



OMA LESSON PLAN

2016 - 2017

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

Submitted By:

Name(s): Katy McNiff, Arts Integration Specialist

School/Grade Level: Wheeler, Kindergarten

Big Idea/Title of Lesson: Moving to the Beat of a Nursery Rhyme!

Date: 8/14/2017 and 8/16/17 **Duration:** Week 1, Class 1, 30 minute duration

Objective: Students will be introduced to the concept of OMA and will use aural skills and body language to learn the “Grizzly Bear” song and will physically engage in beat through interaction with class parachute and teamwork.

“I can”:

- I can listen to the details in a song and decide who it is about
- I can use my memory and my ears to learn the song
- I can use my body to show details in the song
- I can stand in a circle to match the parachute
- I can move with the Beat

State Standards Being Addressed (only one standard per curriculum item)

(Language Arts):

Standard:

Reading: RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CKLA Goal(s) Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems

Standard for Fine Arts – Discipline:

General Music MU.CR.1.Ka a. With appropriate guidance, explore, experience, and improvise musical concepts (e.g. beat and melodic contour).

Teacher’s Role During and After Lesson:

Before: Please help students find their way into a circle on the classroom floor (rug has been delayed, will be installed during the afternoon after school, students will sit on the floor during the first lesson only, after that they will start on the rug before moving to various places in the room).

During: Please provide classroom management as needed and interject your own rules and expectations when needed.

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

Teachers are respectfully requested to refrain from leaving the classroom for extended periods of time unless in an emergency (bathroom breaks are acceptable) or removing their attention from the actions of the classroom (such as grading papers, checking emails or removing students for any unrelated tutoring).

Materials: OMA Song, Grizzly Bear Song and Game

Lesson Plan Design:

A. Anticipatory Set / Activation of Prior Knowledge:

Students will be asked to stand in a circle and to follow along with a series of kinesthetic motions meant to engage students without creating any sound. Once students are engaged, the AIS will introduce herself and will teach the children her sit down song "Criss Cross Applesauce, Hands In Your Lap". Once on the floor we'll continue to do some wiggling and the AIS will sing the opening OMA song and what OMA means. Next week, we'll bring write down the words together so that we can all see them and remember. Today, we'll learn a new song instead. Students will be asked what they think they should do when someone else is singing? We'll clarify that sitting criss cross and keeping our hands in our laps for just a few minutes is the best choice.

B. Teaching the Lesson:

The AIS will present the Grizzly Bear Song and will then scaffold it aurally so that students are able to learn the song themselves. Once the class is able to sing the song, we'll learn our body language to match some of the words in the song. Students will be taught that Body Language is when we talk with our bodies. Sometimes we can move our bodies to the song in the same way over and over again. If our bodies match the song when we move, we can call that "Keeping the Beat". We'll try it by tapping our hands on the floor together (anticipating that some students may not be able to do this yet, this is a multi-month skill). Next the OMA Teacher will bring in the parachute with help of the teachers. Our students will not touch the parachute, they will keep their hands in their laps. They will then show their pledge of allegiance hand and hold just that hand up. Teacher will help students find a space in the circle around the parachute. Students will then grab the edge with just their Pledge of Allegiance hand. We'll slowly stand up and bring the parachute up with us. We'll sing the song again while frozen, then we will learn how to keep the beat with the parachute. We have to all work together otherwise the parachute won't look right. We'll sing our song all the way through and will then incorporate a faster beat and slower beat by speeding up and slowing down the song.

Grizzly Bear a Grizzly Bear is Sleeping in his (her) cave

2x

Please be very quiet, very very quiet

If you wake him (her), if you shake him (her)

He (she) gets really MAD!

C. Closure / Concluding the Lesson:

Students will always be asked what they learned:

- **We learned how to keep a beat**
- **We learned how to work together with a parachute**
- **We learned how to use our minds and our ears to remember a new song**

End with Good-bye song, all students must stand, wave goodbye and participate in singing.

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.