

Lesson Plan Example - Kinder (50min lesson)

*Bee Puppets (big and small)

*Yellow and Black pipe-cleaner finger puppet bees

*Recording of Flight of the Bumblebee

*Sheet of Material

| Key | Tone Set | CSP | Song/Activity & Procedure | Objectives / Goal |
|------|----------------|-----|--|--|
| F=do | <i>m s</i> | A | GREETING <ul style="list-style-type: none"> <i>s m m s m</i> 'Good mor - ning Kin der' | High and low sounds with body signals (head and shoulders) |
| C=do | <i>Drmfsd</i> | G | INTRODUCTION ACTIVITY Hello Bumble Bee <ul style="list-style-type: none"> Sing and wave to Mr Bumble Bee singing: softly, high, low, slow, fast! | In tune singing to puppet Repeat in various vocal timbres |
| D=do | <i>m s</i> | A | MELODIC PRACTICE ACTIVITY Bee Bee <ul style="list-style-type: none"> Individual students respond singing solo - give a pipe cleaner Bee to each child as they sing solo Ensure the class echo back "Your name is" to keep everyone engaged | Solo Singing |
| | <i>Buzzzz!</i> | | VOICE EXPLORATION Follow my Bee! <ul style="list-style-type: none"> Students have their bees follow the shape of the teacher's bee while vocalising the pitch pattern Include standing up and moving from one side of the room to the other Buzzzz, Oooo, Mmmm, Eeee, | Voice exploration Experiment with different sounds and pitch shapes |
| D=do | <i>d s d'</i> | A | SONG FOR PITCH RECOGNITION Reach up High <ul style="list-style-type: none"> Teacher indicates pitch with bee - children move their bee up and down with the pitch as they sing the song. When pitch recognition is strong - ask children to show the last note without the teacher indicating with their bee. You can also try with everyone's eyes shut to gage individual student progress. | Recognising High and Low sounds |
| | <i>Chant</i> | | VOICE EXPLORATION Here is the Bee Hive <ul style="list-style-type: none"> Choose 5 children to be the bees and have them hide them under a piece of material or behind a whiteboard (the bee hive). "1,2,3,4,5" one by one they pop out and buzz around the room and tapping another child on the head to take their place. | Voice exploration with dramatic voice for chant and pitch shapes for buzz at the end |
| F=do | <i>d m s</i> | A | VOCAL REGISTER ACTIVITY (head and chest voices) Bee Bee Bumble Bee (Game from Orff Source 1 - Gagne) <ul style="list-style-type: none"> Class stand in a circle with hands out in a cup shape Introduce Buzzy (sings the song in a low voice), and Buzzina (sings in a light, high voice) Teacher chooses a bee and walks around the inside of the circle, sitting the bee on a child's cupped hands for each beat The child with the bee at the end of the song is the next to carry the bee The child chooses which bee they want to carry, and the class sing in the matching voice range. (teacher may need to help the beat tracking) | Beat Tracking & Changing Singing Registers Use two bumblebees <i>Buzzy</i> (large puppet): deep singing - chest voice <i>Buzzina</i> (small finger puppet): high singing - head voice |
| | | | LISTENING ACTIVITY Flight of the Bumble Bee - Rimsky Korsakov <ul style="list-style-type: none"> Explain a little about the piece and that it is called the flight of the Bumble Bee Why does it sound like a Bumble Bee? Stand up and listen once more - have class imitate the teacher's bee movements around the room (moving up and down with the pitch shape and dynamics) | Listening and responding to art music Moving to music |
| | | | FAREWELL <ul style="list-style-type: none"> <i>s m s m</i> 'Good bye Kin der' | Indicate high and low sounds with bees! |