

## **Movement**

### **Music Lesson Plan**

Title: South African Song and Dance (Ase Ase)  
Source: Dr. McConkey

Grade Level: **PRE-K**

Materials needed: A picture of South Africa, a CD (or phone) and a speaker.

#### Procedure:

- A. What do your parents say when they answer the phone?
  - a. Hello, how are you? I'm fine!
  
1. While pretending to be on the phone ask children, "What's your favorite color? What's your favorite food?"
2. Begin playing the song from the speaker.
  - a. Answer the phone using hand motions.
  - b. With 'Ase Ase', put hands out.
    - i. Ask children if they have heard of this word before or if the word sounds like a word they know.
      1. No? That is because this song came from South Africa!
        - a. Show a picture of South Africa to everyone.
        - b. Explain to students how it is okay if it's in a different language and from a different place. We can learn and dance to this music!
3. Begin playing music again.
4. When the 'AAA' part of the song comes on, students put their hands to their ears.
5. Replay the song and repeat the movements.  
Explain and translate the song.
  - a. Ase Ase means thank you.
6. Have students stand up and pat their knees to the drums of the song, 'Ase Ase' they will shimmy down, and at AAA they will put their hands to their ears.
  - a. When the 'call' comes we have to freeze
7. Repeat the song with the movements.

8. After the song ends, ask students what they would like to do during the 'Ase Ase' part of the song.
  - a. Ex. Tiger
  - b. Ex. Jumping

Closure: When we answered the phone, we said 'Ase Ase'. What does 'Ase Ase' mean? Can you say 'Ase Ase'? This song and language are from South Africa!

Educational Objective: By the end of this lesson, students will have learned . . . hand movements and dances to the song. Students will also have learned a new phrase, ‘Ase Ase’. Students will also learn about South Africa.

Music Standards Utilized:

<b>CREATING</b>	Essential Question	<b><u>Anchor Standard:</u></b> PK.MU:Cr1
	How do musicians generate creative ideas?	→ With substantial guidance, explore and experience a variety of music.
<b>PERFORMING</b>	Essential Question	<b><u>Anchor Standard:</u></b>
<b>RESPONDING</b>	Essential Question	<b><u>Anchor Standard:</u></b>
<b>CONNECTION</b>	Essential Question	<b><u>Anchor Standard:</u></b>

<b>Social Emotional Learning</b> (SEL standards)	Perform/Present/Produce – Relationship Skills 9 → Demonstrate an awareness of the differences among individuals, groups and other cultural backgrounds.
<b>Cognitive Learning</b>	Children will be thinking and remembering the movements associated with the music along with what the word ‘Ase Ase’ means.

<p><b>Physical Learning</b></p>	<p>Students begin with witting, standing, patting their hands on their legs, jumping, and various hand movements.</p>
<p><b>Non-Musical Subjects</b></p>	<p><u>(Subject):</u>  PE Standard 2.5 – Locomotor Movement  → Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.</p> <p>Cultures Standard 3: Cultural Comparisons  – WL.CL3.N → Identify some similarities and differences among very familiar, common daily products, practices, and perspectives in the mainstream cultures of the United States, the students’ own cultures, and the target cultures.</p>
<p><b>Universal Design for Learning (UDL)</b></p>	<p>Language and Symbols 2.4 → Promote understanding across languages.</p>