

Apprenticeship – Elementary General Music – Wilson Elementary School

Lesson Plan: First Grade (2 classes, 30 minute periods)

Activities: Good King Leopold, Hickory Dickory Dock extension

Tuesday, October 1, 2013

Objectives

Students will explore different sounds their voices can make.

Students will demonstrate the sol-mi relationship while singing.

Students will develop clocks to visualize the “Hickory Dickory Dock” poem.

Students will refine their ability to keep a steady beat on drumsticks while reciting a poem.

Materials

Song “Good King Leopold”

Stool

Poem “Hickory Dickory Dock”

Drum Sticks

Instructional Sequence

1. Students will enter the room following classroom procedures and sit in their rows.
2. I will introduce the song “Good King Leopold” with some background. Start by asking the students if they know what a king is and what kind of power a king has. (Like a teacher where the people have to ask permission for things).
3. Tell a story about King Leopold who has a wall in the middle of his kingdom, but the only way that Leopold will answer their questions is if they are sung to him. So the people will always ask him “Good King Leopold, May we cross to the other side?”
DEMONSTRATE, then have students try it
4. If Leopold likes their singing voices that day, then he will let them cross into the kingdom and he will sing back to them “Yes”
DEMONSTRATE
5. Sometimes Leopold may not like the sound of the people’s singing voices though. We’ll see how King Leopold feels today, maybe he’ll ask for something else.
6. Split the room in half, front to back. Put the students on one half. King Leopold (for now the teacher) gets to sit on the stool in front to show he is powerful. Students will sing the question. Sing Yes the first time so that the students can cross. Then have them ask again. This time, have King Leopold sing “No, ask again, this time use your speaking voice”. Students should ask again in their speaking voice and King Leopold will say “yes”.
7. Now students will have the opportunity to be King Leopold. Select a well-behaved student to be King Leopold first. After a couple of students, give “Leopold” ideas for other voices to ask the students to use. (ex: whispering, shouting, baby, monster, mouse). Do mouse voice to transition into Hickory Dickory Dock.
8. After students have gotten to cross using their mouse voice, the students will come back to their spots while saying the Hickory Dickory Dock Poem as I start them.
9. Review the Tick Tock ostinato of the poem.

10. Go through the rows, pick every 3rd person and have them demonstrate how to be a clock. Now pick one person for each clock and have them sit in front of the clock. Each remaining person will be a mouse that starts beside the clock. Give each "clock" group a pair of drumsticks.
11. Clock's job is to say the poem, mouse is going to "run" up and down the clock while saying the poem, person in front does the tick tock with their drumsticks.
12. Do the poem, rotate so that each person gets to be each part of the clock.

Assessment

Students will demonstrate their ability to use different voices in their response to the demands of King Leopold.

Students will demonstrate a grasp the sol-mi relationship individually as King Leopold, while there will be collective assessment in their singing as the "people".

Students will make clocks and be able to realize all 3 parts of the clock.

Students will demonstrate steady beat on the drumsticks while acting as the pendulum of the clock.