

## St. Anne's Lesson Plan (Gabrielle Nett)

**Grade:** Pre-K

**Activity:** Vocalizing and ribbon movement

### **Standards:**

MU:Cr1.1.Kb: With guidance, generate musical ideas (such as movements or motives).

MU:Re7.2.Ka: With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

### **Objectives:**

1. Students will be able to verbally describe dynamics based on the pictures they see
2. Students will be able to physically show the melodic line through listening to a story and hearing the music being played.

### **Vocalizing:**

- Say Zoop!
  - Pg. 1-5
    - Which one means soft, which means loud?
  - Pg. 26-29, 36-37
    - Boys are blue, Girls are red

### **Ribbon Movement:**

- Song: Pavane Pour Une Infante Defunte (Ravel)
  - French composer
  - Born in 1875, died in 1937
  - Composed a piece called Bolero (a Spanish dance) and is used by figure skaters in the Olympics
  - The song is Pavane for a dead princess is about a Spanish princess from long ago.
  - Our story is about a Spanish princess who lives in a castle and she has lots of magic friends that we will get to meet. You use your ribbon to help me tell the story.

### **Story**

Once upon a time in Spain, there was a princess who could talk to animals. She would walk around the castle looking at all of the paintings on the wall (**how do you think a prince or**

**princess would walk in a castle)** and wondered what it would have been like to know the people in those paintings. From inside one of the paintings there was a noise, and it startled her **(show me you're startled)**. As she looked at the painting more closely there was a bear stomping over to her **(big and heavy steps like a bear)**, and then birds flew in front of her **(flap the ribbon like wings)**. She watched the animals walk around and she noticed that she could hear talking in the painting and she listened **(show me how you listen)**. Suddenly a cat jumped up in the painting **(jump like a cat)**. "How do you do" said the cat. "Not to bad" said the princess. She wondered how on earth could she be talking to a cat. Suddenly wondered if she could be in the painting with them so she backed way up. She got ready and.....jumped into the painting! Suddenly she was surrounded by talking animals **(look around at the animals and tell me with your ribbon which animals are there)**. There was tall giraffe's **(ribbon up high)**, beautiful butterflies **(flap your wings)**, and slithering snakes **(slither your ribbon)**. As the princess kept walking she found a sea of different fish **(can you show me how the different fish would swim; sharks, fish, dolphins, and squids)**. After the princess had walked around for a long time she began to feel slow and tired. She grabbed an apple off of a tree **(show me your tree)** the tree was blowing in the wind back and forth. A big gust of wind came by and shook the leaves on the tree. After she finished eating she walked back to the place where she had come from. Along the way there were jumping crickets, funny flamingos, and also crawling crabs. Before the princess went home she sat with all of her new friends and listened to them talk about the wonderful day it had been.

**Formative Assessment:** Continually asked the students "if I have this word, what would that look like or sound like to you?"

**Summative Assessment:** Through movement with scarves students can show dynamic and melodic lines.

**Reflection:** Students were very responsive to the movement and activeness in the lesson. I really enjoyed making them a story and they grasped onto it well. If I had more than one day I would have loved to see it become more independent from me, but the students did very well.