

Music Lesson

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Lesson Name: Zudio

For Grades: K, 1, 2 (3, 4)

National Standard Goals:

1. Singing, alone and with others, a varied repertoire of music.

- a. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture and maintain a steady tempo.
- c. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

2. Performing on instruments, alone and with others, a varied repertoire of music.

- a. Perform on pitch, in rhythm and maintain a steady tempo.
- b. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
- f. Perform independent instrumental parts while other students sing or play contrasting parts.

5. Reading and notating music.

- b. Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

6. Listening to, analyzing, and describing music.

- b. Demonstrate perceptual skills by moving

Materials Needed:

Poster of song's words (from Silver Burdett Ginn's *Music Connection* Grade 2, page 4), poster of bass line (Dr. K's invention). CD of song arrangement from Silver Burdett Ginn's *Music Connection*, Grade 2 (CD 1, cuts 1 & 2). Fun Sticks, classroom barred instruments and percussion instruments.

Procedure:

Quadrant 1: Why?

1. Distribute Fun Sticks and have children follow the teacher in keeping the beat while the recording plays. Do 4-meter patterns and change patterns at the beginning of phrases. Repeat, if desired, asking children to lead the beat keeping.

Quadrant 2: What?

2. Pointing to the poster of the song's words, have children read the words chorally (or take turns individually, in small groups). Point out that "I got a pain in my head (first time), tum (second time), side (third time).

Quadrant 3: How?

3. Play the recording again and invite children to sing along if they can, while pointing to the words. Repeat this section with a child pointing to the words as they occur in the song. Repeat again with another child leading the class, if necessary for practice.

Quadrant 4: What if?

4. Add movement patterns to the Refrain (Here we go Zudio). Set up by having each child face a partner (if there is an odd number of children, one child can be the teacher's partner or there can be one group of three).

Phrase 1: Beat one: Stamp one foot in place (don't worry about right and left);

Beat two: kick other foot in front of stamped foot and clap hands together;

Beat three: stamp the second foot in place;

Beat four: kick the first foot in place and clap hands together.

Beat five: Stamp first foot in place again;

Beat six: kick other foot in front of stamped foot and clap hands together;

Beat seven: stamp the second foot in place;

Beat eight: kick the first foot in place and clap hands together.

Phrase 2: Continue pattern above for four beats.

Beat 5 & 6 & 7: Clap partner's hands on the words, "All night long."

Beat eight: (freeze, i.e., no movement)

Phrase 3 (Step back Sally): repeat movements for Phrase 2.

5. Add improvised movement to the verse (Walkin' down the alley): make up a different way to walk to the beat and leave your partner to walk around the room (be careful to touch only the floor and the air--do NOT touch anyone else or anything else). When we get to the part of the song that says, "To the side . . .," stop walking, touch your feet together and hop side to side every time you say the word "side."
6. Face the person you are closest to when singing the last "side." This is your new partner. Repeat the movement and song to the next verse with your new partner.

Method of Evaluation:

Teacher continuously observes students as they sing and dance.