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# CHICKY CHOOK

By Bettie Boswell

## LESSON OVERVIEW

### Artistic Process and Components

Creating—Imagine, Plan and Make, Evaluate and Refine, Present

### Anchor Standards

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

### Performance Standards

- ◇ MU:Cr1.1.Ka: With guidance, explore and experience music concepts (such as beat and melodic contour).
- ◇ MU:Cr1.1.Kb: With guidance, generate musical ideas (such as movements or motives).
- ◇ MU:Cr2.1.Kb: With guidance, organize personal musical ideas using iconic notation and/or recording technology.
- ◇ MU:Cr3.1.Ka: With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.
- ◇ MU:Cr3.2.Ka: With guidance, demonstrate a final version of personal musical ideas to peers.

### Essential Understandings

1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
2. Musicians' creative choices are influenced by their expertise, context, and expressive intent.
3. Musicians' presentation of creative work is the culmination of a process of creation and communication.

### Essential Questions

1. How do musicians generate creative ideas?
2. How do musicians make creative decisions?
3. When is creative work ready to share?

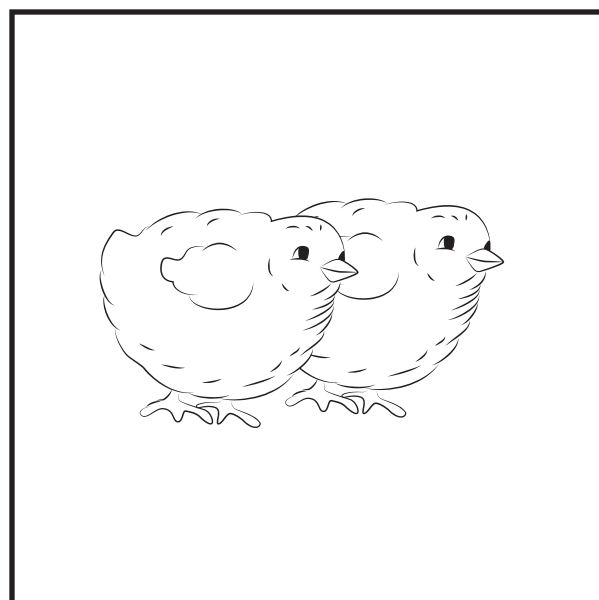
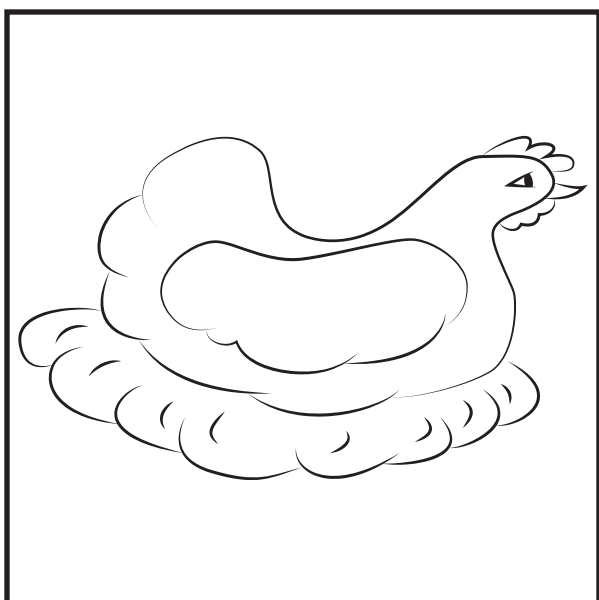
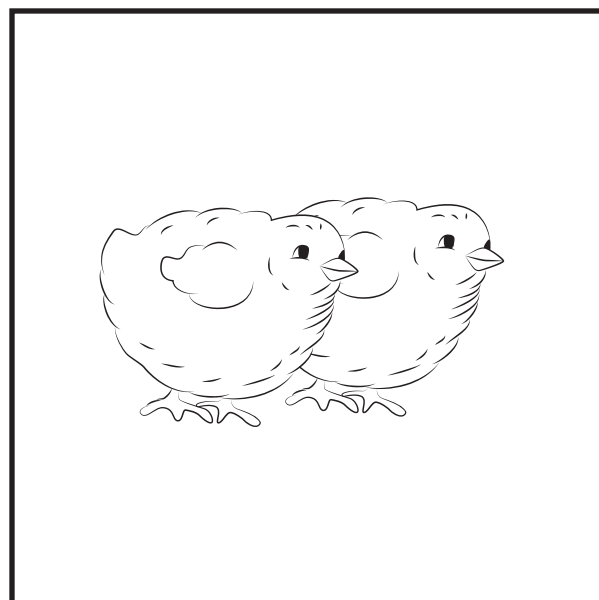
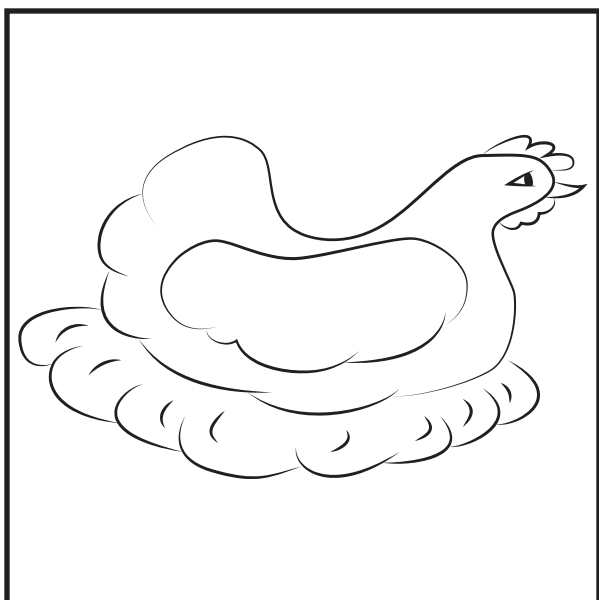
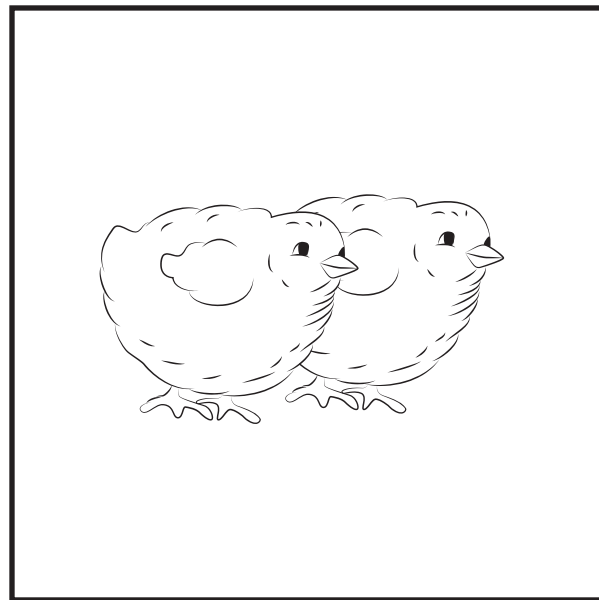
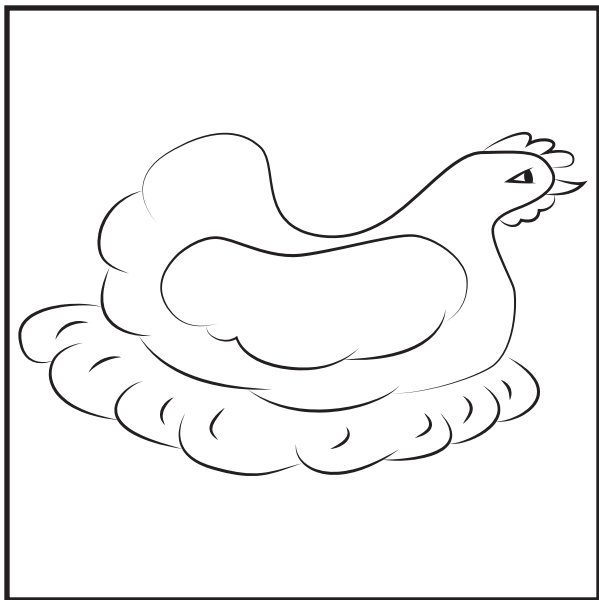
## ESTABLISHED GOALS

### Students Will

- ◇ Create locomotor and non-locomotor movement for a specific purpose.
- ◇ Compose a four-beat rhythm pattern using iconic notation for walk and run-run.
- ◇ Perform their four-beat composition.

### Chicky Chook Cards

(Art by Bettie Boswell)



## LEARNING PLAN

# WAVVUUVUUMIRA

## (Bamboo Bug)

Traditional African Lullaby

Mis - ter bam - boo bug, what are you do - ing? Ba - by's gone to sleep. Wa - vvuu -  
vuu - mi - ra, ka - ti o - ko - la - ki o - mwa - na ye - ba -

se. Vvuu - vuu - vuu - vuu - vuu, what are you do - ing? Ba - by's gone to  
sleep. Vvuu - vuu - vuu - vuu - vuu, ka - ti o - ko - la - ki o - mwa - na ye - ba - se.

**Pronunciation**

Wa-vvuu-vuu-mi-ra



wah-voo-voo-mee-rah

Ka-ti o-ko-la-ki o-mwa-na ye-ba-se



kah-tee oh-koh-lah-kee ohm-wah-nah yeh-bah-shee

Vvuu-vuu-vuu-vuu-vuu



voo-voo-voo-voo-voo

**Imagine**

1. Ask the students to close their eyes and imagine a "far-off land."
2. While their eyes are closed, play a recording (of high vocal quality) of the song "Wavvuuumira" or sing the song to them.
3. When the music is finished, ask the students:
  - a. What kind of instruments did you hear (a right/wrong question), or what instruments might fit this song?
  - b. Could you understand the words? (a right/wrong question)
  - c. How did this song make you feel? (NOT a right/wrong question: all opinions are valued)
  - d. What did you hear that made you feel that way? (NOT a right/wrong question since all answers are correct as long as students explain how they feel) When the students have answered this question, tell the students how it made you feel, so that students' emotions are independent from the teacher's.

# MAHLER'S SYMPHONY NO. 1, MOVEMENT 3

By Kathleen A. Manchester

## LESSON OVERVIEW

### Artistic Process and Components

Responding—Analyze, Evaluate

Performing—Analyze, Interpret

### Anchor Standards

4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
9. Apply criteria to evaluate artistic work.

### Performance Standards

- ◇ MU:Pr4.2.5a: Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- ◇ MU:Pr4.3.5a: Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
- ◇ MU:Pr5.1.5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- ◇ MU:Pr5.1.5b: Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
- ◇ MU:Pr6.1.5a: Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- ◇ (If time allows, see Differentiation section) MU:Re7.2.5a: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).
- ◇ MU:Re9.1.5a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.