

**OPPOSITES: LONG AND SHORT**

**Lesson 1**

<p><b>Objectives:</b> I can...</p> <ol style="list-style-type: none"> <li>Find the steady beat of a song</li> <li>Explain the difference between sounds that are long and short</li> </ol>	<p><b>Assessment Plan</b></p> <ol style="list-style-type: none"> <li>Formative Assessment: Visually assess if students are keeping the steady beat on their lap in <i>Naptime Song</i> and <i>Ally Bally Bee Folksong</i></li> <li>Formative Assessment: Whole group discussion about <i>long</i> and <i>short</i> with students raising their hands for answers</li> </ol>
<p><b>Instructional Plan</b></p> <ul style="list-style-type: none"> <li><i>Let's Sing Hello</i> song (Major tonality, duple meter, with clapping)             <ul style="list-style-type: none"> <li>Repeat song with student suggestions for clapping alternative (stomping, spinning, etc.)</li> </ul> </li> <li><i>Naptime Song</i> (Dorian tonality, duple meter)             <ul style="list-style-type: none"> <li>Sitting in circle, demonstrate steady beat. Sing song while students tap the steady beat on their lap.</li> </ul> </li> <li><i>Ally Bally Bee Folksong</i> (Major tonality, Duple meter)             <ul style="list-style-type: none"> <li>Sing the song and have students try and identify the steady beat on their own. Have them pat the beat on their lap.</li> </ul> </li> <li>Continued discussion of opposites             <ul style="list-style-type: none"> <li>Discuss the difference between <i>Long</i> and <i>Short</i></li> </ul> </li> <li>Brainstorm sounds that are long and short             <ul style="list-style-type: none"> <li>On whiteboard, categorize the long and short sound suggestions from brainstorm. Symbolize long sounds with a line and short sounds with dot</li> </ul> </li> <li>Move and Freeze: <i>Hurricane Season</i> - Trombone Shorty             <ul style="list-style-type: none"> <li>Dance to the music (modern New Orleans jazz). Pausing intermittently, students freeze mid-dance whenever the music stops.</li> </ul> </li> <li><i>Goodbye Song</i> (Major tonality, duple meter)</li> </ul>	<p><b>GLCE</b></p> <ul style="list-style-type: none"> <li><b>ART.M.I.K.1</b> Demonstrate uses of the voice, proper instrumental technique, and steady beat.</li> <li><b>ART.M.I.K.2</b> Sing and play music from a variety of styles and cultures.</li> <li><b>ART.M.I.K.11</b> Recognize contrasting expressions of music.</li> <li><b>ART.M.III.K.4</b> Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft.</li> <li><b>ART.M.V.K.1</b> Observe and identify similarities and differences in the meanings of common vocabulary used in the various kindergarten arts.</li> </ul>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Whiteboard/Markers</li> <li>Speakers/aux cord/Spotify</li> </ul>	<p><b>National Core Arts Standards</b></p> <ul style="list-style-type: none"> <li><b>MU:Cr1.1.Ka</b> With guidance, explore and experience music concepts (such as beat)</li> <li><b>MU:Pr4.2.Ka</b> 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</li> <li><b>MU:Re7.2.Ka</b> With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</li> </ul>

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**Lesson 2**

<p><b>Objectives:</b> I can...</p>	<p><b>Assessment Plan</b></p>
<ol style="list-style-type: none"> <li>1. Create a long-short composition</li> <li>2. Play instruments based on long-short compositions</li> <li>3. Sing tonic pitches and tonic patterns</li> </ol>	<ol style="list-style-type: none"> <li>1. Formative Assessment: Assess understanding as they create compositions on whiteboard</li> <li>2. Formative Assessment: Assess abilities to accurately follow along to peer compositions with instruments</li> <li>3. Formative Assessment: Aurally assess if students are singing the same tonal pattern back on pitch during Learning Sequence Activities and <i>Naptime Song</i></li> </ol>
<p><b>Instructional Plan</b></p>	<p><b>GLCE</b></p>
<ul style="list-style-type: none"> <li>• <i>Let's Sing Hello</i> song (Major tonality, duple meter, with clapping)             <ul style="list-style-type: none"> <li>- Repeat song with student suggestions for clapping alternative (stomping, spinning, etc.)</li> </ul> </li> <li>• Learning Sequence Activities             <ul style="list-style-type: none"> <li>- Intensive focus on musical tonal patterns. Alternate between having patterns repeated back by whole class and individuals.</li> </ul> </li> <li>• Group discussion: classify a triangle as a long sound and a drum as a short sound. (Depict long sounds with a line and short sounds with a dot)</li> <li>• Have students take turns composing long-short rhythms on whiteboard (with lines and dots). Other students take turns playing the peer composition on triangle and/or drum. Students not composing/playing practice being good audience members.</li> <li>• Move and Freeze: <i>Short Ride in a Fast Machine</i> – John Adams             <ul style="list-style-type: none"> <li>- Dance to the music (20<sup>th</sup> Century Minimalist orchestral fanfare). Pausing intermittently, students freeze mid-dance whenever the music stops.</li> </ul> </li> <li>• <i>Naptime Song</i> (Dorian tonality, duple meter)             <ul style="list-style-type: none"> <li>- Sitting in circle, have students sing the tonic on “bum” when prompted. Sing the song and pause when it is the tonic pitch, prompting students to sing the tonic note on “bum” within the song</li> </ul> </li> <li>• <i>Goodbye Song</i> (Major tonality, duple meter)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ART.M.I.K.1</b> Demonstrate uses of the voice, proper instrumental technique, and steady beat.</li> <li>• <b>ART.M.I.K.2</b> Sing and play music from a variety of styles and cultures.</li> <li>• <b>ART.M.I.K.7</b> Replicate short rhythmic and melodic patterns.</li> <li>• <b>ART.M.I.K.11</b> Recognize contrasting expressions of music.</li> <li>• <b>ART.M.II.K.1</b> Create through exploration, improvisation, and composition, an accompaniment for a selection with non-pitched percussion classroom instruments.</li> <li>• <b>ART.M.II.K.5</b> Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising appropriate to kindergarten.</li> <li>• <b>ART.M.III.K.4</b> Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft.</li> <li>• <b>ART.M.IV.K.3</b> Demonstrate audience appropriate behavior for the context and style of music presented and performed in kindergarten.</li> </ul>
<p><b>Materials</b></p>	<p><b>National Core Arts Standards</b></p>
<ul style="list-style-type: none"> <li>• Triangle</li> <li>• Drum</li> <li>• Whiteboard/Markers</li> <li>• Speakers/aux cord/Spotify</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MU:Cr2.1.Ka</b> With guidance, organize personal musical ideas using iconic notation</li> <li>• <b>MU:Pr4.2.Ka</b> 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</li> </ul>

**OPPOSITES: LONG AND SHORT**

**Lesson 3**

<p><b>Objectives:</b> I can...</p>	<p><b>Assessment Plan</b></p>
<ol style="list-style-type: none"> <li>1. Sing tonic pitches and tonic patterns</li> <li>2. Create a long-short composition</li> <li>3. Play instruments based on long-short compositions</li> </ol>	<ol style="list-style-type: none"> <li>1. Formative Assessment: Aurally assess if students are singing the same tonal pattern back on pitch during <i>Naptime Song</i> and <i>Roll the Ball</i></li> <li>2. Formative Assessment: Assess understanding as they create compositions in small groups</li> <li>3. Formative Assessment: Assess abilities to accurately follow along to peer compositions with instruments in small groups</li> </ol>
<p><b>Instructional Plan</b></p>	<p><b>GLCE</b></p>
<ul style="list-style-type: none"> <li>• <i>Let's Sing Hello</i> song (Major tonality, duple meter, with clapping)             <ul style="list-style-type: none"> <li>- Repeat song with student suggestions for clapping alternative (stomping, spinning, etc.)</li> </ul> </li> <li>• <i>Naptime Song</i> (Dorian tonality, duple meter)             <ul style="list-style-type: none"> <li>- Have students sing tonic within song as in Lesson 2. Then, have students audiate (or think) tonic within song when prompted.</li> </ul> </li> <li>• Small groups: Long-Short Compositions             <ul style="list-style-type: none"> <li>- In groups of 5, students take turns creating compositions with strings of yarn (long notes) and pom-poms (short notes). Students play the composition with triangle and drum. Alternate through roles. The two students who are not composing or playing will practice being good audience members.</li> </ul> </li> <li>• <i>Roll the Ball</i> patterns (Minor tonality, triple meter)             <ul style="list-style-type: none"> <li>- Sitting in the middle of student circle, sing <i>Roll the Ball</i> song. Sing minor tonal patterns and roll the ball to individual student, student sings pattern back and rolls the ball back.</li> </ul> </li> <li>• Move and Freeze: <i>America</i> (“West Side Story”) – Leonard Bernstein (Played by the Canadian Brass)             <ul style="list-style-type: none"> <li>- Dance to the music (Instrumental, mixed-meter musical theatre). Pausing intermittently, students freeze mid-dance whenever the music stops.</li> </ul> </li> <li>• <i>Goodbye Song</i> (Major tonality, duple meter)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ART.M.I.K.1</b> Demonstrate uses of the voice, proper instrumental technique, and steady beat.</li> <li>• <b>ART.M.I.K.2</b> Sing and play music from a variety of styles and cultures.</li> <li>• <b>ART.M.I.K.7</b> Replicate short rhythmic and melodic patterns.</li> <li>• <b>ART.M.I.K.11</b> Recognize contrasting expressions of music.</li> <li>• <b>ART.M.II.K.1</b> Create through exploration, improvisation, and composition, an accompaniment for a selection with non-pitched percussion classroom instruments.</li> <li>• <b>ART.M.II.K.5</b> Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising appropriate to kindergarten.</li> <li>• <b>ART.M.III.K.4</b> Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft.</li> <li>• <b>ART.M.IV.K.3</b> Demonstrate audience appropriate behavior for the context and style of music presented and performed in kindergarten.</li> </ul>
<p><b>Materials</b></p>	<p><b>National Core Arts Standards</b></p>
<ul style="list-style-type: none"> <li>• 5 Triangles</li> <li>• 5 Drums</li> <li>• Yarn</li> <li>• Pom-Poms</li> <li>• Ball</li> <li>• Speakers/aux cord/Spotify</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MU:Cr2.1.Ka</b> With guidance, organize personal musical ideas using iconic notation</li> <li>• <b>MU:C3.2.Ka</b> With guidance, demonstrate a final version of personal musical ideas to peers.</li> <li>• <b>MU:Pr4.2.Ka</b> 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</li> </ul>