

10-12

Amy

Carnival of The Animals

Music Lesson Plan for Kindergarten and First Grade: (3 lesson days)

- OBJECTIVE:** *Listen to the different sounds of music in:
Camille Saint-Saens' "Carnival of The Animals".
Students will recognize slow/fast music
Students will recognize high/low music
Students will recognize soft/loud music.
*Relate the sounds to how certain animals move
*Relate the sounds to the instruments of the orchestra
*Students will move like the sounds they hear

Materials: The Carnival of the Animal book and CD, CD player, floor space.
The Carnival of the Animal DVD, Listening worksheet, crayons, piano.

- Procedure:** *Talk about different kinds of Animals
*Ask students about their pets and going to the zoo, or circus, farms, etc...
*Ask students what they know about musical instruments.
- *Read from the Carnival of the Animal book that shows illustrations about the orchestra instruments and the animals as the music plays. Stop in between to have a discussion about what they heard after each animal/excerpt in the music.-if it was high/low, fast/slow, soft/loud. What kind of instrument might it have been to imitate that animal.
- *Play the CD "Carnival of the Animals"---Approx. 23 min.

Assessment: *Ask students if they can recognize which piece of music they are on By moving like the animal they think it is, and listening to what kind of instrument it is as the teacher plays the different tracks of the CD.

Assessment 2: *done on day 2: Listen to the music themes for review
Then Circle the Animal of the music that you hear---on worksheet: 4 questions. Students can draw their favorite animal at the bottom while waiting for everyone to finish last listening question.

Day 3: Watch the Carnival of the Animals DVD by Jim Gamble Marionettes.
Review listening to CD and moving like their favorite animal.

- *Discuss the music again and review High/low, Fast/Slow, Soft/Loud by having them listen to the various piano examples and raise or lower hands. *Ask them which animal the music is most like. Show pictures of musical instruments they heard...refer to posters in the room.

10-26 Chris

Is Peace Possible?

2 class
periods

High School Concert Choir
63 students 9-12

Students review song "Inscription of Hope" by Z. Randall Stroope

-Sing through to refresh memory of song

Students split from large group into smaller groups of 5-6 students to discuss
the following questions:

25
min

-What causes war?

-Who is affected by war?

-Is war a good or bad thing? Why?

-What does peace mean?

One student in the group reads the statement inside "Inscription of Hope" while the remaining students silently read along.

25
min

"The Holocaust is a stunning reminder of the tragic results of prejudice and hate toward other people. But it is also a reminder that hope held firm will eventually reign victorious over the greatest of odds. The following words were inscribed on the walls of a cellar in Cologne, Germany where Jews were hiding from the Nazis during WWII. Hope was all they had to hold on to; hope was their only bridge to a brighter tomorrow."

Following the reading of this passage, the students will discuss these questions.

-What are you hopeful for?

-Are Hope and Peace related?

-If you had unlimited resources, how would you create and maintain peace?

VBS

11
18
11-2

11-2

RAFT RUBRIC

Cart No.
Lesson
11-

Name _____

This paper should come from the perspective of the artist you emulated. Write as though he or she were looking over your shoulder as you were painting it. The paper will be a minimum of three hundred words and no more than five hundred words.

Include these facts: 35%

1. Who is the artist?
2. When was the artist born?
3. Is the artist still living?
4. What is the title of the work?
5. Describe what you see in the work of art.
6. What is the main idea?
7. List the steps used to create the piece.

Creative Element: 65%

1. Create a title that will make me want to read it.
2. Writing that is interesting.
3. Writing from the perspective of the artist.

| | CoK | EC | APS |
|----|-----|-----|-----|
| GL | 3 | 3 | 4 |
| JB | 3 | 3 | 3 |
| AB | 3 | 3 | 3 |
| CN | 2 | 2 | 1 |
| | (3) | (3) | (3) |

Amy Revised

11-2

AIW 11-2-11

Lesson on Quarter note and quarter rest

for 2nd grade

Developmental lesson: beginning for some, and for some it is review of mastered concept.

Concept: Rhythm

Objective: Students will understand Sound and no sound on a beat. Students will understand and be able to keep a steady beat with a 4 beat pattern.

After a brief explanation of quarter note equals 1 beat and it's rest equals the same amount of "silent" time, students will make a 4 beat "beat box".

Teacher shows examples of 4 beat patterns on the board.

They will fold a strip of paper into 4 boxes by folding in half twice.

They will follow instruction on creating their own 4 beat pattern by using a crayon to write either quarter notes or quarter rests in each box.

They will practice clapping their rhythms.

They will show a partner their own rhythms.

They will sit in a group to perform the patterns to a steady beat.

After the group gets all the way around without dropping a beat with clapping, they can apply their rhythm patterns to classroom non-pitch instruments—going through the same process of practice on their own, with a partner, then in a group—(They will then have their own "band" ☺) - Elaborate with the Instruments —

To show why it is important to have and keep a steady beat, we will then apply it to a song "ME STONE" and use tennis balls to pass around to keep the steady beat while singing the song.

Students will see if they are not passing to the beat when the tennis balls drop to the floor.

- Post on School web site!
 - Use more songs to have to keep a beat with
- Amy Block

