

Beginning of the Year Unit: Getting to Know You (September)

Building Community: Songs, Games

4 Weeks

Bucket Drumming

Combined with Mozart Unit

Instrument of the Month: Piano

Kindergarten:

Week 1:

- Come Follow Me song (from Hilliard)
- My Introduction & Attendance. Give numbers on circle.
- Bumpity Bumpity Yellow Bus song (say name, pass ball)
- Rules in the Music Class- Behavior expectations (how can we be safe? responsible? respectful?)
- Sally Go Round the Sun (introduce, motions, sing together)

Week 2:

- Come Follow Me
- Here we are Together Song (possibly only half of class)
- Brown Bag Song & Game (Emily Conroy)-Introduce: Sing with questions, Sing together, Sing with steady beat, Introduce game with SMART Board, game
- Sally Go Round the Sun (mystery song-motions only, game)
- Little Miss Muppet (introduce as playlet)
- (Introduce Hop Old Squirrel-teach using immersion and questions (SongWorks Method)-Week 3)

Week 3:

- Here we are Together
- Introduce Hop Old Squirrel-Song (and Game)
- Review Hop Old Squirrel- Introduce as Mystery Song, Echo Sing and Antiphon
- Sally Go Round the Sun (mystery song, choose motions)
- Rhythm Sticks Lesson-Emily Conroy
- Introduce Twinkle- mystery song on flute, what is a composer, facts about Mozart
- Emily Conroy SMART board slides about rhythm sticks
- Sing Twinkle and tap rhythm of the words with rhythm sticks
- Brown Bag song and game

Week 4:

- Here We Are Together (teacher decides- 4 each time)
- Sally Go Round the Sun (mystery song, game, review SMART Board with icons-point, arrange in correct order) Assessment-each student individually circle around icons with pointer while rest of class sings
- Twinkle as Mystery Song-clap rhythm
- Review Mozart facts (wrote music, played the piano, famous for Twinkle Twinkle)
- Beat vs. Rhythm-Emily Conroy
- Twinkle beat vs. rhythm SMART Board (Emily Conroy)
- Rhythm sticks-play rhythm of the words (point to stars), challenge to play the beat (point to hearts)
- Introduce Piano-special instrument: play LH part of Twinkle then RH part-do they sound the same or different?, explain can play many parts at the same time

Idea for next time: Read Mozart story book

1st Grade:

Week 1:

- Students walk in and sit on circle.
- When class starts, watch and copy body percussion rhythms. Echo sing. (Both from Hilliard)
- My Introduction & Attendance. Give numbers on circle.
- Here We Are Together (learn names)
- Rules in the music class- write safe, respectful and _____ on board. Ask students how they can be each of these things in the music room and write responses on the board.
- About Me-write on blank sheet of paper with questions on board
- Sally Go Round the Sun: (introduce, motions, sing together, Introduce game)

Week 2:

- Warm up/Hello Song
- Here We Are Together
- Sally Go Round the Sun: Mystery song-motions only, How can we show each part with our bodies, game, Sally Circle game (from Pinterest), to board to read ideograph)
- Introduce Twinkle- mystery song on flute, what is a composer, facts about Mozart
- Echo clap rhythm of Twinkle Twinkle
- Introduce Piano-special instrument: play LH part of Twinkle then RH part-do they sound the same or different?, explain can play many parts at the same time

Week 3:

- Warm up/Hello Song
- Sally: sol and la on staff- sol, next note higher or lower? Student moves circles on staff on SMART Board- Informal Assessment
- Twinkle as Mystery Song-got a song in my hands, clap rhythm
- Review Mozart facts (wrote music, played the piano, famous for Twinkle Twinkle)
- Review Echo clap rhythm of Twinkle Twinkle
- Antiphon Twinkle Twinkle
- Read Twinkle rhythm at board (3 languages)-Build it, how many sounds on the beat? same or different?
- Find the Star Game

Week 4:

- Warm up/Hello Song
- Twinkle as Mystery Song-clap rhythm
- Review echo clapping and antiphonning Twinkle
- Rhythm sheet: pass out to each student-point and read (all together, then turn to a partner)
- Echo clap with rhythm sticks (challenge-1 side is leader and other side antiphons)
- Sally: review sol and la on staff- sol, next note higher or lower? Practice drawing circles on staff individually-informal Assessment (**make sheet with large staff**)
- Draw circles on staff-Formal Assessment (create sheet)

2nd Grade:

Week 1:

- Students walk into class room and sit in front of a bucket drum with sticks. (Drums, sticks, chairs and names set up before class) Echo rhythms, don't drop the beat
- Once class starts and students are seated, teacher plays rhythms and students echo them.
- My Introduction & Attendance. Give numbers on circle. (Look around you for now since numbers may be underneath)
- Assign numbers
- Rules in the music class- write safe, respectful on board. Ask students how they can be each of these things in the music room and write responses on the board.
- About Me Sheet-address, phone numbers, hobbies, music you listen to, favorite subject at school (play "Getting to Know You" song from The Sound of Music)

Week 2:

- Warm up/Hello Song
- Attendance/Review names Option B- London Bridges Unit instead of bucket drums
- Clap echoes, sticks on floor echoes
- Bucket Drumming: How to hold sticks, echo rhythms (start with left/right hand and alternate)
- Begin teaching Bucket Drumming song-Use Sammi Foster
- Introduce Twinkle- mystery song on flute, what is a composer, facts about Mozart
- Introduce Piano-special instrument: play LH part of Twinkle then RH part-do they sound the same or different?, explain can play many parts at the same time
- (Find the star game)

Week 3:

- Warm up/Hello Song
- Call and Response with drums: Question and answer
- Clap echoes, sticks on floor echoes
- Bucket Drumming: From bucket drumming 101?
- Twinkle as Mystery Song-clap rhythm
- Review Mozart facts (wrote music, played the piano, famous for Twinkle Twinkle), piano facts
- Echo clap rhythm of Twinkle Twinkle
- Antiphon Twinkle Twinkle
- Form of Twinkle-Discover rhythm by tapping steady beat, write on board same or different
- Possibly begin song dotting

Week 4:

- Warm up/Hello Song
- (Clap echoes, sticks on floor echoes)
- Bucket Drumming-say and play Twinkle rhythm
- Point to rhythm of Twinkle and sing using du-de, ti-ti and words
- Twinkle: Song Dotting together (see Hilliard student teaching binder for details & for below)
- Twinkle: Song dotting individually if time allows

3rd Grade:

Week 1:

- Students walk into class room and sit in front of a bucket drum with sticks. (Drums, sticks, chairs and names set up before class). Once class starts and students are seated, teacher plays rhythms and students echo them. -Echo rhythms, how to hold sticks, don't drop the beat
- My Introduction & Attendance. Give numbers on circle. (Look around you for now since numbers may be underneath)
- Assign numbers
- Rules in the music class- write safe, respectful on board. Ask students how they can be each of these things in the music room and write responses on the board.
- About Me Sheet

Week 2:

- Warm up/Hello Song
- Attendance/Review names
- Bucket Drumming:Echo rhythms, how to hold sticks, don't drop the beat
- Begin teaching Bucket Drumming song-Use Sammi Foster and bucket drumming101
- Introduce Twinkle- mystery song on flute, what is a composer, facts about Mozart
- Echo clap rhythm of Twinkle Twinkle
- Antiphon Twinkle Twinkle
- Introduce Piano-special instrument: play LH part of Twinkle then RH part-do they sound the same or different?, explain can play many parts at the same time (Week 3 for Lilly's class)

Week 3:

- Warm up/Hello Song
- Twinkle as Mystery Song-clap rhythm
- Review Mozart facts (wrote music, played the piano, famous for Twinkle Twinkle)
- Review echo clap and antiphon
- Review form same or different (board-how many sounds on beat, this rhythm sound same or different? Student pointers while sing with words and rhythm syllables.
- Discover solfege for Twinkle on board-write in lines and students say if same or different (1st line, 2nd starts on fa)
- Informal Assessment: Discover solfege for f-f- m-m r-r d on xylophone. Give note line starts on, say figure out if it gets higher or lower (circulate and assist such as sing and check does it get higher or lower)

Week 4:

- Warm up/Hello Song
- Sing Twinkle with solfege
- Compose your own rhythm activity (see sub notes and pics)-Formal Assessment
- Play your rhythm using rhythm sticks
- (Twinkle on Xylophones: Play while singing note names, words, rhythm syllables or solfege (3 at some xylophones)
- (Bucket Drumming if time left over)

4th Grade:

Week 1:

- Students walk into class room and sit in front of a bucket drum with sticks. (Drums, sticks, chairs and names set up before class)
- Once class starts and students are seated, teacher plays rhythms and students echo them.
- My Introduction & Attendance. Give numbers on circle. (Look around you for now since numbers may be underneath)
- Rules in the music class- write safe, respectful and _____ on board. Ask students how they can be each of these things in the music room and write responses on the board.
- Introduce Twinkle- mystery song on flute, what is a composer, facts about Mozart

Week 2:

- Warm up/Hello Song
- Attendance/Review names
- About Me Sheet-address, phone numbers, hobbies, music you listen to, favorite subject at school
- Bucket Drumming: How to hold sticks, echo rhythms (start with left/right hand and alternate)
- Begin teaching Bucket Drumming song-Use Sammi Foster
- Twinkle as Mystery Song-clap rhythm
- Review Mozart facts (wrote music, played the piano, famous for Twinkle Twinkle)
- Introduce Piano
- Echo clap rhythm of Twinkle Twinkle
- Antiphon Twinkle Twinkle
- Introduce Piano-special instrument: play LH part of Twinkle then RH part-do they sound the same or different? Explain can play many parts at the same time.

Week 3:

- Warm up/Hello Song
- Name that Tune: Drum Twinkle rhythm on bucket drums and guess the rhythm
- Review form same or different-write rhythm together on board, say with syllables or words
- Student pointers-words, rhythm syllables
- Discover solfege for Twinkle on board-write in lines and students say if same or different
- Informal Assessment: Discover solfege for f-f- m-m r-r d on xylophone (circulate and assist such as sing and check does it get higher or lower) **Next time: ss-ff-mm-r so can fill in 2 lines**

Week 4:

- Twinkle as mystery song-write rhythm on board
- Go over solfege for song on board
 - 1st line-discover-where does it repeat?
 - 2nd line-write do-do on board, if solfege goes down from fa to do what is it?Will write it on assessment. Repeat?
- Sing Twinkle with solfege
- Go over assessment and which words of the song missing solfege is
- Formal Assessment: Students write in missing solfege for second and sixth lines-have the same solfege (maybe also write words underneath)
- Any time left over: Play Twinkle on Orff instruments-words, rhythm syllables, solfege and letter names (letter names 1st?)
- Listen to Eine Kine Nachtmusik

Ideas to add:

Smart Board about where notes are on piano and students play pianos themselves (below: piano, where is C, whole steps, solfege to letters, figure out Twinkle)

5th Grade:

Week 1:

- Students walk into class room in front of a bucket drum with sticks. (Drums, sticks, chairs and names set up before class)- Echo rhythms, Don't drop the beat, How to hold sticks, copy cat (I play, student 1 plays, I play student 2 plays, etc.)
- Once class starts and students are seated, teacher plays rhythms and students echo them.
- My Introduction & Attendance. Give numbers on circle. (Look around you for now since numbers may be underneath)
- Rules in the music class- write safe, respectful and _____ on board. Ask students how they can be each of these things in the music room and write responses on the board.
- Introduce Mozart & Twinkle-mystery song on flute, guess composer, what does a composer do, facts about Mozart
- Twinkle: Echo clap rhythm, antiphon rhythm, echo rhythm on bucket drum
- About Me

Week 2:

- Warm up/Hello Song (Introduce)
- Attendance/Review names
- Bucket Drumming-Echo Rhythms, Copy Cat Level 1
- Review Mozart & Twinkle-mystery song with rhythm (got a song in my hands-guess the rhythm of my song), review echo clap and antiphon.
- Antiphon with words. Challenge: I clap rhythm, class sings and vice versa.
- Introduce Piano-special instrument: play LH part of Twinkle then RH part-do they sound the same or different? Explain can play many parts at the same time.
- Review form same or different rhythm -write rhythm together on board, say with syllables or words.
- Discover solfege for Twinkle on board-write in lines and students say if same or different.

Week 3:

- Warm up/Hello Song
- Theme and Variations Lesson (15 minutes)
- Play theme and variations video (with piano)
- Larger form of theme and variation: Listening map
- Raise your hand when you hear the theme. Then raise your hand when the variations begin.
- How can we label when the music changes? (Shapes, Letters, etc)
- Introduce Formal Assessment: compose your own theme and variation (Short melody for theme, How have composers created variations? Changed rhythm, add notes)
- Demonstrate/Example of theme and variation
- Review how to notate music (lines and spaces)
- Students begin using xylophones or keyboards/ computer

Week 4:

- Warm up/Hello Song
- Review theme and variation (definition, how does a composer create a variation)
- Finish composing (have work for students that have finished)
- Students turn in notated copy of theme (melody and 4 measure variation-create sheet with staff paper) Write down note names, Notate for extra credit (Paper should have reminder of how to notate music)
- Time left over-show Synthesia variations

If time Mozart as an innovator