

Music Lesson Plans: Judkins



ljudkins:2013-2014

Grade: **Second Grade**

Title: **Funga Alafia (West African Singing Game)**

Week: February 17-21

Source: Various

Materials: none (optional: Orff instruments)

MPG/Big Idea:

MPG1: Develop skills in music reading

MPG3: Listen to music with understanding

State Standard:

9.1

9.2

Enduring Understandings:

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

Essential Questions:

1. What is music?
3. How does music impact all of us?

Knowledge:

1. Music is part of every culture
3. Knowledge of multi-cultural music is a necessity in developing the ability to understand music as an art that transcends boundaries
3. The term instrument is multi-faceted
1. Beat and rhythm are different

Skills:

Cultural Context

2. Perform musical examples from various cultures of the world

Rhythm: Beat, Meter, Duration, Rhythmic Patterns

2. Demonstrate steady beat, maintain beat and identify beat vs. rhythm

Instrumental Skills

4. Perform accompaniments using body percussion and/or classroom instruments

Procedure:

1. Discuss the history of the music and allow students to see a map of the geographical origins
2. Learn the selection by rote
3. Discuss translation and traditional movement gestures
4. Have students form a circle, sitting with both feet facing the center of the circle
5. Randomly choose one student to begin tapping the beat on each foot. As they get to the end of the song the person whose foot they have tapped last must pull their foot in.
6. If the person tapping the beat gets off the beat, they are called out and must switch immediately with the person in front of them (unless bot feet are out)
7. The game continues until there is one person left. That student then becomes the person in the

	center and the game begins again. 4. If time allows...as students become more comfortable with the song, possibly add instrument parts (cowbell, guiro, and/or a bass bourdoun)
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Assessment:
-active participation