Brookland Elementary Music

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August 19-23, 2019 Lesson Plans

**Kindergarten:**

Objective: Introduce the caterpillar (whole note) and sing solfege song for the students. Introduce ‘do,’ and how each note sings higher as we sing the song. Play different pitched instruments around the room to show high/low. Review rules and procedures. Monday through Wednesday classes have not come to music as a whole class yet, so they will need to have rules introduced to them. Remind students of positive incentives (bear bucks, instrument playing) and how their clip can be moved in music class. After reviewing rules, introduce the whole note on the caterpillar. Play the solfa song on the piano for them and allow students to discuss the song/”Sound of Music” movie the song is from. Read “Freddie the Frog.”

Materials Needed: Freddie, “Freddie the Frog” book

Frameworks: CR.1.K.2, CR.2.K.3, CR.2.K.5, P.4.K.1, R.7.K.3

PGP/TESS: Encourage student’s music knowledge and confidence as performers.

Notes:

**1st Grade:**

Objective: Review the whole note and introduce “do.” See what students remember about the song. Review rules and procedures in the music classroom. Read “Freddie the Frog,” and discuss the staff on which he lives.

Materials Needed: Freddie, “Freddie the Frog” book

Frameworks: CR.2.1.5, P.4.1.1

PGP/TESS: Encourage student’s music knowledge and confidence as performers.

Notes:

**2nd Grade:**

Objective: Review caterpillar and solfa notes. Sing with piano. Discuss the staff and see if they remember any of the notes. Lay colored sheets in a circle around the room. Place one classroom instrument on each page. Have four sections of instruments. Sing “Clap Your Hands.” Teach by rote first, singing on ‘la.’ Sing “Hunt the Cows,” jump on first verse and pretend to sleep on the second verse. Discuss the tempo of the song and how it changes.

Materials Needed: iTunes playlist with songs for this week, classroom instruments, and papers with sections

Frameworks: CR.1.2.1, CR.2.2.2, CR.2.2.5, P.4.2.2, R.7.2.1

PGP/TESS: Encourage student’s music knowledge and confidence as performers.

Notes: