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| Kindergarten |  | O’Hara Elementary School  Week of 4/27/15 |
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| Overview At the end of the lesson, students will have had an introduction to the euphonium, a review on a few songs/activities we have done lately, and an informal introduction to major vs minor tonality. Warm up Students will enter the room quietly and head directly to their 3-row spots immediately and wait for further instructions.  • “Keep the Beat” – Game of musical “Simon Says” with beat vs rhythm with music in the background. Music is typically a Sousa march or *Syncopated Clock* by Leroy Anderson  • “Hello Benjamin & Bernie” – vocal warm ups with sirens, intervals, and familiar words  • “Gilli-Gilli-Gilli Good Afternoon” – Routine warm up song welcoming the students to class. Sometimes done in twice. Musical Activities The core musical activities that students will be doing that will build their skills as musicians.   1. New – Euphonium Demonstration - Demonstrate the euphonium through performance. Different tempi, a patriotic song, etc. 2. Review – *Oh Mr. Sun* – Review by rote. Focus on students knowing when it’s the student part and when it’s the teacher part. 3. Review – *Head, Shoulders, Knees, and Toes* – Sing the song and play the game. 4. Review – *Little Robbin* – Review poem and preliminary rhythm reading. 5. New – *Frère Jacques/Are You Sleeping?* – Play and sing the song on piano. Teach in English by rote. 6. *Frère Jacques* cont. – Sing the song in French. Ask students if they hear a difference or not. Have students sing it in English again. 7. *Frère Jacques* cont. – Tell students to listen very carefully to the how the song is the same and different from what they just sang/learned. Play excerpt from Mahler 1, mvmt III. “What sounds the same and what sounds different? Was it higher or lower? What instruments did you hear?” |  | Materials Teacher:  Piano, Pencil, Turn Book, Music Books, iPad, Euphonium  Students:  Good Behavior, Appropriate Attitudes, Music Class Singing Voices Evaluation Formative Assessment |