

Soaring Scarves Academy

February #1- Well Loved Sled

Lesson Plan

Grades Addressed-K/1/2		Date-		
Music Lesson Goal/Objective- The students will know: practice on solfege do, mi, and sol, winter Ta and Titi rhythms, and a winter chant. The students will be able to: scarf dance, find the snowflake steady beats, and have a musical experience for high/low, fast/slow and staccato/legato elements of music,				
Music Elements Addressed				
Expressive: How would the animals chant!	Timbre:	Duration: Beat, Rhythm	Pitch: Solfege review	Structure:
Music Standards Addressed				
Perform: Dance	Creating:	Relate to History/Culture:	Listen, Analyze, Describe:	Read/Notate



Learning Activities (Be sure to address modification & differentiation needs)	
The teacher will:	The student will:
1. Introduce students to scarf rules- they don't go near our mouth, don't go on our heads, you get what you get and you don't get upset	Students finish the sentences along with teacher "mouth", "head", "and you don't get upset"
2. Pass out scarves and have the children complete the Soaring Scarves Beginning Routine	Students take time to smooth out their scarves, focus, and understand the scarf dancing expectations.
3. Your choice! Pick one that demonstrates musical differences- Beethoven's 5th, Mozart's Piano Sonata #11, Blue Danube are fantastic!	Scarf Dance!
5. Soaring Scarves End Routine- students will be using scarves later in class.	Make a magic scarf wish and either hand in the scarf if it is collected or sit on it.

6. Find the steady beat for the chant "See the Snow". You can do this by having students come up to the board to put snowflakes underneath the words that fall on the steady beat.	Fill in the steady beats.
7. Being the story- Well Loved Sled! Each time a new animal is introduced, chant "See the Snow" the way that animal would! You can do this in many different ways. Here are my favorite- Bear- low and forte. Have the students swipe the air with their paws Rabbit- high and staccato. Have the students jump or bounce their fingers on an open palm. Raccoon- slow and piano. I tell students a raccoon is very sneaky, so they have to sneak/tiptoe around the room.	Act out each new animal and give ideas on how to change the voices/movements.
8. Review solfege placement- Do- Special Line Mi- 1st Line Sol- 2nd Line	Review

9. I give each student a popsicle stick that I have colored red, yellow and blue on opposite ends. From slides 17-30 have the students hold up the color for the correct solfege. You can also just have students hand sign the solfege.	Complete popsicle stick solfege practice.
10. Keeping in the theme of popsicle sticks I hand each student about 12 popsicle sticks each. They are then able to make ta and titi rhythms with these sticks! You can also just have students chant ta and titi rhythms and forgo the popsicle sticks.	Create popsicle stick winter rhythms.

This lesson plan's main purpose is to give students an experience between the musical differences as well as a chance to review basic solfege and rhythms in new fun and engaging ways!

We hope you enjoyed this lesson plan from the Soaring Scarves Academy!