

Angela Kadow

Elementary General Music Teacher Candidate

### **3rd-5th Grade General Music Lesson**

#### **Ohio Music Content Standards (taken from 3rd Grade):**

- 5CE Identify elements of music using developmentally appropriate vocabulary.
- 4PR Play a variety of classroom instruments with proper technique.
- 6PR Improvise and compose simple rhythmic and melodic phrases.
- 2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.

#### **Objectives:**

- Students will interpret the music they hear by drawing which animal they believe the music (Aviary from Carnival of the Animals) represents.
- Students will guess which animal the flute music represents using musical vocabulary.
- Students will compose a short melody that represents the animal they have chosen using the correct range.

#### **Materials:**

- Crayons, paper, hard surface to draw on
- White board, markers (for teacher)
- Orff mallet percussion instruments
- Small pieces of paper with animal names written on them, basket
- Flute (for teacher)

#### **Background Rationale:**

- These lessons are split into 2 music classes.
- These lessons are taken from my Carnival of the Animals Unit, a longer unit.
- The students experience music in a variety of ways (listening, drawing, composing), which keeps students engaged.
- Kindergarten- 2nd Grade will follow a different version of this lesson plan

## **Procedure: Day 1**

1. Students come in to their board spots. (Crayons and paper have been passed out before the lesson).
2. Teacher explains that today we will be listening to and responding to music about animals. Listen to this piece of music. In a few minutes you will be guessing the animal you think the music is about, so listen quietly now. (Teacher plays recording of Aviary)  
- 3 minutes
3. When I say go you will listen to the music and draw the animal you think it represents. Be prepared to explain what parts of the music made you choose the animal you did. (Note: I am doing this without talking about music vocabulary first to assess what the students' already know.)
4. Play "Aviary" from Carnival of the Animals 2 times. (YouTube video). - 10 minutes
5. Call on students to share their picture and why they chose the animal they did. Teacher asks guiding questions such as "what part of the music made you think of this animal?", "Did the steady beat move slow or fast?"
6. Collect student's drawings (They will be returned to the students after the teacher looks at them and records them for participation points.) - 5 minutes
7. (Teacher has drawn the a cat, dog, hamster, bird and fish on the board). Teacher asks, "What do each of these animals have in common?" "Each of these animals on the board are pets that kids often have."
8. Animals move in different places. Raise your hand & give me an example of an animal that usually moves by walking on the ground. Repeat for animals that fly and animals that swim.
9. If the ground is here (draw on board), does this animal (point to bird) fly above the ground or swim below the ground? Repeat for fish, dog, cat and bird.
10. In music, our notes move high and low also. What musical word describes the span of low to high notes an instrument plays? (Range). Write range on the board. Teacher draws a staff with a note in the C space.

11. If a bird flies above the ground would you expect its notes to sound high or low? Where would high notes go on the staff? (The range above C). Teacher draws notes above C on staff. "These notes are our range above C because they are all the notes above C"
12. Explain that the flute has high, middle and low notes and these notes represent animals that move on the ground (cats, dogs, hamster), animals that swim below the ground (fish), and animals that fly above the ground (birds). If a fish swims below the ground would you expect it's notes to sound high or low? Where would low notes go on the staff? (The range below C). Teacher draws notes below C on staff. "These notes are our range below C because they are all the notes below C"
13. Teacher points to the staff, "These notes are all of the notes a flute can play. They are the flute's range."
14. "I will play an a short piece of music on my flute that represents one of these animals drawn on the board (cat, dog, fish, hamster, bird). Each example will have mostly high, middle or low notes to represent these animals. You will guess which animal the music represents and use your music vocabulary-tempo and range to guide your guessing. Now that we know what range is, let's review what tempo is in music. What does tempo mean?" (The steady beat moves slow or fast)
15. For example, to guess the animal, I might say, "I think this music represents a \_\_fish\_\_ because \_\_fish\_\_ swim low, or below sea level, and I heard you play low notes." When I say go you will listen to the excerpt. When the music is over, you will raise your hand and guess the animal using your music vocabulary. Raise your hand & tell me what you will do when I say go.
- Steps 5-11-20 minutes- If we do not finish, we will pick up where we left off tomorrow.
16. Line up-call students sitting quietly to quietly line up.
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## Day 2:

1. Students come in to their board spots.
2. Finish any Guess the Animal on the flute activity steps. If they have been finished, review tempo and range, including where each animal moves. - 10 minutes
3. Draw each note the xylophone has on the board (in rectangles) showing the middle note and range. "If this is the middle range, or the ground, where are the high notes? These high notes are the high range. The low notes? These low notes are the low range. If your animal is a cat, what kind of notes should your melody have?"
4. Today, you are going to compose your own melody that represents an animal. Group students into groups of 2 or 3 depending on class size.
5. When I say go, you will walk over to the xylophones with your group and sit down quietly. You will get a piece of paper that has one of the animals we talked about yesterday on it. Keep your group's animal a secret from the other groups. You and your group will have 10 minutes to compose a melody that represents the animal on your piece of paper. It's very important that you remember to use the range and tempo of your animal, or the type of notes (high, middle or low) that your animal usually moves at as well as the speed your animal usually moves at. This will help everyone guess your animal.
6. Remember to keep your animal a secret from the other groups. Raise a quiet hand and tell me the first/ second/ third part of my directions." - 3 minutes
7. Teacher assigns each group to a xylophone. Students choose a piece of paper and work together to create a melody that represents the animal on their piece of paper. Teacher circulates the room to answer any questions and provide guidance. -10 minutes
8. Teacher claps to get students' attention. "Each group will have turn to play their melody. While they are playing, you will listen quietly without sound. After the group is finished playing, I (or a member of the group if they are well behaved) will choose someone to guess the animal the melody represents. If you are chosen, say the animal you think it is and why using range and tempo, just like you did when I played my flute." Groups play and students guess until their is 2 minutes left in class.
9. Teacher says, "Put your mallets down on your instrument. I will call quiet groups to line up at the door."
10. Students line up and are dismissed

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## Note:

The Kindergarten through 2nd grade version of this lesson includes animal songs and books on the second day instead of composition. Different songs, books, and animals will be chosen each year to build on what the students know and provide variety. I have used a version of this unit with elementary music classes that I have substituted for with success.