

Soaring Scarves Academy

February #2- Little Snowflake

Lesson Plan

Grades Addressed-K/1/2/3		Date-		
Music Lesson Goal/Objective- The students will know: practice on solfege do, re, mi, fa and sol, winter Ta and Titi rhythms, and a winter chant. The students will be able to: scarf dance, listen to a story to help practice, pitch, dynamics, articulation, and ta and titi rhythms. At the end students will also have a small assessment on high and low pitch.				
Music Elements Addressed				
Expressive: How would the animals chant!	Timbre:	Duration: Beat, Rhythm	Pitch: Solfege review High vs. Low	Structure:
Music Standards Addressed				
Perform: Dance	Creating: High and Low Pitch Patterns	Relate to History/Culture:	Listen, Analyze, Describe: High and Low Pitch	Read/Notate Solfege and rhythms



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. Review solfege for do, re, mi, fa, sol. They will need this for the story.	Review
7. Being the story- Little Snowflake! Throughout the story students will be working on -solfege for the Snowflake's Song -high pitch for the Mommy's Voice -Low pitch for the Daddy's voice -an even higher voice for the brothers and sister's voices -an even lower voice for the King -smooth legato vocables when the snowflake whirls and twirls -ta and titi rhythms to help the Snowflake fall	Throughout the story participate to help get to the end of the story.
8. Students may need a movement break. I typically do "Popcorn in the Popper" https://www.youtube.com/watch?v=Koi-EDhYixA	Movement Break
9. Time for a listening quiz. Students should have a good idea of high vs low because of the different characters in the story. Now see if they can demonstrate their knowledge. Tap the	Listening quiz- Tap the bird for high sounds and the fish for low.

snowman to get the sound and ask students if it was high(bird) or low(fish). Students can come up to the board and tap the correct symbol.	
10. If there is time- For slides 43-46 I play a high note on a mini glockenspiel and a low note. I then encourage the students to try to play it as well!	Play the high vs. low notes on the glockenspiel
11. Slides 47-49 is a place where students can make their own compositions. I have a manipulative for this- to find out more click here- but you can just have students move the birds and fish to the lines to make different pitch patterns.	

This lesson plan's main purpose is to give students a musical experience on high vs low, along with some solfege, rhythms and articulation along the way. The assessment at the end is to get students really confident on the difference between high and low!

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