

# Lucas Crowell and Aubrey Kluber

## Music Lesson Plan

Title: A-Ticket N A-Tasket

Grade Level: Prek

Source:  A-Ticket, A-Tasket: A Fun Orff Elementary Music Circle Game

### Materials needed:

- Speaker
- Device that can play A Ticket A Tasket backtrack
- 1 envelope
- 1 basket

### A.S:

- 1) Teacher asks students if they have seen the mailman, delivered mail or sent mail?
- 2) Teacher asks students if they think mail doesn't get delivered to where it is supposed to?

### Procedures

- 1) Teacher begins by teaching the students the song that goes along with the actual backtrack
- 2) Sing out loud the whole lyrics of the song at first so the students can hear it  
“A ticket and A tasket, a green and yellow basket”  
“I wrote a letter to my mom and put it in a basket”  
“I dropped it I dropped it, yes I really dropped it”  
A little girlie found the letter and put and it in her pocket”
- 3) Then move into going sentence by sentence singing the song and having the children repeat it to you
- 4) Then go into two sentences at a time singing the song and having the children repeat it back to you
- 5) Once the children memorize the song, have them gather around in a circle
- 6) Have one student stand up and hand them the envelope, having them standing on the outside of the circle
- 7) Explain to the student they will walk around the circle while the music is playing and everyone else is singing
- 8) Have students clap out the beat as well
- 9) When the lyrics of the song land on, “ on the way I dropped it” have the student drop the envelope to whoever they have met while circling around
- 10) The student who dropped the envelope will run around the circle to beat the other student back to their seat. The other student will be running after to first student
- 11) On the last lyrics of the song, the students should be close to the space and whoever sits down first wins

12) Repeat with whoever loses being the one whole circles around with the envelope in the next round

Closure:

Teacher asks students if they felt on time with the song and the game in terms of walking around and sitting down

Teacher can ask students what they thought about the song and how it was sung

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

Students will have learned how to harmonize the beat and lyrics within a given soundtrack to make their game more steady

Students will also learn how to move in according to the song and the speed of the children who are singing around them

Music Standards Utilized:

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<b>CREATING</b>	Essential Question	<b><u>Anchor Standard:</u></b>
	How do musicians generate creative ideas?	AS 3: Refine and organize artistic ideas and work

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<b>PERFORMING</b>	Essential Question	<b><u>Anchor Standard:</u></b>
	How do performers interpret musical work?	AS 5: Develop and refine artistic work for presentation

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<b>RESPONDING</b>	Essential Question	<b><u>Anchor Standard:</u></b>
	How do we discern the musical creator's and performer's expressive intent?	AS 7: Perceive and analyze artistic work

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<b>CONNECTION</b>	Essential Question	<b><u>Anchor Standard:</u></b>
	How do musicians make meaningful connections to performing, creating, and responding?	AS 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

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<p><b>Social Emotional Learning</b> (SEL standards)</p>	<p>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.</p> <p>1.B.1. Students recognize, label, and understand basic emotions in themselves and know that more than one emotion can be experienced at once. Students are aware of how emotions can affect their body.</p>
<p><b>Cognitive Learning</b></p>	<p>Students will be able to memorize song lyrics and also match that up with a game that goes with the song</p>
<p><b>Physical Learning</b></p>	<p>Students will have learned how to physically move to music itself</p>
<p><b>Non-Musical Subjects</b></p>	<p>Mail-The idea of writing letter and dropping the letter and wondering how it would feel</p>
<p><b>Universal Design for Learning (UDL)</b></p>	<p>Sustaining Effort and Persistence</p> <ul style="list-style-type: none"> <li>● Foster collaboration and community</li> </ul> <p>Self Regulation</p> <ul style="list-style-type: none"> <li>● Facilitate personal coping mechanisms and strategies</li> <li>● Develop self-assessment and reflection</li> </ul>