

Elk Grove Unified School District
Visual and Performing Arts Resources
Music

Grade Kindergarten: Lesson 4

Title: Sing a Song—*The Noble Duke of York*

Standards Addressed

Creative Expression

Creating, Performing, and Participating in Music

- 2.1 Use the singing voice to echo short melodic patterns.
- 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

- 4.1 Create movements that correspond to specific music.

Time: 20-25 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- Silver Burdett Ginn, *The Music Connection—Kindergarten*, Page 46 and 47
- *Big Book Text*, Page 46
- CD player
- CD 4 #25 or VAPA CD #6

Purpose:

To sing a song together using gestures and whole body movement to express the music.

Background:

Check for student understanding. People move to music when they sing. The students should understand the difference between up and down. Explain that the Duke is an army leader in this song.

Key Questions:

How can we make music more fun? (by moving to the beat)

Do you think you can move and sing to the music at the same time?

Vocabulary:

- * *March to the beat*—walking with a regular steady step or pace that corresponds to the music which has characteristics of military music, including strongly repetitive rhythmic patterns with two counts per measure.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Say, “<i>Students, I have some music to play for you. The song is called The Noble Duke of York.</i>” (It is a simple singing game from England.)</p>	<p>How are you making your purpose clear to the students? Do not give any direction as to how the students should listen to the song. You are looking for the students’ natural urge to move to the music. Let the expressive movement happen.</p>
<p>2 Engage students Say to the students, “<i>I noticed that a lot of you wanted to move to this song. Raise your hand if you like to move to the music. Great, a lot of people do. We are going to sing this song again, and after we learn the words, we are going to move to the music as a class.</i>”</p>	<p>How can I effectively get the students interested in the content of the lesson? The students should be able to learn this simple melody. Play the first verse of the song a couple of times for the students to learn.</p>
<p>3 Learning Sequence</p> <ul style="list-style-type: none">▪ Say to the students, “<i>Now that we know the song, let’s move to the music. Everybody stand, listen to the music, and follow me.</i>” Direct the students to march to the beat.▪ After they can sing the song and move to the song, combine the two skills to get the students to move and sing at the same time. (At least the first verse.)	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</p> <ul style="list-style-type: none">▪ March to the beat using hand clapping and up and down body movements to the song. Be creative and have the students help you make up movements if you wish.▪ Since the focus of the lesson is to both sing and move, you might want to repeat this song a few more times throughout the next few weeks to reinforce the combined skills.
<p>4 Assessment As an observation assessment, when the students can do both skills together, they have mastered the objective.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) The singing and moving to this song can be a fun way to be dismissed to recess.</p>