

**Lesson plan**

**\*Name: Ashley Maeshiro**

**\*Date, Time: 9/23-25/20**

**\*Ensemble: Mililani-Ike: Grade K**

**\*Central Focus: Steady beat**

**\*Standards:**

**MU:Cr1.1.Ka** With guidance, explore and experience music concepts (such as beat and melodic contour)

**\*Objectives/Outcomes** – relate to the standards:

Students will be able to (no more than 5):

1. Pat a steady beat while singing a song.
2. Echo song/chant lyrics/words in songs/chants.

**\*Procedures:**

<b>Time</b>	<b>Activity</b>	<b>Procedures</b>	<b>Instructional resources and materials</b>
<b>5 min.</b>	<b>Charlie Over the Ocean</b> <b>(Review)</b>	<i>Focus: Echo</i> <ol style="list-style-type: none"><li>1. Explain: “In this song we practice echoing. I sing first, then you echo after me”<ol style="list-style-type: none"><li>a. Have students pat the steady beat while singing</li></ol></li><li>2. Change “big fish” to another animal on slide<ol style="list-style-type: none"><li>a. Sing the song - teacher first, students echo</li></ol></li><li>3. Live: Ask a for a student volunteer to choose another animal<ol style="list-style-type: none"><li>a. Replace “Charlie” with student’s name and change animal to</li></ol></li></ol>	<b>Smartboard File</b> <b>Webex</b>

		<p>student's choice</p> <p>b. (for asynchronous video teacher just change animal)</p> <p>c. Repeat 4-5 times</p> <p><u>Can you turn off the video but at least hear them singing? Hard to tell whether they really got it.</u></p> <p><u>The pacing is too fast, you need to pause in between. In real Zoom, the students do not really come in right away. It takes at least 5 seconds for them to respond.</u></p>	
5 min.	<p><b>My Mother Baked a Cake</b></p> <p><b>(Review)</b></p>	<p><u>Focus: steady beat</u></p> <ol style="list-style-type: none"> <li>1. Have students pat steady beat while teacher says the chant</li> <li>2. Explain: "Remember, the steady beat is like your heart beat, it's a pulse that you feel in music that stays the same throughout a song or chant."</li> <li>3. Explain: "We are going to practice clapping and counting to a steady beat by counting our eggs. Eggs usually come in a carton of 12 or a dozen, so we can practice counting up to 12. <ol style="list-style-type: none"> <li>a. Demonstrate counting and clapping to steady beat</li> <li>b. Demonstrate a bad example: go faster and slower - explain why that is not a steady beat (not the same speed the whole time)</li> </ol> </li> <li>4. Explain: We're going to pat the steady beat during the chant, but when we get to the end, we are going to clap or use a shaker (beads inside to make sound) to count the eggs. <ol style="list-style-type: none"> <li>a. Demonstrate with shaker</li> </ol> </li> <li>5. Demonstrate the song with the eggs at the end</li> <li>6. Have students do activity a few times together <ol style="list-style-type: none"> <li>a. Live: ask different students how many eggs they want to use</li> </ol> </li> </ol>	<p><b>Smartboard File</b></p> <p><b>Webex</b></p>
6 min.	<p><b>Johnny Works</b></p>	<p><u>Focus: Steady Beat</u></p>	<p><b>Smartboard File</b></p>

	<p><b>With One Hammer</b> <b>(Review)</b></p>	<ol style="list-style-type: none"> <li>1. Review body motions with students <ol style="list-style-type: none"> <li>a. 1 hammer - 1 hand</li> <li>b. 2 hammers - 2 hand</li> <li>c. 3 hammers - 2 hand, 1 foot</li> <li>d. 4 hammers - 2 hands, 2 feet</li> <li>e. 5 hammers - 2 hands, 2 feet, head</li> </ol> </li> <li>2. Have students sing song with body motions</li> <li>3. Replace body motions with instruments <ol style="list-style-type: none"> <li>a. 1 hammer: hand drum</li> <li>b. 2 hammers: jingle clogs</li> <li>c. 3 hammers: castanets</li> <li>d. 4 hammers: tone block</li> <li>e. 5 hammers: pick your favorite</li> </ol> </li> <li>4. Demonstrate each instrument/how to play it</li> <li>5. Tell students to look around their house for things they can use as instruments - bring to class if they want</li> <li>6. Demonstrate keeping the steady beat by playing one of the instruments to first verse of song</li> <li>7. Sing song and have students play their instruments <ol style="list-style-type: none"> <li>a. If students cannot find something to play on, they can do body motions</li> </ol> </li> <li>8. Review steady beat</li> </ol>	<p><b>Webex</b></p>
<p><b>5 min.</b></p>	<p><b>Garden Gate</b> <b>(New)</b></p>	<p><u>Focus: Words</u></p> <ol style="list-style-type: none"> <li>1. Teacher pat steady beat while saying chant</li> <li>2. Have students pat steady beat while teacher says chant</li> </ol> <p><u>In real Webex, the students do not come in right away. Instead of asking them to tap the beat, you might want to use motions to teach the lyrics.</u></p> <p><u>The pacing was way too fast.</u></p> <ol style="list-style-type: none"> <li>3. Teach students first line to song (same as fourth line) <ol style="list-style-type: none"> <li>a. Say first line and have students echo back (x2)</li> <li>b. Go through chant, have students</li> </ol> </li> </ol>	<p><b>Smartboard File</b> <b>Webex</b></p>

		<p>say the first and fourth line, teacher will say second and third line - still patting steady beat</p> <ol style="list-style-type: none"> <li>4. Teach students second line       <ol style="list-style-type: none"> <li>a. Say second line and have students echo back (x2)</li> <li>b. Go through chant, have students say the first, second and fourth line, teacher will say third line - still patting steady beat</li> </ol> </li> <li>5. Teach students third line       <ol style="list-style-type: none"> <li>a. Say third line and have students echo back (x2)</li> <li>b. Go through chant, have students say the whole chant while patting steady beat</li> </ol> </li> <li>6. Explain: clapping sounds/syllables per word instead of patting steady beat (challenge)       <ol style="list-style-type: none"> <li>a. Demonstrate clapping sounds/syllables while saying chant</li> <li>b. Have students clap and say chant together</li> </ol> </li> </ol>	
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There is nothing wrong with the sequence, but you need to do more to show them the lyrics. You might need to use a circle to show them the words from beat to beat.