

**Elk Grove Unified School District**  
**Visual and Performing Arts Resources**  
**Music**

**Grade One: Lesson 4**

**Title: Sing a Song—*You Gotta Sing!***

**Standards Addressed**

**Creative Expression**

*Creating, Performing, and Participating in Music*

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory.

**Historical and Cultural Context**

*Understanding the Historical Contributions and Cultural Dimensions of Music*

- 3.2 Sing and play simple singing games from various cultures.

**Aesthetic Valuing**

*Responding to, Analyzing, and Making Judgments About Works in Music*

- 4.2 Describe how ideas or moods are communicated in music.

**Time:** 20-25 minutes

**Floor Plan:** Regular classroom setting.

**Materials Needed:**

- Silver Burdett Ginn, *The Music Connection—First Grade*, Teacher’s Manual
- CD 1 #11 or VAPA CD #11
- Rhythm instruments (optional)

**Purpose:**

- To experience various ways of using the voice.
- To understand how vocal changes affect the mood of a piece.

**Background:**

The students will need to be familiar with the skill of listening for differences and similarities, and be comfortable experimenting with their own vocal qualities.

**Key Questions:**

- What different sounds can we make with our voices?
- How do different vocal qualities affect the mood of music?

**Vocabulary:**

- \* *Sing*—to perform selections vocally.
- \* *Shout*—a loud cry or call.
- \* *Hum*—to sing with the lips closed, not producing words.
- \* *Whisper*—to speak very softly.
- \* *Speak*—to utter words with an ordinary voice, to talk
- \* *Loud*—making a sound or sounds with great intensity.
- \* *Soft*—gentle; low; not loud or harsh.
- \* *Steady beat*—an unchanging, continuous rhythm.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p><b>1 Set up purpose/goals</b></p> <ul style="list-style-type: none"> <li>▪ Say, “<i>Good Morning</i>,” to the students, first in a speaking voice, then in a shout.</li> <li>▪ Have the students tell you the differences in what they heard. What was the same?</li> <li>▪ Tell them that today they’ll be listening for different types of voices and talking about how those voices change the mood of a song.</li> </ul>	<p><b>How are you making your purpose clear to the students?</b></p> <p>Be sure to make the change in your voice dramatic!</p>
<p><b>2 Engage students</b></p> <ul style="list-style-type: none"> <li>▪ Play the recording of <i>You Gotta Sing</i> (CD 1 #11 or VAPA CD #11).</li> <li>▪ Discuss the different ways the voice is used on the recording (sing, shout, and hum). Ask how those different vocal qualities change the feel of the music.</li> <li>▪ Play the song again, inviting the students to sing along.</li> </ul>	<p><b>How can I effectively get the students interested in the content of the lesson?</b></p> <p>Encourage discussion by asking the students what they might be doing when they’d like to hear a soft voice? A loud voice?</p>
<p><b>3 Learning Sequence</b></p> <ul style="list-style-type: none"> <li>▪ Discuss other “voices” that could be used (whisper, speak).</li> <li>▪ Sing the song again, using the students’ ideas. Again, discuss how these changes affect the mood of the song.</li> <li>▪ If possible, have some students accompany the CD by playing a steady beat on rhythm instruments.</li> <li>▪ Tell them that the volume of their instruments should match the mood set by the vocal quality being used.</li> </ul>	<p><b>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</b></p> <ul style="list-style-type: none"> <li>▪ Be sure you are modeling the different vocal qualities in unexaggerated manner so that the students grasp the concept more easily.</li> <li>▪ Since the focus of the lesson is vocal qualities, it would be best to limit the number of rhythm instruments to about five.</li> </ul>
<p><b>4 Assessment</b></p> <ul style="list-style-type: none"> <li>▪ As an observational assessment, divide the class into five groups and assign each group one of the following vocal qualities: <i>Sing, hum, whisper, shout, and speak</i>.</li> <li>▪ Write these same qualities on cards. Have the class perform the song, holding up the cards one at a time for each phrase of the song. The group assigned that quality “sings” until the card changes.</li> <li>▪ Reassign groups and repeat, watching to see that children understand the differences in vocal quality.</li> </ul>	<p><b>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</b></p> <p>This activity is a great way to do an active assessment on the various vocal qualities.</p>