

Intro to Music Appreciation, Musical Games

# Music



**Alveary**



## Music: Intro

Grade(s) 1 (suitable 2 3)



### About the Course

#### MUSICAL GAMES

The main aim of these lessons is to develop a musical atmosphere and awareness, so the amount of time spent in a lesson is not particularly important and exams are optional. This focus on interest and enjoyment also means these lessons can easily include older and younger students. Also, if you know another piece of music that would go well with an activity suggested, feel free to use it! Although the music for the lessons is chosen intentionally, the most important part of the lesson is the student's interaction with musical ideas. Suggestions for afternoon listening are included for enjoyment; play the songs while students play by themselves, draw, clean, etc. to cultivate a familiarity with and love for music. Students will learn other songs and rhymes in their P.E. courses as well.

#### INTRO TO MUSIC APPRECIATION

In Term 1, students learn about orchestral instruments aurally and visually. In Term 1, teachers should read the instrument descriptions in *Can You Hear It?* before the lesson. Ask for students' observations, then share or read about how each instrument works and view associated images. Terms 2 and 3 focus on a few famous pieces of music that will serve as a fun introduction for students with no prior exposure to classical music. Encourage students to move to and act out the music as they listen or to use stuffed animals to do so.

**Afternoon Listening:** The more time you spend with music, the more it will become enjoyable, interesting, and familiar. Listen to the pieces from the week's lesson in the afternoon along with the additional music listed suggested (or explore the Extra Helpings playlist) to cultivate this musical atmosphere. It is not necessary to use all the music journal and listening occupations suggested; they are merely ideas to deepen the interest sparked during lessons. Students can use watercolors, pencils, paints--whatever is accessible and feasible--to draw instruments and create illustrations during a lesson or in the afternoon. Because the whole focus of this course is on fostering a love of music, we follow Mason's example and do not give exams for this course but if students are very engaged in the course and really want an exam question on it, ask them to describe their favorite piece from the term.



### Placement & Combining Tips

This intro to music course is appropriate for students ages 5-8 who are just beginning their journey with music.



### Scheduling

#### Music: Intro

| GRADE | MIN. | xWK | MORN. | TEACH. | TOPIC (S)                   | BOOK(S)   |
|-------|------|-----|-------|--------|-----------------------------|---|
| 1     | 10   | 1   | *     | T      | Musical Games               | Selected traditional children's songs, games, and fingerplays |
| 1     | 10   | 1   | *     | T      | Intro to Music Appreciation | <i>Can You Hear It?</i>                                       |

# Music: Intro

QR code &  
links not  
included in  
sample

## Term 1

### WEEK 1 Lesson 01

☐ 01 Moving and Music

#### → LISTEN & PRACTICE

"Here We Go Round the Mulberry Bush." Follow the movement directions in it.

∞ Video Link: Here We Go Round the Mulberry Bush

#### → SING

Now try singing the song and make up some new actions [possibilities: "this is the way we clap our hands," "sweep the floor," or "dance around"].

#### • AFTERNOON LISTENING

Along with the lesson's songs, read stories and/or listen to songs about Winnie the Pooh.

∞ Video Link: Afternoons: Pooh Songs

### WEEK 1 Lesson 02

☐ 02 Woodwinds: Flute, Clarinet

Book: Can You Hear It?

PREP: Read "Woodwinds: Flute, Clarinet" p.8

#### → INTRO

Instruments come in all shapes and sizes and make different sounds. The songs we listen to will describe instruments.

#### → LISTEN, VIEW & NARRATE

Woodwinds: clarinet and flute.

∞ Audio Link: Antoinette the Clarinet

∞ Audio Link: Knute the Flute

### WEEK 2 Lesson 03

☐ 03 Join-in Rhymes

PREP: Print out and read over instructions.

∞ Link: "The Owl" and "Here We Go"

#### → LISTEN & PRACTICE

Read "The Owl" and "Here We Go" aloud and tell the students what they are going to say with you (the italicized parts). You may want to read the poem aloud first and then have the students join in the second time. Tell the students to copy you closely. Exaggerate louds, softs, ascending, descending tones of your voice.

#### • MUSIC JOURNAL

Draw a clarinet or flute.

#### • AFTERNOON LISTENING

∞ Audio Link: Young Person's Guide to the Orchestra "Introduction"

Time Marker 0:00-3:49

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## Term 2

### WEEK 1 Lesson 25

☐ 25 Meowing

#### → INTRO

Listen to these two cats. I bet they can “meow” better than any other cats you’ve ever heard.

∞ Audio Link: Duet for Two Cats

#### → PRACTICE

Now you meow too!

∞ Audio Link: Meow Game

#### • AFTERNOON LISTENING

Along with the lesson’s songs, read stories and/or listen to songs about Winnie the Pooh.

∞ Video Link: Afternoons: Pooh Songs

### WEEK 1 Lesson 26

☐ 26 Peter and the Wolf

#### → INTRO

Today we are going to begin studying a new piece called Peter and the Wolf by Sergei Prokofiev. Prokofiev composed this piece to introduce children to the instruments in the orchestra. Itzhak Perlman, a world-famous violinist, narrates.

#### → VIEW

∞ Video Link: Peter and the Wolf: I. Perlman Time: 0–9 minutes

#### → DRAW

Draw or tell about the characters and instruments that you met today.