

Sample Day 1 UTC-Wolf Trap Lesson Plan in Music and Literacy

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Disclaimer: Lesson plans are developed by UTC-Wolf Trap Teaching Artists in collaboration with an early childhood educator. All information below was developed during co-planning sessions between a UTC-Wolf Trap Teaching Artist and the Early Childhood Educator. Each plan outlines both the students and teachers needs as all UTC-Wolf Trap arts integrated residencies embed professional learning for the participating teacher.

<u>Teacher's arts strategy goal #1 for the residency:</u>	<u>Teacher's arts strategy goal #2 for the residency:</u>
Imitate pitch and vowel sounds that support curricular goals <u>Scaffolded steps to achieve arts strategy goal:</u> <ol style="list-style-type: none"> 1. Demo pitch and hand motions that accompany vowel sounds 2. Demo rhythmic imitation using familiar vocabulary 3. Practice call-and-response format 4. Use call-and-response to practice new vocabulary and rhythms 5. Perform rhythms with syllables and then body parts 	Perform songs as solos and in groups <u>Scaffolded steps to achieve arts strategy goal:</u> <ol style="list-style-type: none"> 1. Demo song call and response 2. Explain solo opportunities 3. Choose students to take turns performing solo 4. Using the distraction of the game so students are motivated to try the solo.

Lesson Standards:

Tennessee Fine Arts Standards: Kindergarten General Music (Scaffolded for Pre-K)

K.GM.P3.A: With guidance, sing, alone and with others, with expression.

Tennessee Early Learning Developmental Standards: Foundational Literacy Standards

Phonological Awareness

PK.FL.PA.2: Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

Objectives (Classroom Teacher and Student Focused):

Teacher's Arts-Based Professional Development Objective for Lesson:	Student's Arts-Based Objective for Lesson:
Teacher will use pitch, and call-and-response to practice syllables, words and new vocabulary.	Students will be able to imitate sounds and pitches in their voices and hands.

Lesson Procedures (30-Minute Duration):

Warm-Up: “oo”, cut off, “i”, cut off, “a”, cut off

- Note on Teacher’s Role: Guided by the UTC-Wolf Trap Teaching Artist, Teacher imitates/demos “hand breathing,” stretches, musical patterns, and Spanish vocabulary.

Introduction: Days of the week song in Spanish, play the game in the circle to reinforce vocabulary.

Main Experience: “There was an old lady who swallowed some snow”

- Sing through the book, pausing for intentional questions below
- Review Ta, ti-ti and rest. Ask students to compose their own rhythm and perform on various body parts
- Sing the Yo-ho song, pass out the rope and reinforce expectations.

Closing: Say goodbye to each animal call and response Sol-mi (“good-bye warthog) and goodbye to Senor Snuggles, and goodbye to Ms. Rachel

Teacher and Teaching Artist’s Intentional Questions to Assess and Further Learning:

- Open-Ended (i.e. children contributing possibilities, thoughts): What is the old lady going to swallow next?
- Demonstration (i.e. “show me...”): Play the rhythm on your nose (head, shoulders, etc.)
- Application of Learning (i.e. making connections to real world experience): Have you ever made a snowman?
- Problem Solving/Critical Thinking (i.e. prediction): Can you draw a snowman in the air?
- Factual Questions: What did she swallow before?

Lesson Debrief (15-Minute Duration):

Reflection Prompts for Debrief between UTC Wolf-Trap Teaching Artist and Classroom Teacher:

- Describe the teacher’s progress toward acquiring the targeted arts skill.
- Describe children’s progress toward attaining, applying the skills/concepts.
- Did the children have the opportunity to practice using curriculum/arts vocabulary? Yes
No
- Teacher’s thoughts about the lesson.