

Lesson Plan

Paul Roberts

AEIC Workshop

Aims, Goals or Objectives: Expanding students vocabulary using discussion of and musical performance of selected pieces taken from Spotlight on Music’s “!Fiesta de canciones!”

Grade level: Kindergarten

Standards: Music: 1.2 Expression of Music - Respond to music through movement

Dance: 4. 1. Reflect, Connect, and Respond - Observe different dance styles, and describe one movement you remember

Reading, Writing, and Communicating 1.3 Oral Expressions and Listening - Vocal sounds produce words and meaning to create early knowledge of phonemic awareness.

Themes:

Connections- students are associating physical movement with the pulse of the song and with vocabulary to describe performance, culture and structure of each piece.

Imagination: Students explore body movement in different and new ways, explore through song and dance different animals in motion

Perceptivity: students discover physical awareness of voice, body movement and feelings about each piece, and if it relates to their culture. Students make connections with vocabulary through physical movement.

Active Engagement: Students are involved in group setting and through discussion, evaluation and physical activities, and find their meaning in participation.

Timeline: 3 weeks

Lesson 1: Introduction –Moving your body with music

Students are introduced to movements to accompany the pieces. As we practice movements – a vocabulary board is built using pictorial representations: body parts – chest, fists, hip, elbows; movement -- shake, turn, bend; general – hard, smile, bump; music – eighth-note, beat, rhythm, ostinato; instruments - violin, guitar, trumpet; culture – Mexico, Paco, Cri-Cri

Lesson 2: Animal movement through music

Using a second song, "Little Road to School," continuing the theme of using body movement using different animals – using pictures of animals pinned up on vocabulary board. As we practice the movement, students are to describe movements and teacher writes vocabulary under each animal. Students match movements to each animal.

Lesson 3: Evaluation: What did we learn?

- Movement – Students demonstrate they can connect vocabulary word with movement – bend, stamp, jump, fly
- Animals – Students connect pictorial representation with learned vocabulary – "the elephant"
- Body parts – Hip, arms, elbows, feet
- Connecting – "The turtle moves slowly" – students can identify turtle, and movement - slowly
- Vocabulary – Students demonstrate new words learned – hip? Elephant? Shark? Lips" hurrying?
- Movement -- Students demonstrate new movements learned – Stamp? Hop? Shake?
- Music – Students demonstrate rhythms they learned – ti-ti, ta, sssh
- Students connect pictorial representation of instruments--guitar, violin, trumpet--with their names

Adaptations

- Can be used to create movements expand vocabulary to different colors using scarves and set of dances that can be performed
- Days of the week, numbers, dynamics