

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

Building Community: Songs, Games

Bucket Drumming

Combined with Mozart Unit

Instrument of the Month: Piano

Kindergarten:

Day 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 (ask questions)
- Song/ game to build community
- Lollipop dance to recording
- Giraffes Can't Dance Book or Shoo Fly

Day 2:

- Come Follow Me
- Here we are Together Song (possibly only half of class)
- Song/ game to build community: review
- Shoo Fly: mystery song, game (student is eating, 1 fly, all sing)
- Little Miss Muppet (introduce as playlet)
- Lollipop dance to recording

Day 3

- Friend of Mine Song (Students sing just the other person's name) or Here we are Together
- Introduce Hop Old Squirrel-teach using immersion and questions (SongWorks Method)
- Little Miss Muppet (review, together, say monotone, again with feeling, draw ideograph and read)
- Shoo Fly (mystery song-rhythm, map, game if time)
- Sally Go Round the Sun (introduce, motions, sing together)

Day 4:

- Friend of Mine Song (Students sing just the other person's name) or Here we are Together
- Review Hop Old Squirrel- Introduce as Mystery Song, Echo Sing and Antiphon
- Introduce Hop Old Squirrel Game
- Little Miss Muffet (Mystery-motions only, ideograph each student reads, informal assessment)
- Sally Go Round the Sun (review, motions together)

Day 5:

- Here We Are Together
- Hop Old Squirrel: mystery song, game
- Sally Go Round the Sun (mystery song, game, SMART Board with icons)
- Little Miss Muppet playlet (students that didn't read last class)

Day 6:

- Here We Are Together
- Sally Go Round the Sun (review: mystery song with motions, finger play, game, read ideograph)
- Little Miss Muffet playlet (chose students to be Miss Muffet, spiders)
- **Brown Bear Song**

Day 7:

- Introduce Twinkle- mystery song on flute, read story (dress in costume if possible)
- Introduce Piano: Play Twinkle with accompaniment, **movement activity**
- Find the Star Game (maybe combine with playing piano)

Day 8:

- Twinkle as Mystery Song-clap rhythm
- Review Mozart facts (wrote music, played the piano, famous for Twinkle Twinkle)
- Find the Star Game **Preschool Prodigies?**

1st Grade:

Day 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.
- Song/ game to build community
- Shoo Fly: Guess the song (humming and motion only), game

Day 2:

- Warm up/Hello Song
- Here We Are Together
- Friend of Mine Song (Students sing "This is my friend ____")
- Shoo Fly (mystery song with motion only, game, SMART Board-add solfege to cadence, draw map)
- Sally Go Round the Sun: (introduce, motions, sing together)

Day 3:

- Warm up/Hello Song
- Friend of Mine Song (Students sing "This is my friend ____")
- Shoo Fly: Sing together, choose student to follow pre-drawn map
- Sally Go Round the Sun: Mystery song with motions and humming, Introduce game

Day 4:

- Warm up/Hello Song
- 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)
- Shoo Fly: read ideograph, connect to xylophones, play cadences on small xylophones

Day 5:

- Warm up/Hello Song
- Introduce Mozart & Twinkle- mystery song on flute, read story (dress in costume if possible)
- Introduce Piano: Play Twinkle with accompaniment, **movement activity**
- Find the Star Game
- (If time, Sally: sing, SMART Board-learn solfege for end)

Day 6:

- Warm up/Hello Song
- Twinkle as Mystery Song-got a song in my hands, clap rhythm
- Review Mozart facts (wrote music, played the piano, famous for Twinkle Twinkle)
- Echo clap rhythm of Twinkle Twinkle
- Antiphon Twinkle Twinkle
- Read Twinkle rhythm at board (3 languages)
- Find the Star Game
- Sally: SMART Board with sol and la

Day 7:

- Warm up/Hello Song
- Twinkle as Mystery Song-
- 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)

Day 8:

- Warm up/Hello Song
- Mozart Opera? or finish up if behind

2nd Grade:

Day 1:

- Students walk into class room and find their names 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.
- Song/ game to build community: London Bridges (Move buckets to the side.) Introduce as mystery song.
- London Bridges Game

Day 2:

- Warm up/Hello Song
- Attendance/Review names
- 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)
- Bucket Drumming: How to hold sticks, echo rhythms (start with left/right hand and alternate)
- Begin teaching Bucket Drumming song-Use Sammi Foster
- London Bridges: listening map, where is ti-ti and ta

Day 3:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- London Bridges: SMART Board-read and re-arrange map
- London Bridges game

Day 4:

- Warm up/Hello Song
- Dinosaur Dinosaur game in circle (Pinterest)
- Call and Response with drums: Question and answer
- Bucket Drumming: From bucket drumming101
- Add more if necessary

Day 5:

- Warm up/Hello Song
- Introduce Mozart & Twinkle- mystery song on flute, read story (dress in costume if possible)
- Introduce Piano: Play Twinkle with accompaniment, **movement activity**
- Find the Star Game
- Bucket Drumming: From bucket drumming101

Day 6:

- Warm up/Hello Song
- Twinkle as Mystery Song-clap rhythm
- Review Mozart facts (wrote music, played the piano, famous for Twinkle Twinkle)
- Echo clap rhythm of Twinkle Twinkle
- Antiphon Twinkle Twinkle
- Form of Twinkle-Discover rhythm by tapping steady beat, write on board same or different
- Bucket Drumming: From bucket drumming101

Day 7:

- Warm up/Hello Song
- 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: Label notes together

Day 8:

- Warm up/Hello Song
- Twinkle: Song dotting individually

3rd Grade:

Day 1:

- Students walk into class room and find their names 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.
- Song/ game to build community-Jump in Jump Out (from Pinterest)
- Give assignment-fun! Music you listen to sheet with instructions, fill ins

Day 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 and bucket drumming101
- Share Music you like to listen to: share a song and artist and why you like it. Also background info on artist

Day 3:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- Share Music you like to listen to: share a song and artist and why you like it. Also background info on artist

Day 4:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- Introduce Mozart & Twinkle- mystery song on flute, read story (dress in costume if possible)
- Introduce Piano: Play Twinkle with accompaniment, Smart Board slide about Piano forte, **movement activity**

Day 5:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- Twinkle as Mystery Song-clap rhythm
- Review Mozart facts (wrote music, played the piano, famous for Twinkle Twinkle)
- Echo clap rhythm of Twinkle Twinkle
- Antiphon Twinkle Twinkle
- Review form same or different

Day 6:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- Review rhythm
- Discover solfege for Twinkle on board-write in lines and students say if same or different
- Compose your own rhythm activity (see sub notes and pics)-Formal Assessment

Day 7:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- 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)

Day 8:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- Twinkle on Xylophones: Play while singing note names, words, rhythm syllables or solfege
- Mozart Listening Map or Mozart Opera

4th Grade:

Day 1:

- Students walk into class room and find their names 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.
- Song/ game to build community: Jump in Jump Out (from Pinterest)
- Give assignment-fun! Music you listen to sheet with instructions, fill ins

Day 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
- Building Community song:
- Share Music you like to listen to: share a song and artist and why you like it. Also background info on artist

Day 3:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- Introduce/Review Mozart & Twinkle- mystery song on flute, read story (dress in costume if possible)
- Introduce Piano: Play Twinkle with accompaniment, Smart Board slide about Piano forte, **movement activity**
- Echo clap rhythm of Twinkle Twinkle
- Antiphon Twinkle Twinkle
- Share Music you like to listen to: share a song and artist and why you like it. Also background info on artist

Day 4:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- Twinkle as Mystery Song-clap rhythm
- Review Mozart facts (wrote music, played the piano, famous for Twinkle Twinkle)
- Review form same or different-write rhythm together on board, say with syllables or words

Day 5:

- Warm up/Hello Song
- Name that Tune: Drum Twinkle rhythm on bucket drums and guess the rhythm
- Discover solfege for Twinkle on board-write in lines and students say if same or different
- Bucket Drumming: From bucket drumming101

Day 6:

- Warm up/Hello Song
- Review: write in solfege on board and sing song with words and solfege
- 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)
- Bucket Drumming: From bucket drumming101

Day 7:

- Warm up/Hello Song
- Review singing song, go over assessment and which words of the song missing solfege is
- Formal Assessment: Students write in missing solfege (maybe also write words underneath)

Day 8:

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

5th Grade:

Day 1:

- Students walk into class room and find their names 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.
- Song/ game to build community: Jump in Jump Out (from Pinterest)
- Give project-Music you listen to sheet with instructions, fill ins (probably put on Google Classroom)

Day 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
- Building Community Song:
- Share Music you like to listen to: share a song and artist and why you like it. Also background info on artist

Day 3:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- Introduce/Review Mozart & Twinkle- mystery song on flute, read story (dress in costume if possible)
- Introduce Piano: Play Twinkle with accompaniment, Smart Board slide about Piano forte, **movement activity**
- Echo clap rhythm of Twinkle Twinkle
- Antiphon Twinkle Twinkle
- Share Music you like to listen to: share a song and artist and why you like it. Also background info on artist

Day 4:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- Review Twinkle form and solfege at board

Day 5:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- Theme and Variations Lesson (15 minutes)

Day 6:

- Warm up/Hello Song
- Bucket Drumming: From bucket drumming101
- 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)

Day 7:

- Warm up/Hello Song
- 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
- Students begin using xylophones or keyboards/ computer

Day 8:

- Warm up/Hello Song *If time Mozart as an innovator**
- Finish composing (have work for students that have finished)