

MUSIC- KINDERGARTEN DYNAMICS

Louds and Softs of the Seasons Lesson # 1

CONTENT STANDARDS

1.2 Identify and describe basic elements in music – loud/soft.

TOPICAL QUESTIONS

- What do I have to know in order to identify and demonstrate loud and soft sounds in music?
- How do I use my singing voice to match pitches and use dynamics appropriately?

OBJECTIVES & STUDENT OUTCOMES

- Students will be able to hear the differences between loud and soft sounds.
- Students will begin to use their singing voices, matching pitches, using dynamics of loud and soft.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - o Observe which students will need to develop language skills to understand loud and soft.
 - o Some students may have problems matching the pitches of the song. Use the extension lesson, *Grizzly Bear* to practice echoing short sections of the song.
- **Feedback for Student**
 - o Provide pictures of various sounds for students to sort at desks.
 - o Have students work together in placing cards and making corrections.

WORDS TO KNOW

- **loud:** not quiet, strong sound
- **soft:** quiet
- **dynamic:** varying degrees of volume in the performance of music
- **volume:** the degree of loudness or the intensity of a sound

MATERIALS NEEDED

- *Making Music*, Silver Burdett, CD 1: 3 – *Louds and Softs of the Season*
- *Making Music*, Silver Burdett, CD 1: 4 – *Seasons*, page 4.
- CD player
- *Making Music*, Teacher's Edition, Kindergarten, page 4
- Loud and Soft flashcards from the Resource Book

RESOURCES

- *Making Music*, Silver Burdett, Sacramento, California, Pearson, Scott Foresman, 2008 Edition Resource book, page G-4.
- *Making Music*, Silver Burdett, Sacramento, California, Pearson, Scott Foresman, 2008 Edition

WARM UP (Engage students, access prior learning, review, hook or activity to focus the student for learning)

- Discuss with students sounds that are loud: e.g. thunder, fireworks, car horns.
- Ask the students what sounds are soft: e.g. rain falling, whispering.
- Look for sounds in the classroom that are loud or soft: (e.g., walking on a carpet, writing on the board) or loud: (e.g., shutting the door, moving chairs)

Kindergarten Music Lesson Plan Ideas

Eric Booth



Kindergarten Music Lesson Plan Ideas:

Kodaly in the Kindergarten Classroom Micheal Houlahan, Philip Tacka, 2015-04-01 Kodaly in the Kindergarten Classroom provides teachers with a step by step road map for developing children's performance creative movement and literacy skills in an organic and thoughtful manner Over 100 children's books are incorporated into Kodaly in the Kindergarten Classroom as well as 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives Each chapter contains key questions discussion points and ongoing assignments Scholarly yet practical and accessible this volume is sure to be an essential guide for kindergarten and early childhood music teachers everywhere *Elementary Music Lesson Plans* Stella Tartsinis, 2024-09-16 Fifteen lesson plans for teaching K 3 music Concepts that are taught are rhythm pitch and listening skills Activities are details to encourage student engagement making music class fun for your students *Classroom Music for Little Mozarts -- Curriculum Book and CD, Bk 1* Christine H. Barden, Donna Brink Fox, Karen Farnum Surmani, Gayle Kowalchyk, E. L. Lancaster, 2004 This adaptation of the Music for Little Mozarts piano curriculum is designed to provide classroom music instruction for 4 5 and 6 year olds in the preschool or kindergarten setting It is a comprehensive approach to musical learning that develops singing movement and listening skills simultaneously with an introduction to musical styles and concepts Ten detailed lesson plans are included along with reproducible activity pages for the children The curriculum materials combine to create an exciting and imaginative atmosphere in the classroom No keyboard instruction is included but the classroom edition can serve as a recruitment class for the piano course Perfect for teachers with limited preparation time and all levels of musical experience The comb binding creates a lay flat book that is perfect for study and performance The CD includes all of the songs stories and activities For music teachers who want to offer this program piano accompaniments are included as an optional enhancement to the lesson Assessment materials and correlations to the National Standards for Music Education are also included **Lessons From the Music Room** Cheryl Baker, 2014-07-24 Finally a how to book for music teachers New to Teaching music and Struggling to get your room set up Frustrated after a year of trial and error Starting to burn out and need some new ideas to infuse excitement into your programs Look no further Help is on the way Did you know that 3 out of 5 teachers quit during their first five years of teaching Why They feel disconnected and under supported Lessons from the Music Room provides both support AND connection for the new and veteran music teacher Discover the secrets to teaching music that your professors left out It's like you are sitting down with your mentor teacher sharing time saving tips and useful ideas An incredibly valuable resource for all music teachers In this book you will Discover practical tips on everything from the first day to the end of year performance Find insightful ideas for planning your lessons Read to Inspiring stories to assist in overcoming behavior issues Gain sage advice on working with administration and colleagues Find loads of downloadable forms for nearly every situation Learn to reduce stress and have more fun Unlock the secrets to becoming a super star teacher Even if you've

been teaching for a while there are strategies for the experienced teacher that will transform your music program at your school The students will love you Your administrator will beam Your parents will give you rave reviews With 28 years of classroom tested experience these gems of advice and proven strategies will prepare you to hit the ground running on the first day of school [Complete Handbook of Kindergarten Music Lesson Plans and Activities](#) Marcelle Vernazza,1981-01-01

Language Arts, Math, and Science in the Elementary Music Classroom Kim Milai,2017 Language Arts Math and Science in the Elementary Music Classroom provides a practical guide to help music teachers incorporate elementary classroom subjects into their curriculum using STEAM Science Technology Engineering Arts and Math inspired strategies with added emphasis on social studies It includes a complete elementary music curriculum for kindergarten first and second grades and has cross referencing charts for regular elementary classroom teachers to find music activities for their classroom Importantly it shows teachers how to include the artistic processes of creating performing responding and connecting in their lessons These processes make up the new music standards featured in NAFME s new Core Arts Music Standards In order to maximize comprehension the book includes assessment tests sheet music work sheet templates and brainstorming activities centered on using technology to enhance composition projects Lesson plans are organized by the calendar year each inspired by the seasons American culture and world culture These lessons may be used as is or used to generate new curricula altogether [Technology Integration in the Elementary Music Classroom](#) Amy M. Burns,2008 Book This is a landmark resource for elementary school teachers who wish to enhance their curriculum with the excitement of music technology The lessons can be adapted and used in a general classroom setting with one computer or in a classroom where the music teacher transports the materials on a cart Support audio files MIDI files and other electronic documents can be accessed for free through a dedicated web site Includes a glossary and index [Resources in Education](#) ,2000-04

[Research in Education](#) ,1974 **Bulletin** United States. Office of Education,1964 *The Learner-Centered Music Classroom* David A Williams,Jonathan R Kladder,2019-07-11 The Learner Centered Music Classroom Models and Possibilities is a resource for practicing music teachers providing them with practical ideas and lesson plans for implementing learner centered pedagogical concepts into their music classrooms The purpose of this book is to propose a variety of learner centered models for music teaching and learning through the use of a variety of autoethnographic viewpoints Nine contributors provide working and concrete examples of learner centered models from their classrooms Offering lesson plan ideas in each of these areas the contributors provide practical approaches for implementation of learner centered approaches in music instruction across a variety of landscapes Learner centered teaching provides an approach to music education that encourages social interactive culturally responsive creative peer based open formed facilitated and democratic learning Chapter 1 defines the what why and perceived benefits of learner centered approaches in music teaching and learning contexts Chapters 2 10 will include example lesson plans rubrics etc as models for teachers The contributors to this book

suggest that learner centered approaches when embedded into the culture and curricular framework of a music classroom offer exciting approaches for teaching music in ways that are culturally and educationally appropriate in contemporary education

THE CLASSROOM TEACHER'S GUIDE TO MUSIC EDUCATION C. Vernon Burnsed, 1999-01-01 This book is about music education in the elementary school Its major purpose is to develop an understanding of why music education is important how music education works and how music can be a powerful force for the classroom teacher It has realistic expectations for the classroom teacher Music theory and performance skill are kept to a minimum they are not a prerequisite for understanding the content of the book A major emphasis of the text is that classroom teachers can utilize music to enhance the overall learning environment of their classrooms Suggestions class descriptions and lesson plans are given for using music for routine activities whole language integrating music into language arts and social studies and using music to develop the cultural literacy of students The second edition includes contemporary thought on the philosophical rationales for music education results of recent research in music education and an expanded Chapter 5 on Music to Enhance the Learning Environment Chapter 5 includes new greeting songs a section on using music to teach topics and concepts throughout the elementary curriculum and more suggestions for music and language arts New songs are also included in the folk song appendix

Teaching Music to Students with Differences and Disabilities ALICE M.. HOURIGAN HAMMEL (RYAN M.), Graduate Faculty Alice M Hammel, Ryan M Hourigan, 2024-10-22 The latest edition of the landmark text *Teaching Music to Students with Differences and Disabilities A Label Free Approach* designed for music education faculty in service music administrators in service music teachers and preservice music teachers offers a comprehensive manual and reference guide that introduces those in the field of music education to best practices when teaching music to students with differences and disabilities Acclaimed pedagogues and clinicians Alice Hammel and Ryan Hourigan addresses a variety of topics such as research based strategies for methods courses practical approaches for in service music educators and professional development grounded in research special education law and best practice Like previous editions a core focus this book is that a student with differences and disabilities is an individual who deserves a music education that is free of labels This philosophical premise of a label free approach is centered in the preservation of the individual personhood of each student Through this approach music educators will be able to gain and advocate for support understand their rights and responsibilities and offer an affective and effective music education for students with and without disabilities This includes learning strategies for effective collaboration with special educators teacher educators and classroom teachers The authors also include curriculum development ideas lesson plan strategies observation strategies methods classroom and practical ideas methods classroom

Musical Children, CD Carolyn Lindeman, 2015-09-16 *Musical Children Engaging Children in Musical Experiences* by Carolyn Lindeman is the only text that focuses on the teaching of preschool and kindergarten students and the important role music plays in a their educations and lives Music educators are increasingly recognizing the

importance of teaching musical skills as early as the preschool years This book presents the latest research emphasizing real life applications so that teachers can achieve their goal of creating more musically creative children The book presents 25 strategies for engaging children who are learning music based on the latest Music Educators National Conference MENC standards It includes reproducible student activity charts a song selection of 40 notated melodies a collection of chants and resource materials for any new teacher to reference Musical Children is not only an excellent text in any Music Education classroom but an excellent resource for any preschool or kindergarten teacher Written by a leading authority on early childhood music education the text will be used in courses on Elementary Methods and Fundamentals of Music Education Audio CD not for sale Available for instructors upon request from Sales office Resources for Teaching Young Children with Special Needs Penny Low Deiner,1983 Provides general curriculum adaptations and guidelines and over 300 activities for children with special needs General Music Carlos R. Abril,Brent M. Gault,2022 General Music Dimensions of Practice is a practical guide for music teachers and teaching artists who strive to teach music holistically The book begins by framing general music as a holistic music education that is comprehensive meaningful and relevant to diverse learners in school and community settings It is followed by chapters that are organized into one of four dimensions of music practice performing connecting creating and responding Chapter authors share creative and innovative teaching ideas for both elementary and secondary school students that focus on a wide range of topics including songwriting composing improvising singing moving playing listening analyzing contextualizing and connecting Each chapter provides a a rationale for a given area of music study establishing its importance and relevance b a research or theoretical background to inform and guide practice and c a pedagogical model or framework illustrated through lesson ideas curriculum units or vignettes The ideas in this book seek to inspire and guide teachers as they build comprehensive music programs that are informed by students and communities

Normal Instructor and Primary Plans ,1914 *Guerrilla Music* Leon de Bruin,Jane Southcott,2024-05-13 *Guerrilla Music* Musicking as Resistance Defiance and Subversion explores human initiations and responses to music as a process and product intrinsically part of our culture history place time and ecological musical worlds The contributors challenge scholarly approaches wherein music is detached from the social relationships in which it is produced transmitted used and judged *Guerrilla* is a trope long applied to socio political machinations human conflict and confrontation *Guerrilla Music* provocatively explores research involving music practices stories communities and musickers worldwide that resist defy and subvert by silence and non compliance reluctant subordination subversive depowering resistive counterpoint or destructive violent dismantling Contexts spanning the subcultural local glocal and universal highlight the potency passions actions and life worlds of music musicians and those that become engulfed in musical maelstroms that incite change *Guerrilla Music* both invigorates and advances scholarly debates about social power colonisation and difference by exploring the social semiotics of music making and communities identifying powerful new ways of understanding human communication and what

musicking means in the twenty first century *The Music Teaching Artist's Bible* Eric Booth,2009 This is the first ever how to book for the fast growing profession of music teaching artistry written by a leading spokesman and trainer Practicing musicians have long worked as teachers and this book finally distills the essence of the practice guides musicians to become more effective in the many settings in which they are active and ultimately points the way to build a better future for music performance *Music Curriculum Guides* Harold Walton Arberg,1964

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