

**Grade Level:**

First Grade

**Music Element:**

Comparative Prep (H/L, L/S, F/S), Steady Beat, Voices

Solos	_____	Lesson 3 – Once a week, 50 minutes, no kindergarten
Reading	_____	
Writing	_____	<b>Objectives</b>
Improv.	_____	
Inner Hearing	_____	Primary Focus: The Primary Focus of this lesson is to prep steady beat and introduce different voices.
Listening	_____	
Form	_____	Secondary Focus: The Secondary Focus is to allow students to experience the joy of music.
Movement	_____	
Part-Work	_____	
Instruments	_____	
Other	_____	

**Songs and Games:**

1. Engine, Engine	6. Bee, Bee	11 Overalls
2. Talking Voice	7. Rain, Rain	12 See Saw
3. Greeting	8. Pussy Cat	13 Handy Dandy
4. Queen Caroline	9. Pop Corn	14
5. Lucy Locket	10. Cat Came Back	15

**Materials:**

Drum, Mallet  
 Cat Came Back  
 Bells (P5), rain stick  
 Picture of See Saw  
 Pocket, Puppets

⌚	csp	Song	Procedure	Transition
4		Engine #9	Meet Students at the door. Wind class through room saying chant. When everyone is in the room say 1. Up hill (slow) 2. Down hill (fast) 3. Old People (Loud) 4. Dark forest (soft) Wind into circle. Get to circle spots.	Class winds into a standing circle.
2		This Is My Talking Voice (NEW)	Use chant to explore different voices. T asks Ss to echo.	End with this is my singing voice.
5	G	Greeting	T says, "Let's use our best singing voice to say hello. Be my echo, 'Hel-lo Miss R.'" (s-m-s-m). Use echo mic to sing hello to students around the circle.	Queen Caroline says hello too.
2		Queen Caroline	T says Q. Caroline had he best weekend. 1. Woke up sleepy (slow) 2. Runs to car (fast) 3. Brother fell asleep (soft) 4. Beach excited (loud)	Q. Caroline couldn't wait to tell Lucy about her weekend, Lucy was playing a game with her pocket.
4	G	Lucy Locket	Pictures of pockets on board, one large, one small. T says when I sing and point to the big pocket it sounds like this (loud). When I sing and point to the little pocket it sounds like this (soft). T sings class id's.	They were playing in the garden and a bee kept bothering them.

7		Bee, Bee (NEW)	Ss listen while T says song. Echo teach by phrase. Learn circle game.	Uh-oh! All of the bees have to fly back to their circle spot because it is starting to rain.
4	G	Rain, Rain (NEW)	Lucy knows a song to make it go away. Sing song, bring out rain stick, introduce it to the class. Have different students make rain while T sings, asking students to sing along when they think that they can.	They had to go home, the rain wouldn't stop.
4		Pussy Cat	When Q. Caroline went in she found her cat. And he said the most amazing thing when she asked him where he'd been. Have whole class say chant together. Then split in half, give one kid from each group a chance with the puppets.	Phew, all this work has got me hungry for some pop corn.
2		Pop Corn	Review the rules. Play a Perfect fifth on Tone Bells. Ask children if the sound is same or different. Have students pop on high, freeze on low. Play game. Have students pop back to story corner, last time.	Have students move to story corner on the last popping.
5		Cat Came Back	Teacher sings book to children. They are asked to listen and not sing along.	Old Mr. Johnson from our story has a friend, Mrs. Murphy
2		Who put the Overalls in Mrs. Murphy's Chowder? (NEW)	Teacher says the chant. Class learns by echoing. Explain overalls.	Overalls were in the chowder because Q. Caroline made them dirty on the See Saw.
5	G	See Saw	Have kids pretend to see-saw while showing high and low with their arms (both arms together and in front so there is no high/low confusion). Then play See Saw game where T gives one person at a time a turn (time for 3-4 kids) Have class show high and low beat with different body parts, (ie. tap nose and chin)	While Q. Caroline was at the park she met someone who loves the See Saw.
2	G	Handy Dandy (NEW)	Sing song for class. Have them learn and sing to the door. If time, maybe even use high and low game to line up for the first few kids who guess correctly.	

Next Time:

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