

# Movement Lesson Music Lesson Plan

Title : Head, Shoulders, Knees and Toes

Grade Level: preschool

Source: kindergarten music lesson book

Materials needed: book, speaker, music, kids!

Procedure: What body parts do you know? Today we will learn about body parts and different ways to move them!

**A.S: Anchor Standard: AS 4: Analyze, interpret and select artistic work for presentation Teach students how to sing and perform hand motions to the song Head Shoulders Knees and Toes**

1. Ask the students what body parts they know.
2. Talk about your head, shoulders, knees and toes and what we can use them for.
3. Read Head, Shoulders, Knees and Toes to the students, while reading ask the students to point to the body parts being read in the book.
4. Play the head, shoulders, knees and toes song for the students and have them point to the body parts being called out.
5. Ask the students if they think they can be introduced to new body parts that weren't in the first song.
6. Play each section of the "Me! by Super Simple Songs" and check for comprehension.
7. Once you've gone through the whole song in separate parts, have the students try to do the whole song, do it with them to help them visualize.

Closure:

1. When you have finished the song and dance, ask the students what body parts they remember from the song, have them name some activities they do with that body part.

Educational Objective: By the end of this lesson, students will have learned their body parts and what we use each body part for.

Music Standards Utilized:

<b>CREATING</b>	How do musicians generate creative ideas?	<b><u>Anchor Standard: AS 1: Generate and conceptualize artistic ideas and work</u></b>
<b>PERFORMING</b>	How do performers select repertoire?	<b><u>Anchor Standard: AS 4: Analyze, interpret and select artistic work for presentation</u></b>

<b>RESPONDING</b>	How do individuals choose music to experience?	<b><u>Anchor Standard: AS 7: Perceive and analyze artistic work</u></b>
<b>CONNECTING</b>	How do musicians make meaningful connections to creating, performing, and responding?	<b><u>Anchor Standard: AS 10: Synthesize and relate Knowledge and personal experiences to make art</u></b>

<b>Social Emotional Learning</b> (SEL standards)	The students are learning self awareness by learning about themselves as individuals.
<b>Cognitive Learning</b>	The students are cognitively learning because they are saying the body parts and touching them at the same time which is maximizing their brain's potential.
<b>Physical Learning</b>	The students are physically learning because they are hearing, saying and touching the body part being stated.
<b>Non-Musical Subjects</b>	<u>(Subject): The students are learning their body parts.</u>
<b>Universal Design for Learning</b> (UDL)	Representation: We allowed students to use multiple different ways to show what they are learning. We had the students point, say and remember the body parts being talked about.