



1.2: What Is Music?

New Concepts: Sound/vibrations/sound waves, new fall song of choice

Review* Concepts: Delicious Music theme song; Solfa ascending and descending scale; names of children

Proposed** Lesson Plan: (30 minutes; times are approximate and will vary between instructors and classes)

1-2 minutes: DM Theme song. Sing and review any signs that the children need reviewed. Praise their efforts to sing and sign.

5 minutes: Ascending and descending scale on the bells. Ask the children if they remember the name of the first note: Do. Have them sing Do after you. Sing the ascending scale, naming each Solfa note as you sing. "Do you remember this?" Sing each note after me: Sing each note and have them repeat it. Praise their efforts. Remember to smile at each child you make eye contact with!

Put the page showing the ascending scale up on the board. "Who remembers what this is? That's right! This is what we just sang! Each colored dot tells us what to sing. This dot tells us to sing... (pause, wait for someone to say "Do!") "Do! That's correct!" Point to the rest in order and play each note in succession after pointing to its corresponding note.

"Who remembers the name song we wrote last week? (If you didn't finish it, now you can finish it. If you did finish it, use the owl to review the children's names very quickly, such as in this way: "Mr. Owl is going to help me remember your names. Let's all ask 'Whoooo are you?' with Mr. Owl; 'Whoooo are you?'"

2 minutes: Movement to music break. Pick 2 songs and play some to let the children move. If possible, use contrasting music, such as a faster tempo song and then a slower tempo song, with contrasting genres, such as jazz and classical, folk and choral, or solo instrumental and symphonic pieces.

10 minutes: What is music? Share the story of music video clip or book, when available. Do you know what music is? Music is a bunch sounds put together. We made music last week and today by lining up some notes and playing and singing them with your names, didn't we? Do you know how we make sounds? (Put symbols page up on the board to help them learn the following:) 'SOUND IS VIBRATIONS THAT TRAVEL TO MY EAR. THAT SENDS A MESSAGE TO MY BRAIN, MAKING SOUNDS THAT I CAN HEAR.' Do you know what that means? It means that when two things make contact with each other, such as my hands clapping, it moves tiny little parts of the air that we can't see. The air moves in a wave to our ear. and that wiggles the bones and parts of our ear inside our head until they get to some super tiny tiny parts of our ear called hair cells. Those ear hair cells change the vibrations into an electrical signal that travels through our auditory nerve to tell our brain what we are hearing! WOW! Isn't that amazing?! Let's say what sound is again (Slowly speak the definition with the children, pointing to the symbols.) Hey! I think we could make that into a song, don't you?

Sound is vibrations that travel to my ear

do re mi mi do re mi

That sends a message to my brain, making sounds that I can hear!

mi mi do re mi mi do re mi

Using your magnetic notes, or simply by playing on the bells, something simple like the tune above. Ask: "What was making the sounds when I just played that song with you? Yes, the mallet hitting the bell. The mallet strikes the bell, and it vibrates, making the air around it vibrate. Those vibrations travel in a wave to your WHAT? ear, yes, and that sends a message where? To your brain! Yes!"

"Have you ever dropped a pebble in a pool of water and seen the vibrations it makes?" (Bring a bowl of water and show them.) See website or google for other ideas for demonstrating waves, such as a slinky (look in the music tools box).

"What happens if you stretch out a rubber band between something like your fingers and pluck it? Do you see what the rubber band does? It vibrates! You can't always see the vibrations. If you slap this table, for example, can you see the table vibrating? But you know it is because you can hear the sound, right? What about when you clap your hands or stomp your feet? What kinds of sounds can you make?"

8-9 minutes: New song. "I think it's time to make some vibrations with our voices and sing a song. Are you ready to learn a new song?" You can teach part of "Getting to Know You" or "My Grandma Has a Green Thumb" or any other fall/back-to-school song you want.

1 minute: Adios, Amigos (Goodbye Song). We've had so much fun today. I have loved being with you! Thank you for working so hard. Now it's time to sing good-bye!

* These are concepts that were introduced in previous lessons. They may not fully understand each concept.

** Each teacher should teach the concepts in the way they think is most effective and enjoyable. Every teacher is different. This is written in detail simply to give teachers an idea of one way it could be taught.