

Kindergarten: Lesson 1

Objectives:

- Warm-up with Kidz Bop selection
- Students will complete a pitch exercise on “oo”
- The students will learn about loud
- Students will play doggy doggy
- The students will discern between beat and rhythm with multiple songs

Sequence (12-12:50) :

Warm-up with Kidz Bop selection:

- Students will find a spot in the room to stand.
- The teacher will play “Can’t Stop The Feeling” from Kidz Bop.
 - Students will start by marching along to the rhythm.
 - The teacher will call on a student to make up a new gesture to the rhythms of the song.
 - The students will call on their peers to make up a new gesture.
 - The students will continue doing this until the song is over.

The students will complete a vocal warm-up on “oo”

- The teacher will get out the posters that have vocal contours drawn out.
- The teacher will tell the students that the warm-up will be done on “oo”
- The teacher will tell the students to get their fingers ready to draw the line in the air.
- The teacher will point to the start of the line, breath, and sing the poster on “oo” with the students.
- The teacher will go through all pre-prepared posters with the students.

i. Assessment:

1. Were all successful in tracing the line with the teacher?
2. Were students successful in singing the correct contour?

Students will learn about loud by reading a book

1. The teacher will read the LOUD book.
2. While reading, the teacher will show the loud examples in the book.
3. After the book is over the teacher will ask students what other things they know are loud and ask the students to show it.

Students will play Doggy Doggy

1. Students will sit down and play doggy doggy.
2. A student who has been doing well during class will be chosen as the doggy at the front of the class.
3. Students will be told that because we are working on loud they will need to bark loud when they are chosen.
4. The students will sing the doggy doggy song and the teacher will tap the next doggy’s head.

5. The student will bark loud
6. The doggy will turn around and have three guesses to see who the doggy was.
7. The next doggy will go to the front of the class and the game will repeat.

The students will discern between beat and rhythm with multiple songs

1. The teacher will have students sing “bounce high” while keeping a beat on their lap.
2. The teacher will ask students “does anyone know what we are doing when we tap our legs during a song?”
 - a. The students have already learned beat and rhythm, but it was over six weeks ago. Hopefully, one of the students will remember that they are keeping the beat while they tap their legs in a song.
3. The teacher will ask “is beat steady or unsteady?”
 - a. Students will understand that the beat is steady.
4. The teacher will have students stand up and sing “bounce high” while stomping a steady beat.
5. The teacher will have the students sing “doggy doggy” while keeping the beat on their legs.
6. The teacher will ask “was the beat steady in that song?”
 - a. The students will understand that the beat is steady for every song that they sing in class.
7. The teacher will have students sit.
8. The teacher will have students sing “bounce high” again but this time clapping the words of the song.
9. The teacher will ask students what we are clapping when we clap the words or the sounds of a song?
 - a. The students will understand that we are clapping rhythm when we clap the words or sounds of a song.
10. The teacher will have the students clap the words of bounce high again.
11. The teacher will have the students stand up and stomp the rhythm of bounce high while singing
12. The teacher will have the students stop the beat of bounce high while singing.
13. The teacher will ask students “is beat steady or unsteady?”
 - a. Students will understand that beat is steady.
14. The teacher will ask students what song they would like to sing, if they would like to show beat or rhythm, and how they would like to keep the beat.
15. The students will repeat this until the end of class.

i. Assessment:

1. Were students successful in identifying rhythm and beat?
2. Were students successful in keeping a beat?
3. Were students successful in showing rhythm?

1st Grade Kodaly (Day 2 of La)

Objectives:

- Warm-up with Kidz Bop selection
- Students will complete a pitch exercise on “oo”
- Aural of La with dots on the board “bounce high”
- Students will play statues in the Garden
- Students will write rests by listening to the rhythm then writing on the board

Sequence (12-12:50) :

Warm-up with Kidz Bop selection:

- Students will find a spot in the room to stand.
- The teacher will play “Can’t Stop The Feeling” from Kidz Bop.
 - Students will start by marching along to the rhythm.
 - The teacher will call on a student to make up a new gesture to the rhythms of the song.
 - The students will call on their peers to make up a new gesture.
 - The students will continue doing this until the song is over.

The students will complete a vocal warm-up on “oo”

- The teacher will get out the posters that have vocal contours drawn out.
- The teacher will tell the students that the warm-up will be done on “oo”
- The teacher will tell the students to get their fingers ready to draw the line in the air.
- The teacher will point to the start of the line, breath, and sing the poster on “oo” with the students.
- The teacher will go through all pre-prepared posters with the students.

i. Assessment:

1. Were all successful in tracing the line with the teacher?
2. Were students successful in singing the correct contour?

Aural of La with dots on the board “bounce high”

- The teacher will write dots on the board to represent the pitches of “bounce high”
- The teacher will have the students sing the the whole song while keeping the beat
- The teacher will ask the students if the dots represent pitch or rhythm
 - The students will understand that it represents pitch
- The teacher will have the students clap the song while showing the pitch with their hands (kinesthetic review)
- The teacher will have the students do the kinesthetic review on the first phrase using the kinesthetic of their choice (snapping, foot on the ground, hand on their arm etc.)
- The teacher will have each student come to the board and point to the notes as the class sings.
- The teacher will have the students sing while showing the phrases
- The teacher will ask the students how many notes are on the first phrase
 - The students will understand that the first phrase has four notes
 - The students will understand that the rest of the notes are the second phrase.
- The teacher will tell students that we will look at the first phrase for a while

- The teacher will ask which beat had the lowest note
- The teacher will ask students what the note will be called (solfege)
 - The students will understand that the low note is Mi
- The teacher will ask the students which beat had the highest note
 - The students will understand that the highest note is the second note
 - The teacher will write that the high note is call “high” for now
- The teacher will have the students sing on loo
- The teacher will ask the students if the distance between the third note in and the fourth note are a step or a skip
 - The students will understand that the notes are a skip.
- The teacher will ask that if it is a skip what is the third note?
 - Students will understand that it is So
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- The teacher will ask the students if the notes are skips or steps
 - The students will understand that they are all steps
- If they are steps what is the highest note?
 - The students will understand that the highest notes is mi
- Second? Third? Fourth is loo (ti)
 - Students will understand that the notes are Mi Mi Mi Mi Re Do Do Loo La
- Are all the steps the same?
 - The students will understand that Do and loo are a half step (HS)
- All the other steps are?... (WS)
- The teacher will have the students sing the phrase on solfege
- The teacher will have the students sing the solfege but only one note per solfege syllable both descending and ascending.
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2nd Grade Kodaly (Day 2 of Re)

Objectives:

- **Warm-up with Kidz Bop selection**
- **Students will complete a pitch exercise on “oo”**
- **Aural of Re with dots on the board “Hot Cross Buns”**
- **Students will dance to two Just Dance Videos**
- **Students will write takadimi by listening to the rhythm then writing on the board**

Sequence (12-12:50) :

Warm-up with Kidz Bop selection:

- Students will find a spot in the room to stand.
- The teacher will play “Can’t Stop The Feeling” from Kidz Bop.
 - Students will start by marching along to the rhythm.
 - The teacher will call on a student to make up a new gesture to the rhythms of the song.

- The students will call on their peers to make up a new gesture.
 - The students will continue doing this until the song is over.

The students will complete a vocal warm-up on “oo”

- The teacher will get out the posters that have vocal contours drawn out.
- The teacher will tell the students that the warm-up will be done on “oo”
- The teacher will tell the students to get their fingers ready to draw the line in the air.
- The teacher will point to the start of the line, breath, and sing the poster on “oo” with the students.
- The teacher will go through all pre-prepared posters with the students.

i. Assessment:

1. Were all successful in tracing the line with the teacher?
2. Were students successful in singing the correct contour?

4th Grade Kodaly (Day 2 Aural of Ti)

Objectives:

- Warm-up with Kidz Bop selection
- Students will play Teacher VS Student Solfege game
- Aural of Ti “See the Lonely Birch in The Meadow”
- Students will dance along to two Just Dance videos
- Students will write rhythms on the board using “synco-pa”

Sequence (12-12:50) :

Warm-up with Kidz Bop selection:

- Students will find a spot in the room to stand.
- The teacher will play “Can’t Stop The Feeling” from Kidz Bop.
 - Students will start by marching along to the rhythm.
 - The teacher will call on a student to make up a new gesture to the rhythms of the song.
 - The students will call on their peers to make up a new gesture.
 - The students will continue doing this until the song is over.

Students will play Teacher VS Student Solfege game

- The teacher will write three solfege syllables on the board that are off-limits
- The teacher will sign and sing three solfege syllables as a call and response for the students
- When the teacher signs and sings the off-limits pattern, the students will have to sign but not sing the pattern.
 - a. If they are successful then the students get a point
 - b. If they are not successful the teacher gets a point

Aural of Ti “See the Lonely Birch in The Meadow”

- The teacher will write dots on the board to represent the pitches of the first phrase of “see the lonely Birch”

- The teacher will have the students sing the the whole song while keeping the beat
- The teacher will ask the students which phrase of the song the dots represent
 - a. The students will understand that the first phrase is represented.
- The teacher will ask the students if the dots represent pitch or rhythm
 - a. The students will understand that it represents pitch
- The teacher will have the students clap the song while showing the pitch with their hands (kinesthetic review)
- The teacher will have the students do the kinesthetic review on the first phrase using the kinesthetic of their choice (snapping, foot on the ground, hand on their arm etc.)
- The teacher will have the students sing the first phrase while pointing to the dots then sing the rest of the song while keeping the beat
- The teacher will have each student come to the board and point to the notes as the class sings.
- The teacher will ask students how many beats were in the phrase
 - a. The students will understand that there are 6 beats in the phrase
- The teacher will ask which beat had the lowest note
- The teacher will ask the students which solfege is the lowest note
 - a. The students will understand that the lowest pitch is la
- The teacher will have the students sing on loo
- The teacher will ask the students if the notes are skips or steps
 - a. The students will understand that they are all steps
- If they are steps what is the highest note?
 - a. The students will understand that the highest notes is mi
- Second? Third? Fourth is loo (ti)
 - a. Students will understand that the notes are Mi Mi Mi Mi Re Do Do Loo La
- Are all the steps the same?
 - a. The students will understand that Do and loo are a half step (HS)
- All the other steps are?... (WS)
- The teacher will have the students sing the phrase on solfege
- The teacher will have the students sing the solfege but only one note per solfege syllable both descending and ascending.

Students will write rhythms on the board using “synco-pa”

- The teacher will perform a rhythm by clapping
- The students will try to say the rhythm
- The Student will write the rhythm on the board if they were correct
- The teacher will repeat this for four phrases.
- The teacher will then have students perform the rhythms in different variations

5th Grade Kodaly (Day 3 Visualization of Ti)

Objectives:

- Warm-up with Kidz Bop selection
- Students will play Teacher VS Student Solfege game
- Visualization of Ti “See the Lonely Birch in The Meadow”
- Students will dance along to two Just Dance videos
- Students will sing their 5th grade graduation song

Sequence (12-12:50) :

Warm-up with Kidz Bop selection:

- Students will find a spot in the room to stand.
- The teacher will play “Can’t Stop The Feeling” from Kidz Bop.
 - Students will start by marching along to the rhythm.
 - The teacher will call on a student to make up a new gesture to the rhythms of the song.
 - The students will call on their peers to make up a new gesture.
 - The students will continue doing this until the song is over.

Students will play Teacher VS Student Solfege game

- The teacher will write three solfege syllables on the board that are off-limits
- The teacher will sign and sing three solfege syllables as a call and response for the students
- When the teacher signs and sings the off-limits pattern, the students will have to sign but not sing the pattern.
 - a. If they are successful then the students get a point
 - b. If they are not successful the teacher gets a point

Visualization of Ti “See the Lonely Birch in The Meadow”

- The teacher will write dots on the board to represent the pitches of the first phrase of “see the lonely Birch”
- The teacher will have the students sing the the whole song while keeping the beat
- The teacher will ask the students which phrase of the song the dots represent
 - a. The students will understand that the first phrase is represented.
- The teacher will ask the students if the dots represent pitch or rhythm
 - a. The students will understand that it represents pitch
- The teacher will have the students clap the song while showing the pitch with their hands (kinesthetic review)
- The teacher will have the students do the kinesthetic review on the first phrase using the kinesthetic of their choice (snapping, foot on the ground, hand on their arm etc.)
- The teacher will have the students sing the first phrase while pointing to the dots then sing the rest of the song while keeping the beat
- The teacher will have each student come to the board and point to the notes as the class sings.
- The teacher will ask students how many beats were in the phrase

- a. The students will understand that there are 6 beats in the phrase
- The teacher will ask which beat had the lowest note
- The teacher will ask the students which solfege is the lowest note
 - a. The students will understand that the lowest pitch is la
- The teacher will have the students sing on loo
- The teacher will ask the students if the notes are skips or steps
 - a. The students will understand that they are all steps
- If they are steps what is the highest note?
 - a. The students will understand that the highest notes is mi
- Second? Third? Fourth is loo (ti)
 - a. Students will understand that the notes are Mi Mi Mi Mi Re Do Do Loo La
- Are all the steps the same?
 - a. The students will understand that Do and loo are a half step (HS)
- All the other steps are?... (WS)
- The teacher will have the students sing the phrase on solfege
- The teacher will have the students sing the solfege but only one note per solfege syllable both descending and ascending.
- The teacher will draw the staff on the board
- The teacher will write the solfege for the first phrase of the birch tree under the staff
- The teacher will write the first note on the staff for Mi
- The students will each get a wipe off board
- The students will then write the solfege under the staff
- The students will then write all the notes on the staff for the first phrase of the birch tree
- The teachers will walk around the room and help struggling students.
- Once all students are done the teacher will have students come up to the board and write the notes on the staff
- The teacher will then show students what it looks like with the rhythmic notation.
- Students will sing and sign the first phrase on solfege.

Students will dance along to two Just Dance videos

- The teacher will play two Just Dance videos for the students to dance along to.

Students will sing their 5th grade graduation song

- The teacher will pull up the graduation song video
- The students will sing along with the video and lyrics
- The students will sing along with no lyrics