

# Soaring Scarves Academy

## February #3- Won't You Be My Valentine?

### Lesson Plan

|                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                   |                                                          |                                           |
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| Grades Addressed-K/1/2/3                                                                                                                                                                                                                                                                                                                                                                                              |                  | Date-                             |                                                          |                                           |
| <b>Music Lesson Goal/Objective-</b><br><br>The students will know: practice on solfege do, re, mi, fa and sol, ta and titi listening worksheet, articulation, and high and low pitch.<br><br>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 listening assessment on ta and titi rhythms. |                  |                                   |                                                          |                                           |
| <b>Music Elements Addressed</b>                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                   |                                                          |                                           |
| <b>Expressive:</b><br>How would the animals sing                                                                                                                                                                                                                                                                                                                                                                      | <b>Timbre:</b>   | <b>Duration:</b> Beat, Rhythm     | <b>Pitch:</b><br>Solfege review<br>High vs. Low          | <b>Structure:</b>                         |
| <b>Music Standards Addressed</b>                                                                                                                                                                                                                                                                                                                                                                                      |                  |                                   |                                                          |                                           |
| <b>Perform:</b><br>Dance                                                                                                                                                                                                                                                                                                                                                                                              | <b>Creating:</b> | <b>Relate to History/Culture:</b> | <b>Listen, Analyze, Describe:</b><br>Ta and Titi Rhythms | <b>Read/Notate</b><br>Solfege and rhythms |



| Learning Activities (Be sure to address modification & differentiation needs)                                                           |                                                                                                       |
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| 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.                 |

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| <p>6. Review solfege for do, re, mi, fa, sol.<br/>They will need this for the story.</p>                                                                                                                                                                                                                                                                                                                                    | <p>Review</p>                                                                                 |
| <p>7. Read "Won't You Be My Valentine?"<br/>Through this story your students will be</p> <ul style="list-style-type: none"> <li>-constantly on a steady beat</li> <li>-singing and placing the solfege for the birds song</li> <li>-ta and titi rhythms</li> <li>-legato vacables</li> <li>-high/low/medium voice for each animals song</li> </ul> <p>(bear-forte and low, fox-piano and medium, mouse- piano and high)</p> | <p>Throughout the story<br/>participate to help get to the end of the story.</p>              |
| <p>8. Students may need a movement break. I typically do "Popcorn in the Popper"</p> <p><a href="https://www.youtube.com/watch?v=Koi-EDhYixA">https://www.youtube.com/watch?v=Koi-EDhYixA</a></p>                                                                                                                                                                                                                           | <p>Movement Break</p>                                                                         |
| <p>9. Time for a listening quiz. Print out slide 30 and walk students through using slide 29. Students should be either connecting notes to be titi's or giving a note one line if it is a ta.</p>                                                                                                                                                                                                                          | <p>Listening quiz-</p> <p>Listen to teachers clap and decide if a note is a ta or a titi.</p> |

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| You could also just use slide 29 and have students come up to the board. |  |
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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!