**Kindergarten 3/29/18**

**Objectives:**

* Students will be able to perform high/low dance while accurately discerning between high and low pitches.
* Students will be able to perform their composed dog word chants.
* Students will be able to keep a steady beat with marching around the room.
* Students will be able to keep a steady beat with rhythm sticks.

**Standards:**

* MU:Pr4.2.Ka – With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
* MU:Cr1.1.Ka – With guidance, explore and experience concepts (such as beat and melodic contour).
* MU:Cr1.1.Kb – With guidance, generate musical ideas (such as movements or motives).

**Materials of Instruction:**

* Autoharp
* iPad/Sound system
* Projector
* Whiteboard/ Markers
* Rhythm Sticks

**Sequence:**

1. Activity #1
	1. Students enter the room and sit along the wall as per procedure.
	2. Teacher uses autoharp and leads kids in singing a hello song.
	3. As the teacher greets each student, that student stands up, smiles, and waves at the class.
2. Transition
	1. Teacher has students move to their color spots spread out on the floor.
3. Activity #2
	1. Teacher invites students to stand up and dance along to “heads, shoulders, knees and toes” as it is played on the ipad. (Get the wiggles out and body movement to music)
	2. High-low song: Students have had practice with this, so just review (sing through it once) and make sure that the students are recognizing the high pitches and the low pitches based on their body movements.
4. Transition
	1. Alright folks, go ahead and sit back down onto your polka dots. I have a super fun activity about dogs! (Anticipated screams because kids love dogs).
5. Walk the Dog
	1. Teacher shows the students a picture of their dog, and tells the name and breed.
	2. Teacher asks the students about their dogs- have every student share:
		1. If they have a dog (yes or no)
		2. Dog’s name
		3. Dog’s breed
	3. Teacher selects 4 dog breeds from student’s answers to make a word chant. Each dog breed gets 4 beats to be used, in a rhythm selected by the teacher.
	4. Students decide the order of the four measures (teacher asks one student at a time “which one measure should be first” “which measure should be second” and so on.
	5. Once the order has been decided, practice the chant measure by measure with the students echoing the teacher (teacher patting steady beat).
		1. If they are having issues, break down each measure into ta’s and ti-ti’s
	6. Once the students are sounding confident on the chant, add in everyone patting the steady beat and repeat the chant.
	7. Alright guys, now you can keep a steady beat with our chant, so let’s add some movement! Students will then march counter clockwise around the room, their feet lined up in tempo. Once the “marching” around the room is mostly in tempo, the teacher will have the students join in speaking the chants while marching around the room.
	8. Lastly, if time (if they did well and moved through quickly) pass out rhythm sticks to the kindergarteners and have them tap a steady beat while also marching around the room and repeating the chant.
6. Transition
	1. Alright everyone, thanks for helping me compose a little rap about dogs! Go ahead and slowly/quietly line up at the door (in line order if need be).
	2. Teacher: Silence is
	3. Students: \*whispers\* golden