

TEACHER NAME: John Giacchi

**I. Grade Level/Class or Ensemble: K-1<sup>st</sup>**

**II. Materials/Resources:** Rhythm Sticks, Maracas, Hand Drums, Tambourines, Wood Blocks, Recorder Mouthpieces, Large Drums, Triangles, Buckets/Sticks, Metal Chair, Squeeze Toys, Guiro, Projector & Elmo, Sound = Instrument List, “Did You Hear That Sound?” from K-8 Vol 13 #1 Book and CD

**III. Music Instructional Objectives**

- a. Students will sing by rote “Did You Hear that Sound?” as a group, on pitch, and in their head voices (MU:Pr6.1.1a, MU:Pr6.1.1a)
- b. Students will play a variety of percussion instruments according to the song (MU:Pr6.1.1a, MU:Pr6.1.1a)
- c. Students will follow basic conducting gestures on when to play and stop their instruments (MU:Re8.1.Ka, MU:Re8.1.1a)

**IV. Procedure\*\***

**a. Opening Rhythmic and Pitch Activities (3 minutes):**

- i. Sing Attendance: Call “Hello Student” Response “Hello Teacher” (LOTS)

**b. Primary Focus (5 minutes): Head Voice Warm Up**

- i. Set: “Today we have lots of singing to do and instruments to play! But to do that, we need to get ready. We need to be...music ninjas.”
- ii. Sequence
  1. Ninjas are super-fast. Ninjas are silent when they need to be. Ninjas listen closely. And, Ninjas sound like this (demonstrate ninja sounds in head voice)
  2. Have class echo “ninja sounds” (LOTS)
  3. Have class sound high to low and low to high from hand/body cues (HOTS)
  4. Have class free sing as a group using “ninja sounds” (LOTS)
- iii. Closure: Bow to class.
- iv. Evaluation
  1. Listen that students are using their head voice and singing higher/lower based on instruction

Transition statement: OK ninjas, you’re ready to use your skills to do this song

**c. Change of Pace (15 minutes)**

- i. Set: First, I want you to listen (LOTS)
- ii. Sequence
  1. Play K-8 CD track 8 “Did You Hear That Sound” Refrain (up to m15)
  2. Ask if any words repeated
  3. Play refrain again while singing along
  4. Teach refrain by rote without accompaniment, words first, then melody. (HOTS)
  5. Have class sing refrain with CD accompaniment, let song continue playing through verse 1 (HOTS)

6. Ask what 4 sounds they heard and make a list using Elmo/ Projector (for K, sounds in any order; for 1<sup>st</sup>, sounds in order)
    - a. Play verse 1 again as needed to make list. Break verse into sections/lines if necessary. (HOTS)
  7. Continue song at 2<sup>nd</sup> refrain. Have students sing with refrain and have class listen for sounds of verse 2 to make list. (HOTS)
  8. Repeat for verse 3. (HOTS)
  9. Play song from beginning with students singing refrains and verses with teacher cues. (LOTS)
- iii. Closure: Praise/Critique class' singing – repeat whole song if needed.
  - iv. Evaluation
    1. Watch and listen to the class singing to assess if they are on pitch, in head voice, and singing when cued.

Transition statement: “Since this song is about all these different sounds, we need to make those sounds.”

**d. Secondary Focus (20 minutes)**

- i. Set: Divide the class into four groups on the floor.
- ii. Sequence
  1. Instruct that each sound in the song gets its own instrument, and we are only going to play the instrument that the song tells us to.
  2. Put up Sound = Instrument list on projector
  3. Demonstrate VS1 w/instruments (LOTS)
  4. Pass out instruments. Each of the 4 groups gets 3 instruments, 1 to be played per verse. Set instruments in order they will be played.
    - a. Group 1
      - Vs1: Tapping = Rhythm Sticks
      - Vs2: Knocking = Wood Blocks
      - Vs3: Stomping = Buckets w/Sticks
    - b. Group 2
      - Vs1: Shaking = Maracas
      - Vs2: Whistling = Recorder Mouthpieces
      - Vs3: Crashing = Metal Chair w/Stick
    - c. Group 3
      - Vs1: Thumping = Hand Drums/Mallet
      - Vs2: Booming = Large Drums
      - Vs3: Squeaking = Squeeze Toys
    - d. Group 4:
      - Vs1: Rattling = Tambourines
      - Vs2: Ringing = Triangles
      - Vs3: Crunching = Guiros
  5. Each group will practice the verses playing and stopping each instrument while watching teacher conductor cues. (HOTS)
  6. Play CD. Students sing refrains and are guided through playing the proper instruments for the verses. (HOTS)
  7. Repeat and rotate groups as time allows. (HOTS)
- iii. Closure: Collect Instruments
- iv. Evaluation
  1. Watch and listen that students are correctly playing the appropriate instruments at the proper times according to song instructions and teacher's cues
  2. Watch and listen that the students continue singing the refrain.

- e. **Session Closure (2 minutes):** Praise or critique class' musical "ninja" skills, giving specific feedback on their listening, playing, and singing. Line up class.
- f. **Accommodations**
  - i. For students with language barriers and/or special needs, teacher will demonstrate instrument playing and use physical instruments as part of the cue to play in addition to verbal and written instructions.
  - ii. Students with known behavior, language, and/or learning issues will be seated in the front of their respective groups in order for them to better see teacher's cues and gestures and for teacher to be able to better assist and guide them through the activity.

V. **Assessment\*\***

- a. **Visual:** Students will watch teacher's physical gestures for what to play, when, and for how long during "Did You Hear that Sound?"
- b. **Aural/Oral:** Students will listen and verbally identify sections of "Did You Hear that Sound?"
- c. **Kinesthetic:** Students will sing and play percussion instruments to "Did You Hear that Sound?"

\*Code for Core National Music Standards

\*\*Code for HOTS and LOTS & Multimodal approaches (V=visual, A-aural/oral, K-kinesthetic, SE-social-emotional) as appropriate