

Movement

Music Lesson Plan

Title: Wheels on the Bus Movement Lesson

Grade Level: Kinder

Source: Gracie W. & Leslie Z.

Materials needed: None

Procedure:

A.S: “Have any of you ever seen or been on a school bus before? What color is the school bus? Well, today we are going to act out the different parts of a school bus!”

1. Ask students to raise their hand and share what are some components they have seen on a school bus before.
2. After sharing, explain to the students that we are going to all sing a song about all parts of a school bus that we just talked about.
3. Have students all stand up and help position them so half the class is standing in a small circle, and the other half is standing in a bigger circle parameterizing the smaller one.
4. Ask the students what part of the bus it looks like they are showing by standing in a circle.
5. Have the students walk to the right, holding hands.
6. Begin singing “The Wheels on the Bus”!
7. Once we get to the part “the wipers on the bus go swish, swish, swish”, have the students act it out by moving their arms like window wipers.
8. Sing “The Wheels on the Bus” again.
9. After, sing “The windows on the bus open and close, open and close, open and close”, have students reach for the sky when they say “open” and touch the floor for “close”.
10. Sing “The Wheels on the Bus”
11. Sing “The horn on the bus goes beep, beep, beep”. Have students jump each time they say “beep”.
12. Sing “the wheels on the bus”
13. Sing “The driver on the bus goes shush, shush, shush”, and have the students put their finger to their mouth to motion “shush”.
14. Sing “the wheels on the bus”.

15. Sing “The people on the bus sit on down, sit on down, sit on down”, having the students sit down on the ground, crisscrossing with their hands in their laps.

Closure: Ask the students what parts of the bus we went over and what their favorite movement that we did was.

Educational Objective: By the end of this lesson, students will have learned . . . How to sing “The Wheels on the Bus” with guidance, different elements of a school bus, and the movements associated with each element!

Music Standards Utilized:

CREATING	Essential Question	Anchor Standard: PK.MU:Cr2, PK.MU:Cr1
	How do musicians make creative decisions?	a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).
	How do musicians generate creative ideas?	b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.
		a. With substantial guidance, explore and experience a variety of music.
		a. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
PERFORMING	Essential Question	Anchor Standard: PK.MU:Pr4.2, PK.MU:Pr6
	How does understanding the structure and context of musical works inform performance?	a. With substantial guidance, explore, and demonstrate awareness of musical contrasts such as high/low, loud/soft, and fast/slow.
	How do context and the manner in which musical work is presented influence audience response?	b. With substantial guidance, perform music with expression.

RESPONDING	Essential Question	Anchor Standard: PK.MU:Re7.1, PK.MU:Re9
	How do individuals choose music to experience?	a. With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others. b. With substantial guidance, talk about personal and expressive preferences in music.
	How do we judge the quality of musical work(s) and performance(s)?	

CONNECTION	Essential Question	Anchor Standard: PK.MU:Cn10
	How do musicians make meaningful connections to creating, performing, and responding?	a. With substantial guidance, explore how personal interests connect to creating, performing, and responding to music.

Social Emotional Learning (SEL standards)	<p>RE/RDM 13 – Responsible Decision-Making – Responding → Utilize positive communication and social skills to interact effectively with others.</p> <p>RE/SM 03 – Responding and Self-Management → Recognize one’s personal traits, strengths and limitations.</p>
Cognitive Learning	<p>Students are thinking of how a school bus functions and the different parts that make a school bus.</p> <p>Along with cognitively learning about the different parts of a school bus, students are holding hands and walking in a circle – keeping in mind their special awareness, what movements are coming next, which direction they are moving, etc.</p>
Physical Learning	<p>Students are on their feet, constantly moving. They are walking clockwise/counterclockwise depending on which circle they are in, have special awareness, moving with their entire bodies by walking, jumping, having hand</p>
<p>PE Standard 1.1 – Travel within a large group, without bumping into others or falling, while using locomotor skills.</p> <p>1.2 Travel forward and sideways while changing direction quickly in response to a signal.</p>	

<p>1.10 Travel in straight, curved, and zigzag pathways.</p> <p>2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.</p> <p>3.1 Participate in physical activities that are enjoyable and challenging.</p> <p>5.1 Identify the feelings that result from participation in physical activity.</p> <p>5.2 Participate willingly in physical activity.</p> <p>5.4 Describe how positive social interaction can make physical activity with others more fun.</p>	<p>movements, being ‘big, etc.</p> <p>PE Standards 1.1, 1.2, 1.10, 2.5, 3.1, 5.1, 5.2, and 5.4.</p>
<p>Non-Musical Subjects</p>	<p>ELA -SL K 1 → Speaking and Listening Standard - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>Universal Design for Learning (UDL)</p>	<p>Engagement Sustaining Effort and Persistence - 8.3 → Foster collaboration and community.</p> <p>Engagement – Self Regulation – 9.2 → Facilitate personal coping skills and strategies.</p> <p>Representation – Comprehension – 3.2 → Highlight patterns, critical features, big ideas, and relationships.</p> <p>Action and Expression – Physical Action 4.1 → Vary the methods for response and navigation.</p> <p>Action and Expression – Expression and Communication – 5.3 → Build fluencies with graduated levels of support for practice and performance.</p>