

Singing Lesson
Music Lesson Plan

Title: Frogs in the Meadow/Do you know the Muffin Man

Grade Level: 1st or 2nd

Source: Vincent Bates

Materials needed: speaker, voice, kids!

Procedure: Hello class! Do you like singing? Have you ever memorized a song before? What makes memorizing a song easy? Hard?

A.S: AS 3: Refine and complete artistic work

1. Ask the students if they like playing games
2. Inform the students that they will be copying after you to learn the song
 - a. Fill in name is in the middle, can't get him out
Take a big stick and stir him all around.
3. Explain rules of the game
 - a. Everyone is going to stand in a circle around the person that is "stuck"
 - b. Everyone will sing the song, when the song says stir him all around the person in the middle will close their eyes and spin around and whatever 2 people are being pointed at have to hold hands
 - c. When the person in the middle breaks the hands they run around the circle and whoever gets there last is now in the middle
4. Inform the students that they will be copying after you for each lyric
 - a. Do you know the Muffin man
The Muffin man, the Muffin man
Oh, do you know the Muffin man
Who lives on Drury Lane?
Yes I know the Muffin man
The Muffin man, the Muffin man
Yes I know the Muffin man
The Muffin man, the Muffin man
Who lives on Drury Lane.
5. Introduce the rules of the game
 - a. Pick one person to be in the middle
 - b. Everyone else will have a partner and link arms while the song is being sang they will walk around in a circle on
 - c. When the song says yes everyone will change the direction they are walking and continue the song
 - d. When the song is over the person in the middle will say 1, 2, 3, grab and everyone will try to find a new partner, whoever doesn't have a partner will now be the person in the middle

Closure: Ask the students what skills they had to us to memorize the song

Educational Objective: By the end of this lesson, students will have learned how to memorize and sing songs in tune.

Music Standards Utilized:

CREATING	How do musicians generate creative ideas?	<u>Anchor Standard: AS 1: Generate and conceptualize artistic ideas and work</u> <u>AS 3: Refine and complete artistic work</u> <u>AS 2: Organize and develop Artistic ideas and work</u>
PERFORMING	How do performers select repertoire?	<u>Anchor Standard: AS 4: Analyze, interpret and select artistic work for presentation</u> <u>AS 6: Convey meaning through the presentation of artistic work</u> <u>AS 7: Perceive and analyze artistic work</u>
RESPONDING	How do individuals choose music to experience?	<u>Anchor Standard: AS 7: Perceive and analyze artistic work</u> <u>AS 8: Interpret intent and meaning In artistic work</u>
CONNECTING	How do musicians make meaningful connections to creating, performing, and responding?	<u>Anchor Standard: Anchor Standard: AS 10: Synthesize and relate Knowledge and personal experiences to make art</u>

<p>Social Emotional Learning (SEL standards)</p>	<p>Students are making connections with themselves by stepping out of their comfort zone and with each other by being aware of others and working together.</p>
<p>Cognitive Learning</p>	<p>The students are using cognitive learning by memorizing songs and movements and when to take apart these verses and movements.</p>
<p>Physical Learning</p>	<p>The students are using physical learning because when they are learning the motions of the game/song while they are moving around the room.</p>
<p>Non-Musical Subjects</p>	<p><u>The students are learning to connect singing cues with movements.</u></p>
<p>Universal Design for Learning (UDL)</p>	<p>Vary the methods for response and navigation (Checkpoint 4.1) Vary demands and resources to optimize challenge (checkpoint 8.2) <u>Foster collaboration and community (checkpoint 8.3)</u></p>