem” (Latin diction, canon/round, repertoire)  “Peace in my Heart” (canon/round, 3 part singing)  “Ding Dong Merrily On High” (canon/round, repertoire, melisma)  “A Winter Wish” (2-part singing) | **Materials:** holiday music folders, pencils, highlighters, piano, recordings |
| Grade 5 | See above | See above | See above |
| Elementary Band | TSW… play selections from their red lesson books | Whole note, quarter note, half note, whole rest, half rest, quarter rest | **Materials:** instruments, red books, pencils |
| Adapted Music | TSW… keep a steady beat on a drum, keep a steady beat with boomwhackers, experience sound VS no sound, and continue watching Seussical the Musical | Steady beat, sound VS no sound, musical genre | **Materials:** djembe drums, Boomwhackers, ball, musical selections from YouTube, video |