Subject/Grade: K-9 Music	Lesson Title: Christmas Songs
Teacher: T. Chesney & C. Martinez	

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CP1.6 Demonstrate understanding of patterns and the elements of music including: same and different patterns, rhythm (e.g., difference between beat and rhythm, sounds and silence, long and short sounds), dynamics (loud and soft), pitch (high and low sounds), texture (sounds heard alone or together), tone colours (distinguish between).

(a) Use movement and body percussion to investigate and represent music patterns and concepts.

(c) Recognize and perform a steady beat and various grade-appropriate rhythmic patterns (e.g., clapping, stepping, and counting).

(e) Investigate contrasts between sounds (e.g., fast/slow, long/short).

(g) Identify high/low sounds (pitch) in speech, music, and the environment.

(h) Sing a variety of grade-appropriate music, matching pitch with some accuracy (e.g., so, mi, la).

CP3.6 Create and perform music (vocal and instrumental) that demonstrates knowledge of: form (repeated or contrasting phrases: call/response, question/answer, rounds), rhythm (interplay of beat, tempo, and patterns of duration), pitch (combining pitch and rhythm to form melody), dynamics (levels of loud/soft), texture (combining and layering sounds), tone colour (differentiate).

(e) Apply understanding of tempo recognizing that music may move relatively fast or slow.

(f) Demonstrate and apply understanding of dynamics recognizing that sounds may differ in levels of loud/soft (dynamics) in speech and music.

(g) Demonstrate and apply understanding of rhythm and patterns of duration (i.e., groupings of longer and shorter sounds and silences).

(h) Investigate ways of combining pitch and rhythm to form melody in music.

(i) Investigate ways of creating texture in music (i.e., the combining and layering of sounds that creates the fabric or texture of music).

CP5.6 - Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of: form (binary – AB, ternary – ABA, rondo – ABACADA), metre as an organizational technique, tempo as an organizational technique, rhythm including beat, tempo, patterns of duration, and metre, melodies, harmony as a fundamental component in creating texture (e.g., choral accompaniment), scales that differ in structure and tonality (pentatonic, major, minor), tone colour as an organizational technique, expressive use of silence.

Indicators for this outcome

(c) Demonstrate ways that music can suggest images and moods or express ideas.

(d) Investigate and demonstrate how metre, tempo, dynamics, and tone colour can be used as organizational techniques in music.

(e) Demonstrate understanding that rhythm is subdivided into four categories: beat, tempo, patterns of duration, and metre.

(f) Investigate ways that melodies can be shaped to create musical expression.

CP7.8

Investigate and manipulate elements of music and principles of composition including tension and resolution.

Indicators for this outcome

(b) Demonstrate how musicians and composers create principles of composition such as tension and resolution by manipulating the elements of music (i.e., rhythm, melody/pitch, dynamics, timbre/tone colour, texture).

(h) Describe the use of the elements using appropriate terminology.

(i) Demonstrate the ability to collaborate with others to improve the quality of compositions and performances.

CP9.8

Combine the elements of music and principles of composition to express unified musical ideas.

Indicators for this outcome

(a) Pose questions to initiate and guide inquiry into how best to combine elements of music and principles of composition to express musical ideas (e.g., How could we combine the rhythms that we've learned to create a Latin feel in this piece?).

(b) Investigate ways that beat, accent, and metre can be used to create a specific `feel' in music.

Key Understandings: ('I Can' statements)	Essential Questions:
I can create rhythm with my body movements to create patterns of sound.	Why do we use voice exercises before singing?
I can use pitch by singing with my voice with the use of patterns and vibrations.	Can I use vibrations and patterns to create pitch?
I can sing along to Christmas songs by using patterns and elements of music.	Can I follow along with the rhythm and timing of different Christmas songs?

Prerequisite Learning:
Familiarity with music and rhythmic patterns.

Instructional Strategies:
Demonstration, direct

Stage 2: Determine Evidence for Assessing Learning

Pre-Assessment:
Formative -- Teachers will explain and practice elements of music to help them feel confident in their singing and engage with music. The students will be given fill in the blank lyric sheets and a variety of songs to practice.
Post-Assessment:
Formative -- Teachers can give feedback on student progress based on their ability to sing along with the Christmas songs.

Stage 3: Build Learning Plan

Set (Engagement):   **Length of Time:** 15 mins

Introduce the students to music by doing voice exercises.

Rhythm: What is rhythm? Rhythm is a pattern of a sound which can be repeated to a regular beat. Tempo is the speed of the beat.

We are going to start with a clapping exercise to find out rhythm. Everybody stand up and please allow yourself a fair amount of space. Can anybody show us how to clap? Now let's clap together (in sync).

Clapping rhythm exercise: (3 mins)
▶ Rhythm Clap Along - Level 1 to 3 (For Beginners/Kids) …

Pitch: What is pitch? The pitch (also known as a melody) describes how low or high a note sounds. Sound is made up of vibrations or waves.

Improving pitch voice exercise: (7mins)
▶ Improve the pitch of your voice with these exercises | C …

Note: "do" starts out as a low sounds and pitch, while "sol" is a high pitch sound and pitch. Try to follow along with the sound of the piano. Notice that the higher the letters are on the video, the higher pitched the sound is.

Body percussion: What is body percussion? Body percussion refers to the sounds which are made by body parts such as the hands, feet, fingers and mouth. The body is used like an instrument, to produce rhythmic sounds (clapping, stomping, patting, snapping)

Can you show me how to stomp with one foot? How about clapping your hands? Patting your knees? Pounding your fists like this? Tapping your chest?

Materials/Resources:
- Fill in the blank: Lyric sheets (Rudolph attached, the rest linked)
  Fill in the Blank - Christmas Songs
- 📄 Christmas coloring s…
- Exercises:
▶ Rhythm Clap Along - Level 1 …

▶ Improve the pitch of your voi…

▶ Jingle Bell Rock Body Percu…

Possible Adaptations/ Differentiation:
- Grade 1s will be using colouring sheets instead of the fill in the blank lyric sheets, they are welcome to sing along to the Christmas songs.
- We used fill in the blanks and word banks to make it easier for the students to fill in the missing words in the lyrics to the songs.

Management Strategies:
- Keep students on task as they group off by using the clap-once method
- Show model behaviour

Jingle Bell Rock (Body percussion): (2 minutes)
▶ Jingle Bell Rock Body Percussion

–Pause a few seconds into the video to explain what each symbol means and demonstrate the movement–

Development: **Time:** 25 mins
Practice singing Christmas songs;
Note: Colouring sheets for K-1s
- Jingle bells
- We Wish you a Merry Christmas
- Rudolph the Red Nosed Reindeer
- Have a Holly Jolly Christmas
- Frosty the Snowman

Learning Closure: **Time:** 20 mins
Pick a specific song to focus on and add the hand movements.
Jingle Bells ▶ Makaton signed Jingle Bells :
- Dashing through the snow (have them do a forward dive movement with arms and a step forward)
- In a one horse open sleigh (hold the reigns like driving a sleigh)
- Over the fields we go (use their hands to motion going over hills/fields)
- Laughing all the way (students will use their fingers to give themselves a big smile/laugh)
- Bells on bobtails ring, making spirits bright (students will pretend to ring bells with both hands then throw their hands in the air and move them up/down to symbolize light)
- Oh what fun it is to ride and sing a sleighing song tonight (students will pretend to be hold reigns of sled with one hand and use put the other to their mouth like they are amplifying their singing)
- Jingle bells, jingle bells, jingle all the way (students will pretend to ring bells with hands, side to side)
- Oh what fun it is to ride in a one horse open sleigh hey (students will again pretend to hold reigns like they are driving a sleigh) - X2

Extra example: We wish you a merry Christmas dance example;https://youtu.be/zSt1NQ8NwV4?si=OlktW4y1ILM_IghU

Safety Considerations:

- School appropriate content
- Allow students enough space between each other while using movement in the exercises.

Stage 4: Reflection