

Music Lesson Plan

Title: Pout-Pout Fish

Grade Level: PreK

Source: Modeled Lesson

Materials needed:

- Book “The Pout-Pout Fish”
- Instruments
 - Rhythm Sticks
 - Glockenspiel
 - Guerro
 - Shakers

A.S:

- 1) Teacher asks students what faces are ‘happy’ and ‘sad’
- 2) Teacher asks what the opposite happy is; opposite of sad

Procedures

- 1) Teacher begins by reading the “Pout Pout Fish” and singing along. When it says ‘Pout Pout’, teacher has students clap to the beat
- 2) In the book, happy fish come up to the Pout Pout fish. Students are instructed to pat their lap fast when happy characters come in, and slow when the pout pout fish talks.
- 3) Teacher then passes out instruments and before they begin playing, teacher models how to play each of the instruments
 - a) “Pout Pout” = follow rhythm with rhythm sticks
 - b) “Dreary wearies” = guerrero and glockenspiel
 - c) “Blub blub blub” = shakers
- 4) Teacher has them practice with just singing before continuing on reading the book while incorporating the musical instruments
- 5) At the end, the fish becomes a ‘kiss kiss fish’ and the instruments sound happy as opposed to sad

Closure:

Teacher asks students if the fish changed his mood at the end, and what made him change his mood.

Teacher gives moral of the story, ‘If we see someone who is sad, we should try to cheer them up.’

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

Students will have learned different kinds of emotions and how to express them.

Music Standards Utilized:

CREATING	Essential Question	<u>Anchor Standard:</u>
	How do musicians generate creative ideas?	AS 2: Organize and develop artistic ideas and work
PERFORMING	Essential Question	<u>Anchor Standard:</u>
	How do performers interpret musical work?	AS 6: Convey meaning through the presentation artistic work
RESPONDING	Essential Question	<u>Anchor Standard:</u>
	How do we discern the musical creator's and performer's expressive intent?	AS 7: Perceive and analyze artistic work
CONNECTION	Essential Question	<u>Anchor Standard:</u>
	How do musicians make meaningful connections to performing, creating, and responding?	AS 10: Synthesize and relate knowledge and personal experiences to make art AS 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

<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>1.B.1. Students recognize, label, and understand basic emotions in themselves and know that more than one emotion can be experienced at once. Students are aware of how emotions can affect their body.</p>
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Cognitive Learning	Students will have learned about different kinds of fish, the faces that different emotions cause, and to make someone feel better when they are glum.
Physical Learning	Students will have learned how to play different kinds of instruments, such as the guerro, shakers, glockenspiel, and rhythm sticks.
Non-Musical Subjects	Aquatic life - different kinds of fish, including squids, anglerfish, goldfish, starfish, and crabs.
Universal Design for Learning (UDL)	<p>Sustaining Effort and Persistence</p> <ul style="list-style-type: none"> ● Foster collaboration and community <p>Self Regulation</p> <ul style="list-style-type: none"> ● Facilitate personal coping mechanisms and strategies ● Develop self-assessment and reflection