

Instrument **Music Lesson Plan**

Title: Ladybug Lesson

Grade Level: Kinder-1st

Source: Dr. McConkey

Materials needed: A small lady bug toy, different types of instruments for each child (wood blocks, jingle bells, triangles, finger symbols, vibraslap, cowbell)

Procedure:

A.S: Does anyone know what the opposite of stop is? Go. What about the opposite of fast? Slow. And what about the opposite of high? Low. Good job!

1. Have students play their instruments both loudly/softly, fast/ slow, and low/high.
2. Go around the room and ask the students what instruments make high sounds and what instruments make low sounds.
3. Once identified, have a student hide the ladybug somewhere in the room while a different student hides in the corner not looking at the hiding spot.
4. The student hiding is going to try and find the ladybug.
5. The class will help tell the student if they are closer to the ladybug or far by playing their instruments faster when closer and slower when farther.
6. After that game, a different student will hide the ladybug and another student will try to find it.
7. This time, the student will get cues to the location by playing high sound instruments when close and low sound instruments when far.
8. After that game, a different student hides the ladybug and a last student will hide to find it.
9. This time, if the seeking student is close, the class will play loudly, if far, the class will play slowly.

Closure: Ask students one last time to play soft/loud, slow/fast, high/low. Ask the students what they were practicing with the instruments? They were practicing opposites. Then, all students can play at the same time.

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

Music Standards Utilized:

CREATING	Essential Question How do musicians generate creative ideas?	<u>Anchor Standard:</u> (MU:Cr1.1.K) With substantial guidance, explore and experience a variety of music.
PERFORMING	Essential Question	<u>Anchor Standard:</u>
RESPONDING	Essential Question	<u>Anchor Standard:</u>
CONNECTION	Essential Question	<u>Anchor Standard:</u>

Social Emotional Learning (SEL standards)	<u>CR/SM05</u> - Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
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Cognitive Learning	Students will have to appropriately play their instrument while calculating the distance from the seeking student to the hidden object
Physical Learning	Students will be using their hands and arms to play their instruments. One student will be walking around seeking the hidden object/
Non-Musical Subjects	(Subject): <u>L.K.5</u> - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
Universal Design for Learning (UDL)	Physical Action 4.1- Vary the methods for response and navigation