

Movement
Music Lesson Plan

Title: Rockin' Robin

Grade Level: Kindergarten

Source: Dr. McConkey

Materials needed:

- Speaker
- Music File of "Rockin' Robin"

Procedure:

A.S: Can anyone raise their hand and name a type of bird?

1. Introduce the song "Rockin' Robin" by Bobby Day.
 - 1.1. Today we will be listening to a song that talks about a specific kind of bird. Can you listen and try to figure out what kind of bird he's singing about?
2. Play the beginning of the song and pause the song after he mentions the robin.
 - 2.1. Can anyone tell me what kind of bird he sang about?
 - 2.1.1. Call on quiet hands to answer the question.
3. Introduce the game
 - 3.1. Can anyone tell me what a bird might do if another bird or animal came around and spooked the robin?
 - 3.1.1. Call on quiet hands to answer the question.
 - 3.1.2. Well, today we are going to play a game where we pretend to be the bird that freezes when another animal comes around.
 - 3.1.3. When the music plays you will dance around the room keeping a personal space bubble around you, and when the music stops you will freeze in whatever position you are in.
 - 3.1.4. Play a few rounds of the game.
4. Introduce the next element.

- 4.1. Okay, now that we have the hang of the game, we are going to add another rule. When you hear the part of the song that says “Rockin’ Robin” pretend to play the guitar. As soon as the chorus ends, we can dance around like we were before.
- 4.2. Continue to play more rounds with the new rule.
5. Regroup the students back in a circle on the ground to check for understanding.
 - 5.1. Well, that was a fun game, wasn’t it? You all did such a great job dancing and keeping yourselves and everyone else around you safe!

Closure: Do you remember when you played the air guitar when the singer said “Rockin Robin” over and over throughout the song? That is called a chorus. The chorus of a song sounds the same and is sung two or three times throughout the song.

Educational Objective: By the end of this lesson, students will have learned what the chorus of a song is.

Music Standards Utilized:

CREATING	Essential Question	<u>Anchor Standard:</u>
PERFORMING	Essential Question How does understanding the structure and context of musical works inform performance	<u>Anchor Standard:</u> MU:Pr4.2.K With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance

RESPONDING	Essential Question	<u>Anchor Standard:</u>
CONNECTIO N	Essential Question	<u>Anchor Standard:</u>

Social Emotional Learning (SEL standards)	Demonstrate an awareness of the expectations for social interactions in a variety of settings
Cognitive Learning	Recognizing when to dance and when to freeze Recognize when the chorus comes in

Physical Learning	Maintaining a safe distance from other students Dancing to the beat of the song
Non-Musical Subjects	<u>(Subject):</u> Physical Education PE-K.1.17 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
Universal Design for Learning (UDL)	CHECKPOINT 7.3 Minimize threats and distractions