

Intrumental Music Lesson Plan

Title: Opposites!

Grade Level: K

Source: "Super Simple Songs"

<https://www.youtube.com/watch?v=hXxHonmYz6c>

Materials needed:

1. Speaker
2. Drums
3. Triangle
4. Rhythm sticks
5. Tambourine
6. Shakers

A.S:

1. Have you guys ever heard of the opposite day?
2. What's the opposite of high?
3. Opposite of loud?
4. Opposite of fast?

Procedures

1. Teacher will play the song first and have students listen to the different opposites.
2. Teacher will ask students what were some opposites that they heard in the song.
3. They will demonstrate these on their bodies first how these opposites look/sound.
 - a. Open / shut
 - b. Big / Small
 - c. Please / No thank you
 - d. Fast / slow
 - e. Loud / quiet
 - f. Peekaboo
4. Teachers go over rules of instruments "1. Treat them with respect; 2. if we're not playing put it in front of you; 3. you get what you get and you don't throw a fit"
5. Teachers will have students get instruments and sit down.
6. Raise your hand if you think your hand is
 - big/ smallShow us how to play your instrument:
 - Fast / slow
 - Loud / quiet
7. Play songs and have them listen to opposites again. When they point out the opposites assign them when to play. reminder : remember to use the word opposites. Example play starts opposite stop goes next
 - a. Open/shut - play and stop
 - b. Big/small - 'big' instruments play and then small

- c. STOPPPP AND INSTRUCT ON PLEASE NO THANK YOU.
 - d. Please/No thank you - have students follow the rhythm with their instruments
 - e. Fast/slow - students play fast/slow
 - f. Loud/quiet - students play loud/quiet
 - g. Peekaboo - have students follow rhythm with instruments
8. Once students have gotten the hang of it, play the song one more time and have students play it while walking in a circle.

Closure:

Teacher will ask students

- What are some ways we played our instruments today in terms of opposites? (loud/soft, fast/slow)

Educational Objective: By the end of this lesson, students will have learned . . .

Opposites such as fast/slow, high/low, loud/soft.

Music Standards Utilized:

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|-------------------|---|--|
| CREATING | Essential Question | <u>Anchor Standard:</u> AS 1: Generate and conceptualize artistic ideas and work |
| | How do musicians generate creative ideas? | AS 2: Organize and develop artistic ideas and work |
| PERFORMING | Essential Question | <u>Anchor Standard:</u> AS 6: Convey meaning through the presentation of artistic work |
| | How do performers interpret musical works? | |
| RESPONDING | Essential Question | <u>Anchor Standard:</u> AS 8: Interpret intent and meaning in artistic work |
| | How do we discern the musical creator's and performer's expressive intent? | |
| CONNECTION | Essential Question | <u>Anchor Standard:</u> AS 10: Synthesize and relate knowledge and personal experience to make art |
| | How do musicians make meaningful connections to performing, creating, and responding? | |

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| <p>Social Emotional Learning (SEL standards)</p> | <p>1.A.1. Students name their personal characteristics and life experiences and have an increasingly accurate basic sense of self. Students are aware of their own likes and dislikes.</p> |
| <p>Cognitive Learning</p> | <p>Students will have learned about opposites, including musical opposites such as fast/slow, loud/soft, high/low.</p> |
| <p>Physical Learning</p> | <p>Students will have learned how to play different kinds of instruments together in a group.</p> |
| <p>Non-Musical Subjects</p> | <p>ELA</p> <ul style="list-style-type: none"> ● Usage of various literary devices such as connotation; how do certain words make us feel |
| <p>Universal Design for Learning (UDL)</p> | <p><u>Physical Action</u></p> <ul style="list-style-type: none"> ● Vary the methods for response and navigation <p><u>Expression and Communication</u></p> <ul style="list-style-type: none"> ● Use multiple media for communication <p><u>Comprehension</u></p> <ul style="list-style-type: none"> ● Highlight patterns, critical features, big ideas and relationships |