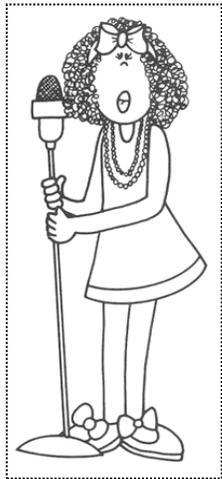


Music Lesson Plans: Judkins



ljudkins:2013-2014

Grade: **Kindergarten**

Title: **Joseph Haydn: Surprise Symphony**

Week: January 20-31

Source: Teachers Pay Teachers- Rhythm & Bloom By Cori Bloom

Materials: flipchart

MPG/Big Idea:

MPG1: Develop skills in music reading

MPG 2: Perform with musical expression

MPG 3: Listen to music

State Standard:

9.1

9.2

Enduring Understandings:

1. Music reading skills provide the basis for creating, understanding and performing music
2. Making expressive choices personalizes music
3. Music from various styles, cultures and historical eras globally affects all individuals

Essential Questions:

1. What is music?
2. How can music be expressive?
3. How does music impact all of us?

Knowledge:

1. Musical works from varied historical periods are an important part of musical literature
1. Music can be individualized using changes in dynamics and tempo
2. Performing with musical expression is a key component in making music unique
1. Beat and rhythm are different

Skills:

Historical Context

1. Recognize musical examples from various historical periods

Expression: Style Dynamics, Tempo

1. Demonstrate differences in dynamics loud/soft

Rhythm: Beat, Meter, Duration, Rhythmic Patterns

1. Demonstrate steady beat, long/short and simple rhythmic patterns

Procedure:

1. Read together as a class, then discuss what the students already know about Haydn. I also ask them what they know about symphonies. (Slide 2 & 3)
2. After we find out that the surprise is a sort of joke, students seem to get excited as they think about what the surprise might be. I usually just let them brainstorm, and don't give away the answer. (Slide 4 & 5)
3. I'm looking for musical words here: short, loud, forte, etc. (Slide 6)
4. This time we listen, and express the music using arms and hands. Students remain seated, but they can begin to experience this piece through movement. (Slide 7)
5. Again, musical words like short, quite,

piano, etc. (Slide 8)

6. With this slide, I use the movement word cards included with this set. I ask students to brainstorm words like tip-toe or creep that would allow them to move softly. (Slide 9)

7. You can move however is easiest for your students. I split the class into two groups, loud and soft. I have the loud group scatter around the room while the soft group makes a line. The line leader of the soft group must lead the line around the room, weaving through the loud movers and practicing soft movements. The loud movers must freeze until they hear a loud sound, when it happens they get to choose one loud movement (inevitably jumping) Then I do a second listen, letting the groups switch roles. (Slide 11)

9. Have the class practice the rhythm of all four slides. Then I ask if they can identify the song. (Slide 12)

10. Then we do one final listen while the students say the rhythm over the music. (Slide 13)

Assessment:
-demonstrative movement