

Songs – Singing Skills - Instruments

K5M.1, K5M.3, K5M.4, K5M.5, K5M.6, K5M.7, K5M.8

Biblical Worldview Essential Questions

What is singing and playing instruments good for; does it help us to know God better?

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ol style="list-style-type: none"> 1. Learn a variety of songs for performance, fun and to aid in the development of certain skills 2. Demonstrate good singing/performing techniques to include: watching the director, good posture, open mouth, and proper concert etiquette 3. Understand the history or background of songs learned such as Bible songs, hymns, patriotic songs, folk songs, and silly songs 4. Identify various instruments by sight and play rhythm instruments and bells correctly, individually and as a group 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration by the teacher with the aid of instruments or recorded music • Aural and visual examples • Games • Songs • Use of various instruments • Creative drama • Reproducible sheets 	<ul style="list-style-type: none"> • Teacher prepared materials and exercises • Selected songs • Various rhythm instruments • Boomwhackers • Autoharp and bells • Teacher workbook: <i>Five Practical Lessons in Singing</i> by James C. McKinney • <i>The Bible</i> • <i>Nelson's Illustrated Encyclopedia of the Bible</i> Edited by John Drane • <i>Then Sings My Soul Hymn Stories</i> by Robert J. Morgan • Songbook: <i>Kids Classics Collection Vol. 1</i> created by Mike Gay • CD: <i>Toddler Action Songs</i> produced by Gay, Davis and Huesmann 	<ul style="list-style-type: none"> • Attentiveness to lecture • Participation in discussion and exercises • Participation in games, songs and playing of instruments • Level of accuracy displayed in games, songs and playing of instruments • Responses to teacher and student generated questions • Participation in concert performances and behavior during rehearsals and performances • Teacher observation when singing

Melody

K5M.4, K5M.5, K5M.6

Biblical Worldview Essential Questions
~~How does melody unite or divide people?~~
How can I use my voice for good and for God?

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ol style="list-style-type: none"> 1. Understand the four different voices and explain their proper uses (speaking, singing, whispering and shouting) 2. Recognize and demonstrate that pitches are high and low, they step up and down and skip up and down 3. Listen and match various pitches on solfege (sol-mi-do) 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstrations by the teacher • Aural and visual examples • Games • Songs • Use of instruments such as step bells and piano • Reproducible sheets 	<ul style="list-style-type: none"> • Teacher prepared materials and exercises • Teacher workbook and recording: <i>Stepping Stones to Matching Tones</i> by Betty Bedsole & Derrell Billingsley • Reproducible workbook pages and games: <i>The Language of Music for Children</i> by Nan Grantham • Selected songs • Step bells/Piano • Music books: <i>8 Note Bell Songs</i> by Bob Bergin & <i>More 8-Note Bell Songs</i> by Brett & Bob Bergin • Reproducible music & activity book: <i>Bible Songs & Finger Plays</i> by Carol Smith 	<ul style="list-style-type: none"> • Attentiveness to lecture • Participation in discussion and exercises • Participation in games and singing of selected music • Level of individual accuracy displayed during games • Responses to teacher and student generated questions • Level of individual accuracy displayed when playing bells and/or singing • Level of accuracy in matching pitch

Rhythm

K5M.2, K5M.3, K5M.6

Biblical Worldview Essential Questions

How does the design of rhythm tell us about God?

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ol style="list-style-type: none"> 1. Understand, identify, and demonstrate a steady beat 2. Understand, identify, and demonstrate melodic rhythm 3. Recognize and respond to the knowledge that music has different metrical patterns, tempos, dynamics, and colors 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstrations by the teacher with the aid of recorded music and rhythm instruments • Aural and visual examples • Games • Opportunities to listen and move to selected music within teacher-set parameters • Use of various rhythm instruments • Reproducible sheets 	<ul style="list-style-type: none"> • Teacher prepared materials and exercises • Teacher workbook and audio cassette: <i>Strike up the Rhythm Band</i> by Michael & Jill Gallina, cassette orchestrated by Alan Billingsley • Reproducible workbook pages and games: <i>The Language of Music for Children</i> by Nan Grantham • Selected portions from pre-recorded music • Various rhythm instruments • Music book: <i>Everyday Rhythms for Children</i> by Susan Baker • Reproducible music & activity book: <i>Bible Songs & Finger Plays</i> by Carol Smith • <i>Fun with Rhythm Instruments</i> by Ebinger • <i>Games with Rhythm Instruments</i> by Ebinger 	<ul style="list-style-type: none"> • Attentiveness to lecture • Participation in discussion and exercises • Participation in games and in moving to selected music • Level of individual accuracy displayed during games • Responses to teacher and student generated questions • Level of individual accuracy displayed when using instruments