

Name: Jake Ezzo Date: 10/11/10

Grade: Kindergartens Title Nanny Goat's Patterns!!!

Musical Focus: concepts/skills to emphasize

- Playing instruments
- Singing
- Melody**
- Rhythm
- Expressive Qualities
- Timbre
- Harmony
- Creating
- Movement**
- Form

Materials:

- Goober dressed as Nanny Goat
- “Nanny Goat” CDs Track 38 and 39
- Internet and painting found on email.
- Djembe
- Triangle

National Standard(s) Addressed:

- Singing, alone & with others, a varied repertoire of music
- Performing on instruments, alone & with others, a varied repertoire of music**
- Improvising melodies, variations and accompaniments
- Composing & arranging music within specific guidelines
- Reading and notating music
- Listening to, analyzing, and describing music**
- Evaluating music & music performances
- Understanding relationships between music, the other arts, & disciplines outside**

Objectives: Learners will...

- Be able to (behavioral): sing a folk songs which strengthens melodic line and movement with an accuracy rate of 90%.
- Understand (cognitive): the relationship between kinesthetics and melodic line, and how physical movements can be used to represent melodic shifts.
- Encounter (experiential): perform a Jamaican folk song and talk about Jamaican culture.
- Change/add value (critical): Students will realize that visual art, as well as movement, can be used as a tool to decode melodic lines and differences within a melody.

Assessment:

- Written
- Individual
- Group
- Informal
- Performance**
- Other:

Preparation: (link to prior knowledge or “jump start”) Time
Enter and greet the class. Bring up the Jamaican painting and ask the students to describe what they see. Point out that Jamaica is an island, and that its name used to mean “land of wood and water”. It is in the Caribbean Sea. Low plains with swaying palm trees rise up into mountains full of fern plants and flowers.

Process & Personalization: (teaching sequence & student participation)

- 1) Have the students stand up and “do what you do”
- 2) Bend, twist, sway, stretch, clap, hop on one foot, tap your knee, stamps your feet, etc. (on the macrobeats)
- 4) Have the children listen for the different actions as you play the song “Nanny Goat”.
- 5) Teach the song, implementing the actions for each verse. Have the students clap the rhythm as you play it on the djembe. As you teach the song, move your hands up and down with the pitches. (like the goat hopping up the hills and down the hills, up the mountains down the mountains).
- 6) Have each student come up with 2 new actions, and when you get to verse 5, repeat it and have each student be the “leader” and show their action! (we all have to follow!!)

Movement, Instruments, Opening Song.

- 1) Greeting Song (hello, hello)-Amy
- 2) Nanny Goat-
- 3) Tell story about nanny goat
- 4) Play song/sing
- 5) Movement aspect/dance
- 6) Playing instruments Xylophone- D&A, or jam session!!!!

Perform: (consolidation of lesson):

Do a full performance of the song “Nanny Goat” singing in a circle facing each other. Sing verses 1-4 as is, but at verse 5, continue until every gets a chance to do their action. Have the students pass the triangle and “nanny goober” to the right after each verse, so everyone gets a chance to play it and hold the goat.

Notes/Extension:

Assessment is simple- observe whether the children can move a hand correctly to show the changes in the direction of pitches. Also, moving the micro/micro beats are very easy to see.