

- National Standards: (Bold indicates focus for this lesson)
 - 1. Singing alone and with others, a varied repertoire of music**
 2. Performing on instruments, alone and with others, a varied repertoire of music
 3. Improvising melodies, variations, and accompaniments
 4. Composing and arrange music within specific guidelines
 5. Reading and notating music
 - 6. Listening to, analyzing, and describing music**
 7. Evaluating music and music performances
 8. Understanding relationships between music, the other arts, and disciplines outside the arts
 9. Understanding music in relation to history and culture

- Learning Statements:
 1. Students will model steady beat
 2. Students will identify singing voice and speaking voice
 3. Students will respond appropriately to musical stimuli through movement

- Essential Questions:
 1. What is special about the steady beat?
 2. How are singing and speaking voices different?

- Warm-ups/Skill Drills:
 1. General Procedures
 2. Beats

- Content / General Procedures:
 1. Vocal Warm-up
 1. Tony Leach Warm up
 1. Physical/Breathing Exercises
 2. Speech to Song
 2. “Hello Tyron, how are you today?” Echo teacher
 3. Su-I-U-I-U So to Do
 4. **Introduce** Bailey the Bear
 2. **Introduce** Witch Doctor Warm-up
 1. Echo Short Phrases
 3. Beats - Concert marches
 1. Show students the beat throughout the song
 - 2. THE BEAT IS THE PULSE**
 3. If students are successful, have different leaders. Give many students the opportunity.
 4. Echo Patterns
 1. Ta, Ti-Ti and Quarter Rest
 2. Fish, Monkey, and Quarter Rest
 5. Teach Bakerman (Come along) verse 2 - Songs for Children pg. 6
 1. Sing, Short phrase (2 measures), Long phrase (4 measures), I sing, We sing, They sing
 6. **Re-Introduce** “If You’re Happy and You Know It”