

Singing Music Lesson Plan

Title: Bow Wow Wow
Source: Dr. McConkey

Grade Level: 2

Materials needed:

Procedure:

A.S: Who has a pet? What kind of pet is it?

1. Say, "I have a song about a pet, and I want you to listen to what kind of pet it is."
 - a. Sing "Bow wow wow".
 - i. Ask "What kind of pet is it? What does it say?"
2. Say, "I'm going to sing the next part of the song and I want you to listen to what happens to the dog."
 - a. Sing song.
 - i. Ask "What did you hear? What happened to the dog?"
 1. The dog got lost – 'Where art thou.'
 - a. Connect this language to old English.
3. Sing the next part of the song to listen to whose dog it is.
 - a. Sing song – Tommy Tucker.
 - b. Ask "Whose dog is it?" "Tommy Tucker's!" Have students repeat 'Tommy Tucker'.
4. Split up the song so students will sing it back to you.
5. Repeat until students sing the entire song.
6. Have students stand and repeat everything you do while singing.
 - a. Stomp @ Bow wow wow
 - b. Hands out @ Whose art thou
 - c. Point finger @ Tommy Tucker
 - d. Stomp @ the end
7. Sing and repeat the entire song with movements.
8. Add pats, touch head, hands out, stomp, and pats.
 - a. Ask "what did I do differently in the movements?"
 - i. Added pats and touching heads.

Educational Objective: By the end of this lesson, students will have learned . . . How to sing the ‘Bow wow wow’ song, do movements while singing, collaborate with others, and learn about musical terms like ‘rest’.

Music Standards Utilized:

CREATING	Essential Question	Anchor Standard: MU:Cr1.1.2a
	-How do musicians generate creative ideas?	→Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
PERFORMING	Essential Question	Anchor Standard:
RESPONDING	Essential Question	Anchor Standard:
CONNECTION	Essential Question	Anchor Standard:

Social Emotional Learning (SEL standards)	PR/RDM 13 →Utilize positive communication and social skills to interact effectively with others.
Cognitive Learning	Students are collaborating with others as they do the movements while singing. They have to think about what comes next, the body and hand movements, when to sing, and when to jump.
Physical Learning	Students are standing, doing hand and body

	<p>movements, while jumping to face their new partner. They are practice their locomotor skills like jumping and landing accurately and with balance.</p>
Non-Musical Subjects	<p>(Subject): PE – Grade 2 Standard 5.1 – Self Responsibility →Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.</p>
Universal Design for Learning (UDL)	<p>Engagement – Sustaining Effort and Persistent 8.3 →Foster collaboration and community</p>