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| Name of book | Author | Name of participants |
| The Wild Toboggan Ride | Susie Reid | Kelly and Amy |

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| Musical focus | Grade level(s) | Materials needed (instruments etc.) |
| Melodic contour | 2nd | Metallophone, ratchet, drum, tambourine, claterpillar, slide whistle, sand blocks, agogo bells |

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| Musical Activity Teaching Sequence |
| Teach melodic line (all on a long-toboggan, sol fa mi re do do). Teach repeated instrument parts (bump oomph crash, down the hill, toboggan, scarf). Work on accelerando for down the hill. Read the book, having students add repeated parts and melody.  Have students choose color instruments (garbage can, running, slipped, boot). Full performance. |

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| Related Activities (please list source material if possible) |
| Sleigh Ride, sledding vocal exploration |

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| Musical focus | Grade level(s) | Materials needed (instruments etc.) |
| Dynamics: Loud and Quiet | 1st (with possibility for extension to other grades) | Something to chart out instrument choices and dynamics (smart board, chart paper, etc); various percussion instruments to achieve 12 different sounds |

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| Musical Activity Teaching Sequence |
| 10 sounds + Peter and Wise Man Each sound gets an instrument or a vocal 1) Read story to students 2) Students choose which instrument/vocal to go with each animal/sound -Recognize that instruments can be played in different ways to get different sounds -Recognize that bigger instruments might go with bigger animals/sounds, and opposite with smaller -Students create a rhythm or pattern for each animal/sound (T can draw this on board) 3) Go through story and students play/vocalize when their animal/sound comes up -On each page - each animal /sound does a solo, and at end of page, everyone performs together to emphasize larger group size, layering, and texture -At end of story, each animal fades out so that itâ€™s just the bed, floor, leaves, and the tea kettle 4) Option to do soundscape at this point 5) Go through animals/sounds again and come up with movements for each as a class 6) Go through story again, one group does movement, other group does sounds/playing; then switch groups |

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| Name of book | Author | Name of participants |
| Too Much Noise! | Ann McGovern | Mary, Rebecca, Gillian, Brian, and Joan |

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| Related Activities (please list source material if possible) |
| Extension to higher grade levels: -Discussion on Rondo form: Peter continually goes back to the Wise Man, but what he goes back to is different each time. (ABCBDBEBFB...); use "Viennese Musical Clock", "Rondo Alla Turka", "Fur Elise" as classical examples; Also "Raiders March" from Indiana Jones; students create a rondo using their instruments -Composition activity to give a melody to Peter, Wise Man, and each animals -Comparing to "Bought Me A Cat"; "Had A Little Rooster" |

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| Author | Name of participants | | Musical focus |
| Marcus Pfister | Valerie Stickles, Sara Hill, Heather Meachen | | Timbre, Expressive Movement |
| Grade level(s) | | Materials needed (instruments etc.) | |
| PreK-1 | | Recording of Saint Saens "Aquarium," Scarves, Pentatonic Orff instruments, | |
| Musical Activity Teaching Sequence | | | |
| Lesson 1: Read the story through with Aquarium playing softly in the background. Guided movement, exploratory movement with scarves to Aquarium. Lesson 2: Instruments are pre-assigned to specific words, students explore the different sounds that they can make on their group's instrument and decide on what technique to use for their assigned word. - "Scales:" Pentatonic xylophone (Guide to possibly a two note tremolo)  - "Rainbow Fish:" Tone Block  - "Beautiful:" Jinglebells, Triangles, etc - "Octopus:" Hand Drum - "Little Blue Fish:" Rhythm Sticks or Tambourines or Sandblocks  All emotions (happy, sad, angry, etc): vocal representation (everyone) Exploratory/practice time... then read through the story again with students playing when their word is said.  Lesson 3: Students interact with visual on SmartBoard to show the sequence of the story: - Rainbow Fish with all scales, fish are amazed - Little Blue Fish asking for scale, upset - Starfish, lonely - Octopus - Little Blue Fish, happy - Rainbow Fish with only one scale, happy  Lesson 4: Have one student be the "rainbow fish" with the basket of scarves, students act out the story with instruments again but at the end get a 'scale' from the rainbow fish and transition right into Aquarium Move-It! | | | |