

## March 10<sup>th</sup> Lesson

Arts Ed., ELA, K <b>Lesson Title:</b> Sounds All Around Us <b>Teacher:</b> Miss Kirsch	
<b>Stage 1: Identify Desired Results</b>	
<b>Outcome(s)/Indicator(s):</b>	
<p><u>Arts Education:</u> CPK.3 Create sound compositions exploring the elements of music including:          • repeating patterns • beat (e.g., clapping and stepping, and counting) • response to fast/slow paces • high/low sounds • loud/soft sounds • sounds with distinct tone colours/timbres.</p> <p style="padding-left: 40px;">a. Use sources such as stories, poems, observations, visual images, music, sounds, or objects to inspire music making.</p> <p style="padding-left: 40px;">b. Observe sounds in a variety of settings, both natural (e.g., birds, animals, insects, wind, trees, water) and constructed (e.g., machinery, human-made objects in rural, urban, and reserve environments), and apply listening skills to own work.</p> <p><u>English Language Arts:</u> CRK.4 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.</p> <p style="padding-left: 40px;">i. Explain the main idea.</p>	
<p><b>Key Understandings: ('I Can' statements)</b>          I can use stories, visual images, music and sounds to inspire my own music.          I can observe sounds around me.          I can understand the main idea of what I am viewing.</p>	<p><b>Essential or Key Questions:</b>          How can I create sounds?           What sounds are around me?          What are the main ideas in this video?</p>
<b>Prerequisite Learning:</b>	
<ul style="list-style-type: none"> <li>• Beginning knowledge of what music is and what clapping looks like</li> <li>• Recognize that we hear sounds around us</li> </ul>	
<b>Instructional Strategies:</b>	
<ul style="list-style-type: none"> <li>• Video (song/story)</li> <li>• Large group discussions</li> <li>• Questioning</li> </ul>	
<b>Stage 2: Determine Evidence for Assessing Learning</b>	
<p><i>Formative:</i> Throughout this lesson I will observe student participation to gain an understanding of their knowledge of music. I will begin to see if students are able to observe and respond to sounds around them.</p>	
<b>Stage 3: Build Learning Plan</b>	

<p><b>Set (Engagement):</b>                      <b>Length of Time:</b> 5 min</p> <ul style="list-style-type: none"> <li>• <b>Say:</b> Kindergartens, over the next few weeks we are going to be exploring different sounds and experimenting with how we can make music.</li> <li>• What do you know about music? What have you learned in your music class? What would you like to learn about music?</li> </ul> <p><b>Development:</b>                              <b>Length of Time:</b> 10 min</p> <ul style="list-style-type: none"> <li>• Let's <b>watch</b> <a href="#">The First Music</a> video together. It tells a story that is inspired by the sounds and rhythms of the African forest. The animals come together to make a beautiful sound. While we're watching, let's pay attention to the different animals and the sounds the animals are making.</li> <li>• <b>Stand up and stretch break!</b></li> <li>• <b>Circle Time:</b> <ul style="list-style-type: none"> <li>○ What animals did you see in the story? (Alligator, owl, parrot, frogs, elephants, lion, monkey)</li> <li>○ What were some of the animals doing to make sounds? (Parrot screeched along, frogs sang/ribbited).</li> </ul> </li> </ul> <p><b>Learning Closure:</b>                              <b>Length of Time:</b> 5 min</p> <ul style="list-style-type: none"> <li>• <b>Ask:</b> How do you make sounds every day? (Sing, hum, tap your pencil on your desk, etc.).</li> <li>○ That was so much fun! Today we have learned so much about different sounds around us and we started to learn how we can make our own sounds. We are going to keep exploring sounds and make more sounds and songs together, but that's all we have time for today!</li> </ul>	<p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The First Music</a> video (4:54)</li> <li>• Screen to view video on and listen to the sound (Smartboard)</li> <li>• Device to play video from (Laptop)</li> </ul> <p><b>Possible Adaptations/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>• For the development part of the lesson, if it works better for classroom management I could divide the class into groups and have some students explore and play at stations in the classroom, while I work with other students.</li> </ul> <p><b>Management Strategies:</b></p> <ul style="list-style-type: none"> <li>• Remind students to raise their hands so we can take turns listening to each other.</li> </ul> <p><b>Safety Considerations:</b></p> <ul style="list-style-type: none"> <li>• Encourage students that this is a safe environment to share their ideas.</li> </ul>
<b>Stage 4: Reflection</b>	
<i>(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)</i>	