



OMA LESSON PLAN

2016 - 2017

Tucson Unified School District • Fine Arts Department • Opening Minds through the Arts

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Submitted By:

Name(s): Katy McNiff, Arts Integration Specialist

School/Grade Level: Wheeler, 2nd Grade

Big Idea/Title of Lesson: Using our Instruments to Write a Sentence, Singing Seasonal Songs!

Date: Week of 11/27-12/19 **Duration:** 7 classes (30 minutes)

Objective: Students will learn how write a sentence with a themed complete sentence through musical notation and

"I can":

- I can write a sentence with my partner
- I can sing a song and use my instruments

State Standards Being Addressed (three ELA standards being used, one for each composition week)

(ELA):

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.

2.RL.4 Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.

(Music):

MU.CR.2.2a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions.

Teacher's Role During and After Lesson:

Before: Please have students seated together on the rug

During: Please discipline the class as needed and interject your own rules and expectations when needed.

After: Please reinforce some of the vocabulary used by the artists whenever possible throughout your own lessons.

Teachers: I have spent quite a bit of time trying to find appropriate songs for this time of year. I'm not a huge fan of snowy Christmas songs as a way of working around the religious aspect because some of our students have never seen snow. Therefore it has very little to do with their lives. I've chosen to focus on peace and winter in Arizona as appropriate music for a public school for two of our songs, and more traditional secular Christmas songs which most students will recognize. I realize that most of our students are Catholic but not all of them. I leave this to your discretion. If you wish to exchange out any of these songs, please do so.

Materials: Music Notation Cards

Lesson Plan Design:

A. Kinesthetic Engagement Exercises (I usually pick 2)

I usually choose from one of the following based on the level of energy in the classroom (high energy, more activity):

Low level activity:

Gobble Gobble (changing it to Snowflake)

- Extend palm and flicker fingers to represent falling snow
- Say snowflake every time the hand moves, if you move your hand higher, say “snowflake” in a higher voice. If you move your hand lower, say “snowflake” in a lower voice.
- Start with right hand so that students mirror with their left
- Cross over the body multiple times and check to make sure students are crossing in a similar manner, not shifting their body to to the side, the goal is to have each student make multiple crossings over the center of their body to engage their full brains, based on instructions by our district’s OTs.
- Repeat with the left hand

Climbing to Mt. Lemmon

- Students imitate climbing to the top of the mountain with essential body language steps
- Climbing a ladder or climbing up the side of the mountain
- Taking a break and looking around
- Getting to the top and buttoning up our coats because it’s so cold
- Adding in whatever other body language you’d like to add

Mid Level

Wiggle:

Song: “We wiggle our ____, and we wiggle wiggle wiggle” (3x)

“We wiggle and we wiggle and we stop”.

- Start with hands, or shoulders, something requiring a low level of commitment
- Move to legs or hips, something requiring more commitment from child
- End with free for all wiggle (“We wiggle how we want, and we wiggle wiggle wiggle”)
- Free for all must be done with frozen feet OR inside their square if they are on a squared carpet
- If behavior permits, repeat final step but have them add a circle

March:

- “Show me a soft march” (Students march softly)
- “Show me a MEZZO march, not loud OR soft” (Students march accordingly)
- “Show me a LOUD march, be careful with our bodies (Students march, teacher corrects jumping)
- “We call our LOUD march a ‘FORTE’ march! Say ‘FORTE MARCH!’” (Students march and say Forte)
- Repeat instructions in random order until students appear tired, and ready to move on.

Body Movement

- Simply say the body part we touch, with both hands. I will move fast to keep them engaged and will repeat the same instructions over and over before switching without notice so that they are forced to listen even when their brain wants to zone out. I will also slow down when students start attempting to anticipate gesture. Gestures should remain in the same zone of the body, crossing should be paired with a non-body crossing gesture (shoulders, other shoulders), facial elements are excellent for hand-eye coordination. Patterns of two gestures should not go in excess of 8 gestures total before a change unless you are attempting to create the zoning out feeling I mentioned above.
- Example: Shoulders, head, shoulders head, shoulders, head, nose! Nose, ears, nose, ears, nose ears, cat ears. One big meow (used to re-engage students): MEOW! Shoulders, hips, shoulders, hips, shoulder, hips, T-Rex. Inside Voice roar! ROAR!!!! Knees, other knees, knees, other knees, etc....

High Level

1-2-3-4

This needs to be scaffolded each time, make sure to say the number out loud. Ask them what number or numbers we are thinking about when we stand silently with our bodies.

- Side step your body for 1, 2, 3, 4 to the left (mirrored by students to the right)
- Repeat to the right (mirrored by students to the left)
- Side step your body for 1, 2, 3, and hold silent for the 4th count to the left
- Repeat to the right
- Side step your body for 1,2 and hold silent for 3rd and 4th count
- Repeat on the right
- Side step your body for 1 and hold silent for 2nd, 3rd and 4th count
- Repeat on the left

OMA Sitting Song

Criss Cross, Applesause

Hands in your lap

Aural and Kinesthetic Patterns

- We'll wait until I return for our Solfeggio
- "Count how many times I move my body" provide three basic gestures with both hands
- Teacher's turn, student's turn (have students watch your gestures and repeat them)
- Offer students the opportunity to create their own pattern. Encourage original thought. They will probably remember my cat ears and T-Rex, but should start thinking of their own ideas.

I try to include deep breathing between kinesthetic work and the lesson.

Week 1:

Lesson:

Anticipatory Set: Teacher should go to the storage closet and take one of each of the music notation cards from the shelf.

- 1) Horse (quarter note), blue square, 1 syllable
- 2) Donkey (dotted eighth with sixteenth), green heart, 2 syllables with accent on first half
- 3) Rest (rest), Orange triangle, no words, not for speaking
- 4) Clip Clop (two eighth notes), yellow rectangle, 2 syllables of similar length
- 5) Riding a (triplet fitting into a quarter note), pink square, three syllables

Teacher should familiarize themselves with each card, have students help if needed. Students should then be asked to draw each card (including the shape around the card) on their white board.

Day 1:

Students and Teacher should brainstorm about winter words in Tucson: sunshine, cactus, lights, snow (on the mountains), desert, etc (any word that fits into your vocabulary). Write these words on the board in a place where they can stay for the next four weeks. Teacher should also display either the cards or draw the notation in a place where students can see it.

Students should work with an assigned partner to select their sentence: a subject with 1 or 2 syllables, a verb with 1 or two syllables and a direct object or prepositional phrase with two to three syllables. Students should write their sentences and save them in a space where they can retrieve them next week.

Day 2:

Music singing day! Teacher should scaffold the attached seasonal song or song of their preference for the students with the use of instruments. Instruments can all be found labeled and on shelves in the storage closet near the Health Administration Office.

Jingles

Sand Clappers

Barred Instruments (please use these during your regularly scheduled OMA times, as 3rd Grade may be using them for lessons)

Rhythm Sticks

We are working on syllables and text, therefore instead of having them play with a steady beat, try to have them play the instrument with each syllable, which will help them to solidify the concept of syllabic stress. We'll work more on steady beat in the second semester.

I recommend either using instruments with enough for every student in your class (Sholes, we do not have enough Jingles for your class size), or alternating instruments and having students work in partners. Be aware that sensory sensitive students will be challenged by jingles. For these students I recommend Barred or rhythm sticks. **There are only four working "La's" at Wheeler at this time. I highly recommend not using La until I return. Just use Do, Mi and Sol.**

If you are not musically inclined, stick with clappers or rhythm sticks for singing carols. Barred instruments will require you to sing the song in the same key.

Jingle Bells

Jingle Bells

Dashing through the snow
In a one-horse open sleigh
O'er the fields we go
Laughing all the way
Bells on bobtail ring'
Making spirits bright
What fun it is to ride and sing
A sleighing song tonight!

Jingle bells, jingle bells
Jingle all the way
Oh! what fun it is to ride
In a one-horse open sleigh
Jingle bells, jingle bells
Jingle all the way;
Oh! what fun it is to ride
In a one-horse open sleigh

Week 2:

Day 1:

Students should work with their previous partners from last week. They should retrieve their sentences and decide if they still like what they have written.

Note to teacher: these sentence must adhere to the notation cards offered for the purpose of this lesson. The idea is to use ELA for the purpose of enhancing understanding of rhythmic notation so that we can use rhythmic notation to write lyrics in the future.

Students should apply a four card rhythmic notation to their sentence. No more or less than four cards or rhythmic notations should be used. Students should refer to the displayed cards or the teacher's written versions of the cards for reference.

Ideal card patterns:

Horse, Horse, Clip Clop, Donkey

Kids, Kids, don't touch cactus (cactii if you prefer to teach plural)

Horse, Horse, Clip-Clop, Riding A

Snow, snow, on the mountain top

Donkey, Donkey, Clip Clip, Riding A

Students, students, like all holidays

Horse, Horse, Clip Clop, Donkey
Bird, Bird, eating cookies

Horse and Donkeys are best for subjects

Clip Clops are best for verbs

Donkeys and Riding As are best for Direct Objects or Prepositional phrases which kids might think up

Teachers should circulate through the room and assist students who are having difficulty with syllables or with creating sentences.

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Let There Be Peace on Earth

Words arranged by Katy McNiff

Tune found in following youtube: <https://www.youtube.com/watch?v=vXFeeJ6LSMc>

**Let there be peace on Earth, and let it begin with me
Let there be peace on Earth the peace that was meant to be
Our friends and family around us
Renewing our power to see
Sisters and Brothers, all creatures
We sing in harmony
Let there Be Peace on Earth, let this this be the moment now
With every breath we take, let this be our solemn vow
To take each moment
And live each moment
With peace eternally
Let there be peace on Earth and let it begin with me**

Week 3:

Week 3 should allow students to continue working on their sentences. If students have completed their sentences, written both the words and the notation, they should practice their sentences by saying and clapping them and then should work with other students who still may need help. Students should work with their previous partners from last week. They should retrieve their sentences and decide if they still like what they have written.

If all students have completed their sentences, this is an ideal time to include instruments. Rhythm sticks are best. If barred instruments are available, they are also a good choice.

Note to teacher: these sentences must adhere to the notation cards offered for the purpose of this lesson. The idea is to use ELA for the purpose of enhancing understanding of rhythmic notation so that we can use rhythmic notation to write lyrics in the future.

Students should apply a four card rhythmic notation to their sentence. No more or less than four cards or rhythmic notations should be used. Students should refer to the displayed cards or the teacher's written versions of the cards for reference.

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Frosty the Snowman

Frosty the snowman
Was a jolly happy soul
With a corncob pipe
And a button nose and
Two eyes made out of coal

Frosty the snowman
Is a fairy tale they say
He was made of snow
But the children know
How he came to life one day

There must have been some magic
In that old silk hat they found
For when they placed it on his head
He began to dance around

Frosty the snowman
Was alive as he could be
And the children say
He could laugh and play
Just the same as you and me

Week 4:

Day 1:

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Arizona Winter-(Sung to the tune of God Rest Ye Merry Gentlemen)

Words by Katy McNiff

Our winter in the desert can be beautiful and wild
The wind sweeps through the canyons
And the weather cools to mild
The cactus isn't blooming but the yellow flowers smile

It's December in Tucson,
Where sun shines
All the time,
It's December in Tucson where sun shines

We'll have no snow down here but if
You look up to the sky
The mountains all around us have their peaks covered in white
And houses in the city shine all covered in bright lights

It's December in Tucson,
Where sun shines
All the time,
It's December in Tucson where sun shines

C. Closure / Concluding the Lesson:

Students will discuss their sentences if time permits and will share their work with their classmates. .

Methods for Facilitating Creative and Critical Thinking:

The students will use creative and critical thinking skills as they listen and respond to music, and develop language and vocabulary through rhyme and meter.

Strategies for Active Participation:

- Echo singing and speaking
- Physical movement to music and rhyme
- Collaboration with peers
- Buddy buzz

Strategies for Reviewing, Assessing Understanding, and Reinforcing:

- Building and reviewing anchor charts together
- Questioning Singing songs – spiraling in songs and games throughout the year to ensure we build a foundation
- Scaffolding to what the students know and have learned in their homeroom class.