

Singing **Music Lesson Plan**

Title: “Shake those Simmons Down”

Grade Level: 1-2 grade

Source: <https://www.youtube.com/watch?v=bxEM3m2Uee8>

Materials needed:

None

A.S:

1. How many of you guys have been to an orchard?
2. Who knows what a persimmon is? Is it a fruit or a vegetable?
3. Today we have a song about a persimmon tree and as we sing, think about some ways we could try to get those persimmons down using our bodies.

Procedures

1. Teacher begins by singing the song in its entirety.
2. Teacher then sings one verse, and has students repeat that verse after them. Continue until finishing the song.
3. Teacher then sings two verses of the song, and has students repeat the two verses. Continue until finishing song.
4. Sing the song altogether.
5. Have students stand in a circle with joined hands while singing, beginning by ‘circling left’. When it says “shake those Simmons down” have students shake their hands going down.
6. Then have students ‘Come on in’ and have them go in and out while singing along with the song.
7. Teacher will instruct students on different commands, such as “left/right arm shake” or “shake your leg”, “shake your head”, “shake your knees”, “shake your toes”
8. As a group, students will sing the song while incorporating these new movements into the song.
9. At the end, teacher will string together various movement options (legs, knees, arms), into somewhat of a dance and have students follow along. The song will end with coming in and out.

Closure:

“What are some body parts that we shook when we were in the circle?”

“What are some body parts we have two of?”

“Show me your left hand. Show me your right/”

“How can we tell our left from right?”

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

Students will be able to tell their right from left and identify different parts of the body.

Music Standards Utilized:

CREATING	Essential Question	<u>Anchor Standard:</u> AS 1: Generate and conceptualize artistic ideas and work AS 2: Organize and develop artistic ideas and work
	How do musicians generate creative ideas?	
PERFORMING	Essential Question	<u>Anchor Standard:</u> AS 6: Convey meaning through the presentation of artistic work
	How do performers interpret musical works?	
RESPONDING	Essential Question	<u>Anchor Standard:</u> AS 8: Interpret intent and meaning in artistic work
	How do we discern the musical creator's and performer's expressive intent?	
CONNECTION	Essential Question	<u>Anchor Standard:</u> AS 10: Synthesize and relate knowledge and personal experience to make art
	How do musicians make meaningful connections to performing, creating, and responding?	

Social Emotional Learning (SEL standards)	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.
Cognitive Learning	Students will have learned different parts of the body, how to tell their left from right, and what a persimmon is.

Physical Learning	Students will learn how to move in a circle, and how to shake different parts of their bodies.
Non-Musical Subjects	<p>ELA</p> <ul style="list-style-type: none"> ● Usage of various literary devices such as connotation; how do certain words make us feel
Universal Design for Learning (UDL)	<p><u>Physical Action</u></p> <ul style="list-style-type: none"> ● Vary the methods for response and navigation <p><u>Expression and Communication</u></p> <ul style="list-style-type: none"> ● Use multiple media for communication <p><u>Comprehension</u></p> <ul style="list-style-type: none"> ● Highlight patterns, critical features, big ideas and relationships