

Easy Lesson Planning for PreK-6 Music Classes

Denise gaghe, 2023

Start with the end in mind

At the end of K I want them to:

Skills:

- keep a steady beat with movement, instruments, tap on beats
- sing in tune
- move showing response to music

Concepts:

- loud/quiet, fast/slow, high/low, smooth/separated, beat,

HOW:

- create, respond, perform, connect
- sing, play, move, listen, read, write, create

Assessments

What does your report card look like?

- 1-2-3. 1-2-3-4. beginning-developing-proficient
- How many concepts can you report on? If you can only report on 3 concepts, narrow it down
- Or will you report on skill development?
Sing in tune, keep a steady beat, move to show response

Scope and Sequence K-6

In LESSON PLANNING - Overview

Musicplay Scope and Sequence K-6 (Middle School)

Element: Rhythm (Duration)	K	1	2	3	4	5	M
music may move to a steady beat	*	*	*	*	*	*	*
distinguish between beat and rhythm (<i>ex=experience</i>)	ex	*	*	*	*	*	*
there are strong and weak beats in music	ex	*	*	*	*	*	*
beats may be grouped in 2s, 3s or 4s	ex	ex	*	*	*	*	*
2/4, 4/4 meter		*	*	*	*	*	*
3/4 meter				*	*	*	*
6/8 meter						*	*
compound meter, 5/4 meter						*	*
♪ ♪♪ ♩ quarter note (ta), eighth notes (ti-ti), rest	*	*	*	*	*	*	*
duration is extended by tie or fermata			*	*	*	*	*
rhythmic ostinato: eg. ta ta ti-ti ta ♪ ♪ ♪♪ ♪	ex	*	*	*	*	*	*
♪ - ○ - half note, half rest, whole note, whole rest	ex	ex	*	*	*	*	*
♪. ♪♪♪♪ dotted half note, sixteenth notes				*	*	*	*
♪ 7 eighth note, eighth rest					*	*	*
♪ ♪ ♪ syncopation					*	*	*
♪.♪ dotted quarter - eighth note						*	*
triplets							*

Scope and Sequence (melody, timbre)

Element: Melody (Pitch)							
sounds may be high, low or in the middle	*	*	*	*	*	*	*
melodic contour: sounds move high-low or low-high	*	*	*	*	*	*	*
simple melodic patterns: so-mi, so-mi-la	*	*	*	*	*	*	*
drm sl (do re mi so la)			*	*	*	*	*
high do, low la, low so				*	*	*	*
5 line staff, letter names in treble clef					*	*	*
unison, step, skip, leap					*	*	*
major and minor tonality					*	*	*
major scales (C, F, G), key signatures						*	*
accidentals							*
modes							*
Element: Timbre	K	1	2	3	4	5	M
singing voice. speaking voice, vocal timbre	*	*	*	*	*	*	*
body percussion	*	*	*	*	*	*	*
classify non-pitched percussion	*	*	*	*	*	*	*
identify families of orchestral instruments			*	*	*	*	*
identify orchestral instruments				*	*	*	*
identify world instruments					*	*	*

Scope and Sequence (expression)

Element: Expression - Dynamics, Tempo, Articulation	K	1	2	3	4	5	M
the beat in music may be fast or slow	*	*	*	*	*	*	*
tempo tells us how fast or slow the music should be played			*	*	*	*	*
tempo markings: adagio, moderato, allegro, presto			*	*	*	*	*
tempo markings: adagio, andante, presto, prestissimo				*	*	*	*
music may be fast or slow and change to one or the other suddenly or gradually			*	*	*	*	*
rit, accel, allegro, andante				*	*	*	*
music may express feelings	*	*	*	*	*	*	*
music may be soft or loud	*	*	*	*	*	*	*
dynamic terms and symbols: <i>f mp mf p</i> piano, forte, mezzo forte,			*	*	*	*	*
dynamic levels: <i>pp p mp mf f ff</i>				*	*	*	*
dynamics may change suddenly or gradually (accent, cresc. dim sfz)				*	*	*	*
changes in dynamics add to the effect of music:	*	*	*	*	*	*	*
music can be smooth or separated			*	*	*	*	*
legato, staccato refer to articulation				*	*	*	*

Scope and Sequence (form, texture, harmony)

Element: Form							
music can be organized into sections - same / different (AB)	*	*	*	*	*	*	*
a section may be repeated (verse, chorus)					*	*	*
music is organized into phrases		*	*	*	*	*	*
phrases may be long or short		*	*	*	*	*	*
a whole piece may be comprised of few sections		*	*	*	*	*	*
sections may be identified by letter AB, ABA, AABA		*	*	*	*	*	*
there may be an introduction, interlude and ending					*	*	*
rondo form: ABACADA		*	*	*	*	*	*
theme and variations				*	*	*	*
first and second endings					*	*	*
Element: Texture and Harmony							
two or more sounds can occur simultaneously	*	*	*	*	*	*	*
melodies may be accompanied by harmony		*	*	*	*	*	*
accompany simple melodies with ostinato or bordun		*	*	*	*	*	*
pitched percussion instruments can create harmony	*	*	*	*	*	*	*
rounds and canons			*	*	*	*	*
two part songs, partner songs				*	*	*	*
layered melodies (Scoo Be Doo)					*	*	*
I and V chords can accompany melodies				*	*	*	*
I-IV-V chords can accompany melodies						*	*
monophonic, polyphonic, homophonic music					*	*	*

WHAT WE LEARN IN GRADE 2 MUSIC

ELEMENTS OF MUSIC: PITCH

I can

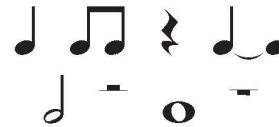
- show high, medium, low.
- show how melodies go up, down or same.
- sing, read and write songs that use these notes: m sl and dr m.



ELEMENTS OF MUSIC: BEAT AND RHYTHM

I can

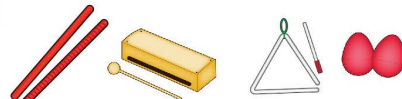
- move to show beats in groups of 2,3,4.
- tell when there's a beat or no beat.
- tell when sounds are held for more than one beat.
- read these rhythms:



ELEMENTS OF MUSIC: TIMBRE

I can

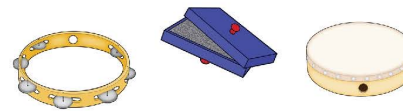
- use and identify speaking, whispering, calling, and singing voices; adult and children's voices.
- identify classroom instruments, body percussion.
- name and identify woodwind, brass, percussion, string families.



ELEMENTS OF MUSIC: FORM

I can

- show phrase form and tell if the phrases are the same or different.
- identify these forms: AB, ABA, rondo.



ELEMENTS OF MUSIC: EXPRESSION

I can identify and perform

- **pp p mp mf f ff**
- adagio, moderato, allegro, presto, prestissimo
- smooth, separated
- I can talk about the mood of music and how expression helps the listener to know what it's about.

VOCABULARY

high/low	woods
loud/quiet	metals
fast/slow	shakes/scrapes
smooth/separated	drums
beat	solo
rhythm	repeat

CREATE

I can improvise, create and play

- rhythm patterns, melodies, new verses, and sound effects for stories and poems.

PERFORM

I can

- sing, move, and play instruments.

As an Audience I can

- be a good listener.

RESPOND

I can

- tell or show with movement how music makes me feel.

CONNECT

I can

- listen to music and sing songs and tell about the places they're from.

THEMES & VARIATIONS
MUSICPLAY

THEMES & VARIATIONS
MUSICPLAY
ONLINE

Year Plan - outline when to teach what

Musicplay 2 Year Outline

Grade 2 Year Plan	Beat/Rhythm	Melody - Harmony	Expression	Instruments	Listening Form/Culture	Creating Movement	Themes
Sept	* beat * ♪ ♪ Obwisana	high - middle - low (song #8) s-m (Hill, Engine#9) ls m (Bounce High)	* fast - slow, loud-soft Poor Little Bug, John Jacob,	Orff for #4,5,10,13	* environmental sounds, beat, fast/slow, high Obwisana - Africa	* move to show high LCD#6 * move to drum in 2's and 3's	Names Welcome
Oct	* ♪ ♪ = h (14 Tony) * accent #20 Icka	practice ls m prepare do (Time to Play) Harmony: #18 round	fast-slow (Tony)	families of u/p Time to Play (16) Birds and Bats (22) Orff #16, 18, 20, 22	fast-slow LCD#8 Percussion family LCD #9, 10 LCD 12 - fireworks	create effects Birds and Bats (22) *move like bones LCD9	Fall Halloween
Nov	practise ♪ ♪ ♪ rhythm erase dictation	present do - Flea practice l-s-m: 27 Starlight, 32,36	Sing expressively Sing for Peace (28) Make a Difference (29)	Orff #27, 32, 36,37	Brass Family * show video LCD #13 Napoléon - French	* create movements This Way Thattaway (30)	Peace
Dec	♪ 41 -Who's That Pease Porridge present ♪	practice ls m d Holiday Round prepare re: #41	O Hanukkah (40)	u/p - Ring the Bells u/p=unpitched perc Orff with #41	Nutcracker LCD 15,16 Sleighride, Mozart	Ice sculptures	Holiday Fun - Hanukkah - Christmas
Jan	Practice ♪ ♪ ♪ ♪ ♪	practice ls m d		u/p 51 I like to play Orff with #46, 47, 49, 52, 54	Bach - read and listen LCD # 17-20, DVD Japanese New Year Song (48)	create u/p rondo I like to play Create movement: Oliver Twist (52)	Bach
Feb	Practice ♪ ♪ ♪ ♪ ♪	practice ls m d 29 I See the Moon flashcards	Sing sea songs	u/p Gitsagakomim Orff with #59	Woodwind Family Gitsagakomim (56)	create food rondo create tone bar acc for I See the Moon (59)	Going to Sea Valentines Day
March	Practice ♪ ♪ ♪ ♪ ♪	practice ls m d #66, 71 prepare re	Lollipop tree (67)	Orff with #66, 71	Summer, Vivaldi	create acc. for poem intro for #66 create rain program acc. for Cookie story	Rain
April	Practice ♪ ♪ ♪ ♪ ♪ Present ○	present re Hot Cross Buns (73) Rabbits (78)	dynamics Find the Easter Basket (75)	Orff with #73, 75	loud-soft LCD27 Butterfly, Grieg ABABAB Bunnyhop Salish Hand Game	create new words #78 Rabbits Move - Bunnyhop	Earth Day Easter
May	Practice ♪ ♪ ♪ ♪ ♪ Present ~	practice s mrd Johnny, (82) Bought (88)	legato/staccato - move to show using LCD 29, 30	u/p Bought Me a Cat (88) Orff with #82, 86, 88	LCD #29, 30 Sur le pont - French Jugemos (84) Japanese Frog Song Kagome (85,91)	u/p create effects Bought Me a Cat (88) create acc. #82 John Move - Sur le pont	Music Around the World
June	Practice ♪ ♪ ♪ ♪ ♪ Present ~	ls mrd 95, 96, 97 Bluebird , Down Came Johnny, Chase the Squirrel, round - Row	Ooey Gooley	u/p with Ooey Gooley Orff with 95, 96,97	Bluebird, Tchaikovsky	create effects - move Ooey Gooley create verses - picnic	Summer Fun

How many minutes/week?

- Every teacher has a different schedule.
- Lesson Modules are created for 40-60 minutes
- If you have less time, leave something out
- If you have more time, go to the songs in the song list and do some of the many extensions

Month Outlines

- **August is an “Extra” • Song list begins September**
- **Not all schools start in August, so if I wrote 36 lessons, Halloween would happen in September if you start Aug. 1st**
- **Instead, Musicplayonline has lessons by calendar month from August-June (sorry Aussi’s -soon!)**
- **I suggest if you start in August, start with August week 1 - whether you start in Week 1-2-3-4-5**
- **There is some overlap between grades in August - that’s OK - you can do the same name games and welcome activities with more than one grade!**
August will include some June songs.

Month Outlines – download and print!!!

Column 1- song list

Column 2 – Lesson Module

3rd – Additional Options

September Month Outline - Grade 2

Week 1

Lesson 1

Song List

1. Welcome to Music (*welcome*)
 2. O Canada (*Canada*)
 3. My Country 'tis of Thee (*USA*)
 4. Ridin' That New River Train (*sing-along*)
 5. Engine Engine #9 (*m s, ♪ ♪ Orff*)
- Listening 1: Sounds Around Us
Listening 2: What Keeps a Beat?

Lesson Modules

1. Welcome to Music
- Echo rhythms 1; Bobo warmup melody patterns
5. Engine Engine #9
- Find things at home to use for sticks or shakers;
 point to beat
 Canada – "O Canada"
 USA – "My Country 'tis of Thee?"
4. Ridin' that New River Train -play homemade instruments
- 5a.d The Music Time is Over

Additional Options

Units - Back to School
Rhythm Practice - prepare rhythm activities
Solfa Practice - prep solfa activities
Modules-General
 Movement Fun songs
 Storybook Module -
 Listening Walk, All are Welcome

Week 2

Lesson 2

Song List

6. Hill Hill (*m s, ♪ ♪ ♪ Orff*)
 7. Poor Little Bug (*loud/soft, fast/slow, high/low*)
- Listening #3 & #4: Gigue, Grave
- is it fast or slow?

Lesson Modules

1. Welcome to Music
- Learn about beat and practice keeping a beat.
5. Engine Engine #9 & play a beat game.
 6. Hill Hill game
 7. Poor Little Bug
- Canada – O Canada
 USA – My Country 'tis of Thee
 5a.d The Music Time is Over

Additional Options

Units - Back to School
Rhythm Practice - prepare rhythm activities
Solfa Practice - prep solfa activities
Modules-General
 Movement Fun songs
 Storybook Module -
 Listening Walk, All are Welcome

Ways/Reasons to use Musicplayonline

- **Use Lessons in Lesson Modules**
- **Orff trained specialists with a room full of instruments can use songs with Orff arrangements**
- **Kodaly trained teachers can use the solfa sequence (see the song list - rhythms/tone set)**
- **Use as a supplement to your existing curriculum**
 - Rhythm Practice, Solfa Practice, John Jacobson musicals --- and so much more!**

Lesson Modules

- **Framework - add or substitute freely**
- **Customizable - Copy and edit!**
- **Awesome sub plans!**
- **Awesome for new teachers**
- **And awesome for experienced teachers - give yourself permission to use someone else's plan once in a while --- or for the year. You buy TPT - and then use it how you want. Do the same with the Lesson Modules**

Lesson Modules

Starts with an outline (Introduction), Objects – I Can Statements, PDFs needed

Grade 2 Lesson 1

[Edit](#)[Copy To My List](#)

Concept(s):

Beat, Form, Movement, Play Along, Timbre of Instruments, ...

Theme(s):

No themes assigned.

[Extra Details +](#)

Introduction

In this lesson you will

- #1 "Welcome to Music" – sing the echoes
- practice echo rhythms
- warm up your voices with Bobo
- #5 "Engine, Engine Number Nine" – sing echo and solfa, play game, move, keep the beat
- Canada – #2 "O Canada" – learn to sing
- USA – #3 "My Country, 'Tis of Thee" – learn to sing
- find things to use for a drum or shaker
- #4 "Ridin' That New River Train" – play along with the song
- "The Music Time is Over" – our closing song, sing the echoes

Objectives

- I can sing and move to music.
- I can move to the beat.

Supporting Resources

[Lesson Guide](#)

Lesson Modules

Activities are given in order – includes song videos, rhythm/solfa, interactives, etc

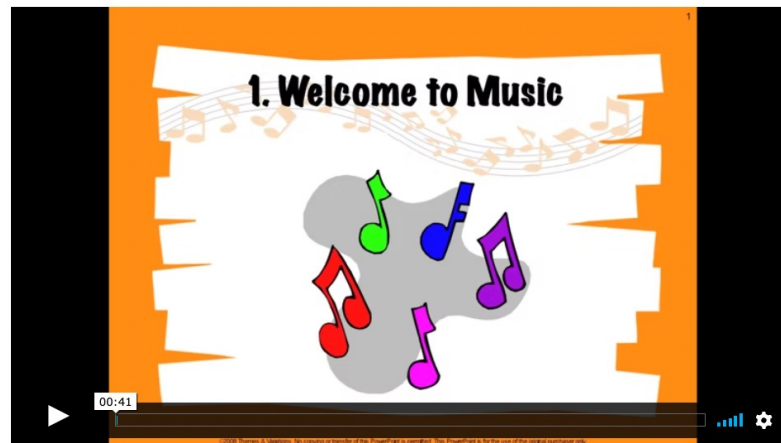
Teaching Procedures

1. Sing the Echoes in #1 "Welcome to Music"

Song Used: [Welcome to Music](#)

Sing the Echoes in #1 "Welcome to Music"

Sing the echoes in #1 "Welcome to Music".



[Toggle Fullscreen](#)

Video Source: **Primary**

Lesson Modules

An experienced teacher can see this, and do their own rhythm practice
A sub can use the video

2.

Rhythm Practice - Echo Rhythm

Rhythm Practice - Echo Rhythm

Listen to the rhythm.

Then echo clap what you heard.



Toggle Fullscreen

Video Source: Primary

Lesson Modules

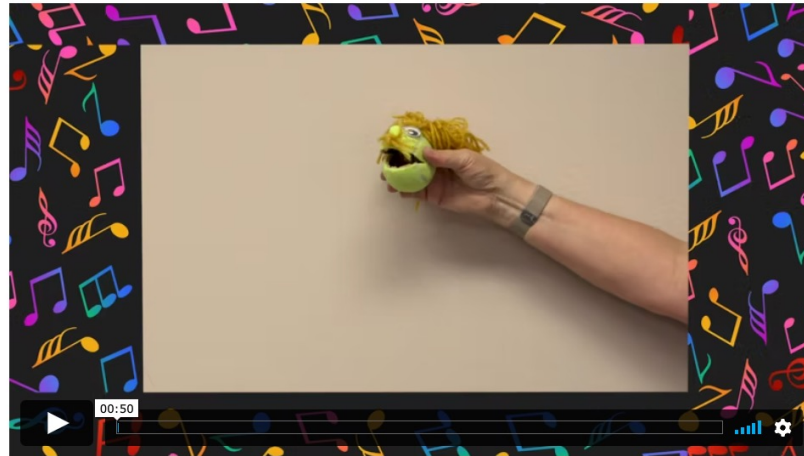
An experienced teacher can see this, and do their own vocal warmups
A sub can use the video

3. Warm Up Your Voices with Bobo

Warm Up Your Voices with Bobo

Warm up your voices with Bobo.

Echo what Bobo sings!



Toggle Fullscreen

Video Source: Primary

Lesson Modules

An experienced teacher can see this, and teach the song by rote
A sub can use the video to teach the song

4. Echo Sing the Words for #5 "Engine, Engine Number Nine"

Song Used: [Engine, Engine Number Nine](#)

Echo Sing the Words for #5 "Engine, Engine Number Nine"

Echo sing the words for #5 "Engine, Engine Number Nine".

Listen and echo.

4. Engine Engine Number Nine

Traditional

En-gine en-gine num-ber nine, Go-ing down the rail-road line.

If the train goes off the tracks, Will I get my mon-ey back?



www.musicplay.co

Toggle Fullscreen

Video Source: Primary

Lesson Modules

Kids demo videos are valuable for both experienced teachers and new music teachers Or subs – I love seeing how other teachers play the games. You might customize for Your classes, but these can be helpful.

6. Watch Students Play the #5 "Engine, Engine Number Nine" Singing Game

Song Used: [Engine, Engine Number Nine](#)

Watch Students Play the #5 "Engine, Engine Number Nine" Singing Game

Watch the Kids Demo video of students in class playing the singing game for #5 "Engine, Engine Number Nine".



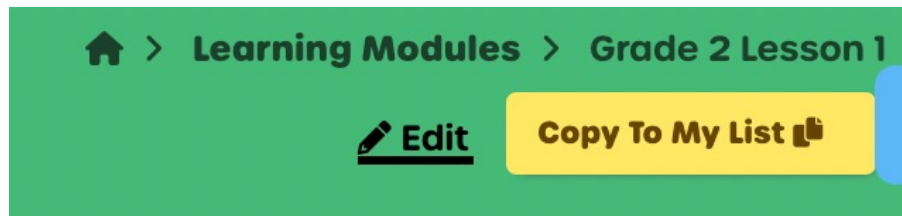
Toggle Fullscreen

Video Source: Primary

MUSICPLAY
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VARIATIONS

To Copy Lesson Modules



To copy, select Copy to My List

EDIT TITLE



Edit the new module (yours) by using the trash to delete activities, or
The up/down arrows to move activities



Easy Lesson Planning!

- **Use Lessons in Lesson Modules**
- **Orff trained specialists with a room full of instruments can use songs with Orff arrangements**
- **Kodaly trained teachers can use the solfa sequence (see the song list - rhythms/tone set)**
- **Use as a supplement to your existing curriculum**
 - **Rhythm Practice, Solfa Practice, John Jacobson musicals --- and so much more!**