

# Enter the World of Music

**Grade Level:** Preschool Level I & II

**Presented by:** Julia Kathleen Green - Child Development, Inc., Russellville, AR

**Length of Unit:** Any number of days, weeks, or months

## I. ABSTRACT

This unit introduces the topic of music as found in the *Core Knowledge Sequence* for Preschool. A variety of activities will be utilized to explore and discover elements of music such as sound, rhythm and dynamics in our “environmental world” as well as our “musical world.” It also investigates ways of becoming familiar with instruments, composers, styles and periods of music. Art, science, math, movement and dramatic play are curiously and delightfully interwoven throughout this unit, helping children develop an appreciation and strong knowledge base of music and some of its fundamentals.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand locating a sound by hearing and not by sight.
2. Students will understand hearing and identifying sounds that are the “same” or “different” created by different objects and instruments.
3. Students will learn, understand and use music vocabulary, and understand and identify vocal and instrumental music.
4. Students will develop ability to imitate and produce sounds vocally or with musical instruments.
5. Students will develop the ability and understand how to accompany a musical piece with rhythm instruments, clapping, singing, and rhythmic movement.
6. Students will understand singing a musical dialog and rounds.
7. Students will develop the ability to carry out a sequence of choreographed steps or movements to music.
8. Students will have the experience of turning a story or book into a short musical or a short play with musical accompaniment.
9. Students will experiment with singing conversation and books rather than speaking.
10. Students will become familiar with a variety of styles and periods of music, composers, and instruments through meaningful and fun activities.

### B. Content covered from *Core Knowledge Preschool Sequence*

1. Listen to, identify and discriminate differences in sounds and music based on directional origin, classification, intensity, duration, pitch, tempo, and style.
2. Imitate sounds and rhythm sequences.
3. Sing and perform songs individually and with others.
4. Listen to and move to music of different styles and periods.

### C. Skills Objectives

1. Listening skills
2. Discriminate differences in sound
3. Identify direction from which a sound originates
4. Imitates simple clapping patterns
5. Carries out simple instructions
6. Associate sounds with objects producing them
7. Social skills
8. Counting

9. Problem-solving
10. Individual creative expression
11. Performs simple movements
12. Imitate and produce sounds
13. Classifying
14. Labeling
15. Literacy

### III. BACKGROUND KNOWLEDGE

- A. For Teachers:
  1. Be familiar with the examples of music used. i.e.) title of piece, name of composer, style and period of music, instruments used, tempos and rhythms, words (if vocal), any interesting characteristics.
  2. Be knowledgeable of the composers introduced to the children.
  3. Know the names of the instruments being used and the proper handling.
  4. Know and understand the terminology introduced.
  5. *Core Knowledge Preschool Sequence*. Charlottesville, VA: Core Knowledge Foundation, 1997.
- B. For Students:
  1. Identify pairs of sounds as “same” or “different.”
  2. Identify instruments by sight, shape and sound.
  3. Identify selection of music as either vocal or instrumental.
  4. Imitates simple rhythm patterns.
  5. Carries out simple choreographed steps or movements.

### IV. RESOURCES

- A. Ansley, Robert. *Classical Music*. Smithmark Publishers.
- B. Aubort, Marc and Nickrenz, Joanna. *The Complete Gershwin: Works for Orchestra - Piano and Orchestra*. Essex Entertainment, Inc. (CD recording)
- C. Bowmar, Edith M. *Meet the Instruments*. Belwin Mills Publishing Corp. (Musical instrument posters)
- D. Bowmar, Edith M. *Portraits of Composers*. Warner Bros. Publications Inc., Bowmar Records, Inc. (Posters of composers portraits)
- E. Bye, L. Dean. *Student’s Guide to the Great Composers*. Mel Bay Publications.
- F. Bye, L. Dean. *Student’s Musical Dictionary*. Mel Bay Publications.
- G. Gammond, Peter. *Classical Composers*. Crescent Books.
- H. *George Gershwin: the highlights of his Life & Times*.  
<http://www.ffaire.com/gershwin/timelinex.html>
- I. Green, Roland. *Music Fundamentals*.
- J. London Records. *Pavarotti’s Opera Made Easy: My Favorite Opera for Children*. The Decca Record Company Limited. (CD recording)
- K. Martin, George. *The Glory of Gershwin*. PolyGram Records, Inc. (CD recording)
- L. *Notes on the Life and Times of Mozart*. Shattinger International Music Corp. (Posters of composers portraits)
- M. *PCET Wallcharts*. Pictorial Charts Educational Trust. (Musical instrument posters)
- N. The Institutes for the Achievement of Human Potential, Musical Instrument Posters.
- O. The K-12 National Standards, PreK Standards, and What They Mean to Music Educators.  
<http://www.menc.org/publication/books/prek12st.html>, 2000.
- L. Verve Records. *‘Swonderful: The Gershwin Songbook*. PolyGram Records, Inc. (CD recording)
- P. Zizzo, Alicia. *Gershwin Rediscovered*. Carlton Classics. (CD recording)

## V. LESSONS

### Lesson One: We can See through our Ears!

#### A. *Daily Objectives*

1. Concept Objectives
  - a. Students will identify the direction from which a sound originates.
  - b. Students will listen to and identify environmental sounds.
  - c. Students will listen to pairs of sounds and identify them as the “same” or “different.”
  - d. Students will identify and associate sounds with instruments and classify musical selections as either vocal or instrumental.
2. Lesson Content
  - a. Produce sounds from different areas of the room - identify from which direction the sound originates without using visual aid.
  - b. Listen to and identify environmental sounds without using visual aid.
  - c. Listen to and identify sounds that are the “same” or “different” which are created by different objects and musical instruments.
  - d. Listen to sounds presented sequentially in a “sound story.”
  - e. Listen to, identify and associate sounds with instruments.
  - f. Identifying a selection of music as either vocal or instrumental.
3. Skill Objectives
  - a. The student will concentrate, listen and predict the direction from which a sound is being produced.
  - b. The student will describe and identify different types of sounds and what object or musical instrument that sound is associated with.
  - c. The student will compare and discriminate differences or likenesses in selected and created sounds.
  - d. The student will listen to environmental sounds presented sequentially as a “sound story” and describe the events and context in which they occur.
  - e. The student will identify and compare the differences in vocal or instrumental music.

#### B. *Materials*

1. Collection of recorded environmental sounds
2. Rhythm instruments
3. Vocabulary words: Intensity, Pitch, Duration, Tempo, Category
4. Blindfold or darkened glasses
5. Container or cover to hide objects and instruments from view of students
6. Recording of environmental sounds presented sequentially through which an event could be describe.
7. Recordings of vocal and instrumental music.
8. Large sheet or shadow screen and bright light for casting shadows

#### C. *Key Vocabulary*

1. Same/different
2. Loud/soft - the intensity or power of the sound.
3. Long/short - the duration or length of the sound.
4. Fast/slow - the tempo or speed of the sound.
5. High/low - the pitch of the sound.
6. Voice - the sounds produced by the human organs of speech. Also, may be used to refer to one of the parts in a polyphonic composition.
7. Vocal music - music intended to be sung, with or without instrumental accompaniment.

8. Instrument - any mechanical contrivance for the production of musical sound.
  9. Instrumental - music intended to be played by a single musical instrument or several musical instruments in combination.
  10. Listen - to make a conscious effort to hear, attend closely, so as to hear.
  11. Piano - classified as a keyboard, percussion, and string instrument. The strings of the piano are incased in a wooden box with an iron frame. The keys are levers, which, when pressed down, cause a felt-edged hammer to strike one to three strings to sound its particular note.
  12. Song - a short poem intended for music or a musical setting of a short poem.
- D. *Procedures/Activities*  
Refer to Appendices A & C
- E. *Evaluation and Assessment* [none included]

### **Lesson Two: Following the Leader on a Musical Hike**

- A. *Daily Objectives*
1. Concept Objectives
    - a. According to verbal direction, students will imitate and produce sounds and pattern sequences vocally, with musical instruments, or by clapping.
  2. Lesson Content
    - a. Vocally or with instruments, produce sounds that are according to verbal direction.
    - b. Vocally imitate sounds produced by others, approximating intensity, duration and pitch.
    - c. Imitate clapping pattern sequences.
    - d. Imitate musical motif sequence with instruments.
  3. Skill Objectives
    - a. The student will listen to and produce sounds according to verbal direction.
    - b. The student will listen to and imitate sounds and pattern sequences made by other sources.
- B. *Materials*
1. Rhythms instruments
  2. Selected musical motif
- C. *Key Vocabulary*
1. Listen-to make an effort to hear something
  2. Repeat - to say or make happen again.
  3. Clap - to strike the palms of the hands together.
  4. Imitate - to seek to follow the example of; to act the same as.
- D. *Procedures/Activities*  
Refer to Appendices A & C
- E. *Evaluation and Assessment* [none included]

### **Lesson Three: Here Comes the Rhythm Orchestra!**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will accompany an adult by either clapping or using rhythm instruments to maintain the beat in a chant, song, or other musical piece.
  2. Lesson Content
    - a. Produce sounds according to verbal direction.
    - b. Vocally imitate sounds produced by others, approximating intensity, duration and pitch.
    - c. Imitate pattern sequences.

3. Skill Objectives
  - a. The student will listen to and discriminate between long and short sounds, high and low pitches, and loud and soft sounds.
  - b. The student will listen to and imitate sounds produced by others as accurately as possible.
  - c. The student will listen to and imitate pattern sequences.
- B. *Materials*
  1. Rhythm instruments
  2. Selection of musical recordings with strong rhythmic beat
- C. *Key Vocabulary*
  1. Listen- to make an effort to hear something
  2. Rhythm - the division of musical ideas or sentences into regular metrical portions.
  3. Orchestra - a body of performers on string, woodwind, brass, and percussion instruments.
- D. *Procedures/Activities*  
Refer to Appendix B & C
- E. *Evaluation and Assessment* [none included]

#### **Lesson Four: Song Chases**

- A. *Daily Objective*
  1. Concept Objectives
    - a. Students will listen to, sing, and perform children's songs and "fingerplay" individually or with others.
    - b. Students will sing a musical dialogue and round for two or more groups.
  2. Lesson Content
    - a. Sing a musical dialogue in which two or more groups answer one another.
    - b. Sing a round for two or more groups.
  3. Skill Objectives
    - a. The student will listen to a musical dialogue and respond in answer by singing.
    - b. The students will listen, focus, join in at the appropriate moment, participate and cooperate with the group.
- B. *Materials*
  1. Selected musical dialogue songs
  2. Selected musical rounds
- C. *Key Vocabulary*
  1. Musical dialogue - songs in which two or more groups answer one another.
  2. Musical rounds - a form of canon in which several voices inter at staggered intervals, but sing the same melody.
- D. *Procedures/Activities*  
Refer to Appendix B
- E. *Evaluation and Assessment* [none included]

#### **Lesson Five: Here we go and Do Si Do!**

- A. *Daily Objectives*
  1. Concept Objectives
    - a. Students will move according to the tempo, intensity and rhythm of the music.

- b. Students will perform simple movements, individually, with a partner or in a group, to the accompaniment of music.
    - c. Students will carry out a sequence of choreographed steps or movements to music.
  - 2. Lesson Content
    - a. Individually interpret and modify one's movement according to tempo, intensity and rhythm of the music.
    - b. Perform simple movements individually, with a partner or in a group to the accompaniment of music.
    - c. Observe and carry out a sequence of choreographed steps or movements to music.
  - 3. Skill Objective
    - a. The student will listen to and carry out specific instruction.
    - b. The student will work cooperatively with others.
- B. *Materials*
  - 1. Selection of music for interpretive movement
  - 2. Selection of partner and group dances
- C. *Key Vocabulary*
  - 1. Tempo - the speed of the music
  - 2. Intensity - power or dynamics of the music
  - 3. Rhythm - basically regular recurrence of grouped strong and weak beats, or heavily and lightly accented tones, in alternation; arrangement of successive tones, usually in measures, according to their relative accentuation and duration.
  - 4. Choreograph - to design or plan the movements of a dance, especially ballet.
- D. *Procedures/Activities*  
Refer to Appendices B & C
- E. *Evaluation and Assessment* [none included]

**Lesson Six: Camera, Lights, Action!**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will create a short play involving music.
    - b. Students will sing in place of speak.
    - c. Students will mime a scene from a musical, operetta, opera, or narrative piece of music.
  - 2. Lesson Content
    - a. Turn a short story or book into a short play involving music.
    - b. Sing conversations and a book rather than speak.
    - c. Mime a scene from a musical , operetta, opera, or narrative piece of music without making a noise.
  - 3. Skill Objectives
    - a. The student will become familiar with a story or book and make creative changes to it involving music and cooperative play.
    - b. The student will be able to discriminate between singing and speaking and replace speaking with singing.
    - c. The student will listen to, understand, and become familiar with a scene from a musical, operetta, opera, or narrative piece of music.
    - d. The student will experience and understand acting out a scene as a mime.
- B. *Materials*
  - 1. Selection of short stories and books that can easily be transformed into a play or musical.
  - 2. Musical selections and scenes that tell a story or event that can be easily acted out by the students.

3. Costumes and props.
- C. *Key Vocabulary*
1. Musical - to set to music; accompanied by music -n 1) a theatrical or film production, often elaborately costumed and staged, with dialogue developing the line and an integrated musical score featuring songs and dances in a popular idiom.
  2. Operetta - a light, amusing opera with spoken dialogue.
  3. Opera - a play having all or most of its text set to music; a musical drama; an extended musical work for voices and instruments, which is produced with costumes, scenery, and dramatic effects.
  4. Pretend - to make believe, as in play
  5. Mime - the representation of an action, character, mood, etc. by means of gestures and actions rather than words.
- D. *Procedures/Activities*  
Refer to Appendices B & C
- E. *Evaluation and Assessment*[none included]

## **VI: CULMINATING ACTIVITY**

## **VII. HANDOUTS/STUDENT WORKSHEETS**

None

## **VIII: BIBLIOGRAPHY**

[not included]

## Appendix A - Enter the World of Music

### EAR TRAINING

#### A. Listen to and Discriminate Differences in Sounds

3/4yr **I** Identify direction from which a sounds originates

1. Produce sounds from different areas of the room - identify from which direction the sound originates

3/4yr **II** Listen to and identify environmental sounds

C i.e.) Bird singing, car motor, piano playing, door shutting, toilet flushing, dog barking, coughing, sneezing, water running, etc.

3/4yr **III** Listen to pairs of sounds and identify as “Same” or “Different”

C Same: begin with **like** sounds  
i.e.) jingle bells/jingle bells  
dog bark/dog bark (same dog)  
piano middle C/piano middle C

C Different: begin with **grossly** different sounds  
i.e.) dog bark/piano chord  
horn honk/person whistling  
tambourine/door shutting

#### Advanced Breakdown

C 3/4yr **Intensity:** loud/soft

C 3/4yr **Pitch:** high/low

C 3/4yr **Duration:** long/short

C 3/4yr **Tempo:** fast/slow

C 4yr **Category:** similar items with similar sounds

- i.e.) dogs  
cats  
all keys on the piano  
drums  
all bells with a clapper or rattle or is struck  
doors shutting  
door bells  
car horns  
i.e.) Same/Different (according to **category**)  
car horn/dog bark - **different**  
truck horn/car horn - **same** (both are horns)  
C-chord on piano/tambourine - **different**  
C-chord on piano/G-chord on piano - **same** (piano)  
jingle bells/door shutting - **different**  
jingle bells/diner bell - **same** (both are bells)

4yr **IV** Identify and associate sounds with instruments

C hide instrument and identify by sound

C listen to recordings of individual instruments

**Fun Activity**

Identify different instruments by shadow shape.

Talk about what causes a shadow. The light source has to be blocked by a solid object and that creates a shadow.

What instrument does this shadow belong to?

Trace the shadow shape of different instruments.

Draw the shadow shape of different instruments.

(Music/Science/Art)

4yr V Listen to environmental sounds presented sequentially as in a “sound story” and describe the events and context in which they are occurring.

C i.e.) someone getting up in the morning (yawning, washing face, brushing teeth, getting dressed, etc.)

C i.e.) someone getting in a car and driving off (picking up key, walking out of building and closing door, opening car door, getting in, closing car door, buckling seat belt, starting motor, etc.)

4yr VI Identify a selection of music as either **vocal** or **instrumental**

**B. Imitate and Produce Sounds**

3yr I Vocally or with instruments, produce sounds that are according to verbal direction

1. long/short

2. high/low

3. loud/soft

3/4yr II Vocally imitate sounds produced by others, approximating intensity, duration and pitch

3/4yr III Imitate clapping pattern sequences

C 3yr

**3-claps/pattern**

no more than 3 claps within the pattern, very simple patterns

C 4yr

**4-claps/pattern & more**

more complex in varying tempo, number and length of pauses between claps, etc.

C

As the children become more competent with imitating pattern sequences, replace the clapping pattern with instruments and musical motif.

## Appendix B - Enter the World of Music

### PERFORMING ARTS

#### A. Accompaniment

3/4yr I Accompany a musical piece by using rhythm instruments

- C listen to the music and clap in rhythm with it
- C listen to the music and march in rhythm with it
- C listen to the music and move the arms in rhythm with it
- listen to the music and play rhythm instruments in rhythm with it
- C listen to the music and move and play rhythm instruments in rhythm with it

3/4yr II Accompany a story or musical piece by introducing sound effects

(i.e., environmental or animal sounds, a musical instrument, etc.)

\$ at the appropriate moment, using sound effects that have been **previously introduced by an adult**, after having listened to the story or musical piece

\$ at the appropriate moment, **inventing one's own** sound effects, after having listened to the story or musical piece

#### B. Group Vocal

3/4yr I Sing a musical dialogue in which 2 or more groups answer one another

1. i.e.) Did You Ever See a Lassie?; Oh, Do You Know the Muffin Man?; etc.

4yr II Sing a round for 2 or more groups

- C i.e.) Row, Row, Row Your Boat; Are You Sleeping?; etc.

III Sing "Drop Word" songs with groups

- C i.e.) Row, Row, Row Your Boat; B-I-N-G-O; etc.

- 1) Row, row, row your boat  
Gently down the stream,  
Merrily, merrily, merrily, merrily  
Life is but a dream.

- 2) Row, row, row your boat  
Gently down the stream,  
Merrily, merrily, merrily, merrily  
Life is but a

- 1) Row, row, row your boat  
Gently down the stream,  
Merrily, merrily, merrily, merrily  
Life is but

- 1) Row, row, row your boat  
Gently down the stream,  
Merrily, merrily, merrily, merrily

Life is

(Continue until the song is down to 1 word)...

18) (end) Row

### C. Movement

3/4yr **I** Individually interpret and modify one's movement according to the **tempo, intensity and rhythm** of the music.

3/4yr **II** Perform very simple movements, individually, with a partner or in a group, to the accompaniment of music

C i.e.) as instructed by an adult, marching, skating, basic ballet positions, etc.

3/4yr **III** Carry out a sequence of choreographed steps or movements to music

C 3yr i.e.) **simple**: partners clap hands together during refrain, during remainder of music, hold hands and turn in a circle

4yr

C i.e.) **complex**: Children's Polka, Danish Dance of Greeting, dances from the International Playtime book, etc.

### A. Theatrical

**I** Turn a short story/book into a short play with music

**II** Sing Speak

1. In the morning greet each other by singing words rather than speaking words
2. Carry on a conversation during learning center time or at meal time by singing rather than speaking
3. Sing a story/book rather than speak as it is read

**III** Mime

C i.e.) While playing a vocal piece, such as a piece from an opera or musical, mime the words; pretend to be the people/characters singing in the recorded music; others can participate through movement/dance or as the audience

**IV** Add costumes and props to enhance the experience for the children and others participating or observing

## Appendix B - Enter the World of Music

### **A BIG BLACK BUG BIT A BIG BLACK BEAR**

**A Big Black Bug  
Bit a Big Black Bear  
By a slim, slick sycamore  
Sapling there.**

**The slim, slick, slimy sapling  
Was so tall  
That the Big Black Bear  
Couldn't climb it at all.**

**The Big Black Bear  
Blinked his eyes that night  
And the Big Black Bug  
Took another big bite.**

**The Big Black Bear  
Rolled around on the ground  
But the Big Black Bug  
Could never be found.**

**\*This is sung to the "Do, Re, Mi" scale: up the scale and down the scale.**

## Appendix B - Enter the World of Music

### Hand Jive.

1. 2x clap knees
2. 2x clap hands
3. 2x cross R hand over L hand
4. 2x cross L hand over R hand
5. 2x hammer R fist on top of L fist
6. 2x hammer L fist on top of R fist
7. 2x R thumb hitch hiker to the R
8. 2x L thumb hitch hiker to the L

## Appendix B - Enter the World of Music

### The Name Game.

The Name Game

Shirley!  
Shirley, Shirley Bo Birley  
Banana Fana Fo Firley  
Fee Fi Mo Mirley  
Shirley.

Ryan!  
Ryan, Ryan Bo Byan  
Banana Fana Fo Fyan  
Fee Fi Mo Myan  
Ryan.

Come on everybody,  
I say now let's play a game.  
I bet you I can make a rhyme  
Out of anybody's name.

The first letter of the name  
I treat it like it wasn't there.  
But a "B" or an "F"  
Or an "M" will appear.

And then I say a  
"Bo" add a "B" then I say the name  
Then "Banana Fana" and a "Fo"

And then I say the name again  
With an "F" very plain  
Then a "Fee Fi" and a "Mo"

And then I say the name again  
With an "M" this time  
And there isn't any name that I can't rhyme.

Kisha!  
Kisha, Kisha Bo Bisha  
Banana Fana Fo Fisha  
Fee Fi Mo Misha  
Kisha.  
But if the first two letters  
Are ever the same  
I drop them both then say the name.

Like a Bob  
Bob drop the "B" - "Bo Ob"  
And Fred  
Fred drop the "F" - "Fo Ed"  
Or Mary  
Mary drop the "M" - "Mo Ary"  
That's the only rule that is contrary.

Ok!  
Now say "Bo" (Bo)  
Now Tony with a "B" (Bony)  
Then Banana Fana Fo (Banana Fana Fo)  
Then you say the name again  
With an "F" very plain (Fony)  
Then a "Fee Fi Mo" (Fee Fi Mo)  
Then you say the name again  
With an "M" this time (Mony)

And there isn't any name that you can't rhyme.

Everybody do Billy!  
Billy, Billy Bo Illy  
Banana Fana Fo Filly  
Fee Fi Mo Milly  
Billy

**(Add different names)**

## Appendix C - Enter the World of Music

### MUSICAL ENCOUNTERS

#### A. Introduction

I Introduce music to children in the same manor a book would be introduced.

C Standard Information

Book: Title, Author, Illustrator

Music: Title, Composer, Type of Music, Lyricist (if the music has words)

#### B. Familiarity

II Become familiar with the music frequently played in the center and share this information with the children in a casual setting. This could be music played at rest time, meal time, as background music, transition time, etc.

Know

- C title
- C composer
- C type of music
- C instrumental/vocal
- C fast/slow
- C loud/soft
- C featured instruments

#### C. Planning

I Plan **special encounters** with new music and composers

Share

- C Standard Information
- C posters
- C background history
- C instruments used
- C etc.

II Plan **meaningful activities** with new music and composers.

- C pantomime to vocal pieces
- C direct orchestrations
- C play instruments
- C interpretive dance
- C choreographed/instructional dance
- C identify instruments by sound
- C create a skit telling the story of a composer
- C create a skit telling the story of an instrumentalist
- C etc.

**Make it fun for yourself and for the children.**