

*The goal of music for all students, (including those with exceptionalities) is to educate them to be sensitive to music, knowledgeable about it, and somewhat skilled in its performance.*

**Objectives: The students will be able to:**

1. Copy body motions demonstrated by the instructor.
2. Sing short melodies alone.
3. Demonstrate high and low with their voice.
3. Move with awareness of hands and feet.
4. Demonstrate big/low, small/high with body motions.

**Assessment: Specifically, how will you know?**

1. Informal visual observation.
2. “No More Pie” – Song with microphone
3. Informal Observation.
3. Movement Exploration - Glue
4. Grandma’s Glasses - Song

**Standards met (Indiana State Standards or National Core Arts Standards):**

Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.

- Apply gross and fine motor movement to show upward and downward melodies.

Anchor Standard 7: Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.

- Sing independently and in groups using head voice and appropriate posture, with accurate pitch and rhythm.
- Sing simple songs with expressive qualities, varied tonalities, and meters.

**Materials:** “The Puppets” Feierabend story card, ‘Largo’ the sock puppet, toy key.

**Procedures: (Add additional activities as necessary)**

*Musical activities: singing, playing, moving, listening, creating, rhythmic practice, pitch/melodic practice, expressive elements, etc..*

Activity/Music	Procedure	Purpose
<p><b><u>Anticipation Set</u></b>  <b><u>Opening</u></b>  <b><u>Activity</u></b></p>	<p>T: <i>The students who come in the quietest and sit on their dot criss-cross applesauce will get to play a game today, and maybe Largo will come out for a visit!</i></p> <p>Demonstrate ‘Brain Dance’ moves, students copy.</p> <p>1. Rock body back and forth, side to side.</p> <ul style="list-style-type: none"> <li>○ Bend over, roll up.</li> <li>○ Move hands in figure eights</li> <li>○ Do the wave (Colin Mochrie)</li> <li>○ Swim/backstroke</li> <li>○ Hug a tree and high knees</li> <li>○ Add toe taps, heel taps, and criss-cross.</li> </ul> <p>T: Sit down (ASL symbol or verbal)</p>	<p>Warm-up for the body and brain.</p>

<p><b>1. Pitch exploration story</b></p>	<p>T: Make two puppet shapes with hands. Read “The Puppets” card. S: ‘Good morning’ in a high voice, ‘Hello’ in a low voice.</p>	
<p><b>Transition</b></p>	<p>Show fake microphone to students.</p>	
<p><b>2. ‘No More Pie’- with student leader.</b></p>	<p>T: <i>Raise your hand if you tried singing No More Pie at home. Did you teach it to anyone?</i>  T: <i>I would love to choose one student be the leader of No More Pie today. You will be the leader, and we will be the echo.</i></p>	<p>Singing assessment</p>
<p><b>Transition</b></p>	<p>T: Begin singing “I Have Lost My Closet Key”, and motion for students to join in.</p>	
<p><b>3. “I Have Lost My Closet Key”- Game</b></p>	<p>T: Sings “two new things” – ‘I don’t have your closet key’, OR, ‘Yes I have your closet key’.  Lead students ‘follow the leader’ style around the room, one row at a time, until they are in a circle. “If you talk – you will have to sit out of the circle.”  One student goes out into the hallway to wait, then another student is chosen to hide the key in their hands. Every student in the circle puts their hands in their lap. The student in the hallway is brought back in and has three chances to ‘find’ the key by singing “Do you have my closet key?” to students in the circle. The student sings the appropriate response depending on whether or not they have the key.  Play 3 or 4 rounds depending on time.</p>	<p>Reviewing song with a game.</p>
<p><b>Transition</b></p>	<p>T: <i>“If you tiptoe back to your spot, maybe Largo will come out to look for you...”</i></p>	
<p><b>4. Arioso</b></p>	<p>Bring out Largo and greet the class: Sing (simple) questions to students for about 3 minutes.  How are you today? What’s your favorite color, food, animal? What color are your shoes, shirt, eyes, hair?</p>	
<p><b>Transition</b></p>	<p>T: <i>“Can we say goodbye to Largo?”</i></p>	

<p><b>5.Movement exploration: glue</b></p>	<p>T: <i>This special glue keeps us quiet.</i></p> <p>T: <i>Glue one foot to the floor! And the rest of your body may move! Freeze!</i></p> <p>Give students several seconds to demonstrate each motion before giving the next prompt.</p> <p><i>Two feet</i>  <i>One hand</i>  <i>Two hands</i>  <i>Two hands, one foot. Freeze!</i></p> <p>T: Final challenge- your stomach is glued to the ground!</p>	<p>Laban movement</p>
<p><b>Transition</b></p>	<p>T: <i>Glue your bottom to your dot.</i></p> <p>T: Sit and make glasses shape with hands.</p>	
<p><b>6. Grandma's Glasses</b></p>	<p>T: <i>Repeat after me, please.</i>  Grandma's Glasses</p> <p>*Repeat once through, students echoing*</p>	