
Music Lesson Plan

Title: “Dragon Hunt”

Grade Level: Pre K

Source: The “Kiboomers”

See: <https://www.youtube.com/watch?v=41fSXZXYjK0>

Materials needed:

1. Music Speaker

A.S:

1. Have you guys ever been on an adventure?
2. Have you gone someplace new that you've never been?
3. How do you feel when you go on a new adventure?
4. We're going on an adventure today! Try to keep track of all the places we go!

Procedures

- 1.) Introduce the song to the kids as a ‘repeat after me’ song. (Teacher sings one line and then they repeat after me)
 - a.) March in place
 - b.) Binoculars
 - c.) Big no “I’m not scared!”
- 2.) Have students keep track of where we go on our ‘adventure’ and what sounds each ones make
 - a.) Grass “Swish swish” (Hands above head and sway side to side)
 - i.) What might be scary about tall grass?
 - ii.) What might help us feel safe crossing tall grass?
 - b.) River “Splash splash” (pretend to swim across)
 - i.) What might be scary about crossing a river?
 - ii.) What might help us feel safe crossing a river?
 - c.) Mountain “Climb climb” (Big marching in place)
 - i.) What might be scary about a tall mountain?
 - ii.) What might help us feel safe climbing a tall mountain?
 - d.) Cave ‘step step’ (Tippy toes)
 - i.) What’s scary about a cave?
 - ii.) What might help us move safely in a cave?
- 3.) Ask students how they will react to seeing the dragon, scared, happy, brave?
- 4.) At the end, students will see the dragon. Pause after ‘cave’ and discuss what a dragon is, looks like, feels like
 - a.) 2 Horns
 - b.) Long Tail
 - c.) Hot Breath

- 5.) Discuss with students “When we see the dragon, remember all the places we went, since we will be running away from the dragon”
- 6.) Repeat song with all this in mind and have students move in a circle

Closure:

What kind of feelings did we feel today in the song ?

What Helped us not be scared?

What movements did our grass/river/mountain/cave look like?

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

Students will be able to identify different emotions and develop problem-solving skills.

Music Standards Utilized:

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

<p>Social Emotional Learning (SEL standards)</p>	<p>(Early Elementary Standards)</p> <p>Identity - Self Awareness</p> <p>1.C.1. Students name people, places, and ideas that are important to them. Students can describe their own family traditions</p> <p>Agency - Self Management</p> <p>2.G.1. Students begin practicing self-monitoring thoughts and actions and asking for help to stay motivated and focused. Students are aware of their body</p>
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	during active listening. Students are able to identify when they are focused and paying attention.
Cognitive Learning	Students will be able to identify different emotions and develop problem-solving skills.
Physical Learning	Students developed their functional understanding skills ie interpreting words as connected to physical motions
Non-Musical Subjects	<u>(Subject):</u> ELA - rhyme, alliteration
Universal Design for Learning (UDL)	Engagement - Build <ul style="list-style-type: none"> ● Foster collaboration and community Engagement - Internalize <ul style="list-style-type: none"> ● Develop self-assessment and reflection