

CREATIVE MOVEMENT & MUSIC LESSON PLAN

Objective: Students will understand importance of creative movement and singing. They will demonstrate ability to teach a song to the class. Students will show competent level of understanding acquired information by successfully completing quiz.

Materials needed:

1. Power point projector or printout of power point presentation.
2. Accompanying quiz.
3. Copies of changeable songs to be for group activity.

Introduction:

Teach students your favorite song with actions. Afterwards ask them: “What was the purpose of learning that song?” FUN and maybe some concepts.

Lesson: Go over power point presentation. Then hand out quiz.

WHAT IS CREATIVE MOVEMENT?

- It is communication through movement.
 - Children move much better than they speak.
- It is movement in which the statement is more important than the technique.
- It is the language of expression using the body.
- It is a form of informal, structured play that is a process, not a product.

WHAT ARE THE BENEFITS OF CREATIVE MOVEMENT?

- It simultaneously involves the inner being and the physical body.
- It teaches body awareness, and what their body can do.
- Develops coordination & control of movement.
- It is a discipline for dealing with self-image, self-awareness, and self-control.
- It fosters the expressive capacities and imagination.
- It stimulates creative and critical thinking.

DANCE CONCEPTS:

- SPACE:
 - Place
 - Size
 - Level

- Direction
- Pathway
- Focus
- TIME:
 - Speed (fast slow), rhythm (pulse, pattern)
- FORCE:
 - Energy (sudden/sustained)
 - Weight (strong/light)
 - Flow (free/bound)
- BODY:
 - Parts
 - Shapes
 - Relationships
 - Balance
- MOVEMENT:
 - Walk, run jump
 - Bend, twist, stretch

GUIDANCE FOR CREATIVE MOVEMENT:

- Children love the familiar & repetition.
- Don't show them how. It restricts creativity.
- Have lots of room, bare feet.
- Say, "Use your whole self".
- "Move how it sounds or makes you feel".
- "Can you. . . ? Follow me!"
- Encourage each child to do it in a different way.

MATERIALS:

- Records
- Tape recordings
- Piano
- Stories
- Instruments
- Rhythm sticks
- Tambourines

Teach them how to stop when the music stops:

- Emphasize that to stop means not to move at all - not a muscle or a bone!
- Encourage children to listen carefully or else they won't know when to stop.
- Make a shape with your body when you stop.

Teach about personal space:

- Blow bubbles and then have them imagine a bubble around their body.
- Each bubble should be as wide as their outstretched arms and as tall as they are.
- Place children far enough apart so that no one is touching their bubble.
- Ask one child to move among the children, being careful not to break or touch anyone's bubble.
- Add more children until all children are moving and no one is breaking anyone else's bubble.

Whale Dance Activity:

- Have students create the whale dance.
 - Read children's book on whales.
 - Create sequential movements for breaching, blow hole, bailing teeth, and flippers.
 - Dress to be a whale from invisible closet.
 - Dance to music (breach, blow, eat, swim)(See attachment in lesson plan)

Activity review:

Review what was learned (Using all areas of multiple intelligences increases learning)

- **Linguistic intelligence** ("word smart"):
- **Logical-mathematical intelligence** ("number/reasoning smart")
- **Spatial intelligence** ("picture smart")
- **Bodily-Kinesthetic intelligence** ("body smart")
- **Musical intelligence** ("music smart")
- **Interpersonal intelligence** ("people smart")
- **Intrapersonal intelligence** ("self smart")
- **Naturalist intelligence** ("nature smart")

Review quiz: Check learning retention with short quiz on Whale words.

1. _____ The bristles that whales strain their food through.
- 2.. _____ A whales nostril on the top of its head.
- 3.. _____ A thick layer of fat underneath the whales skin.
- 4.. _____ Leaping clear up out of the water.
- 5.. _____ A male whale.
- 6.. _____ A young whale.

Review quiz:

1. 7. _____ A female whale.
- 8. _____ These stick out from each side of the whale and are used for balancing and steering through the water.
- 9. _____ Large numbers of small shrimp eaten by whales.
- 10. _____ A group of whales.
- 11. _____ A whale breathes out the warm air in its lungs through its blowholes to form a misty fountain.

MUSIC & SONG:

What is the main purpose for singing?

- Children are naturally musical and love it.
- Those who are exposed to it early will be more likely to enjoy and participate in music throughout their life.
 - Have you heard of Suzuki music?
- Process is more important than the product.

ELEMENTS OF MUSIC:

- RHYTHM
 - Clap, clap different sequences
- TEMPO
 - How fast & slow
- MELODY
 - Move hand up and down with notes
- TONE
 - Sounds of different instruments, identify by sound only
- DYNAMICS
 - Soft, loud
- HARMONY
 - Identify notes that don't sound right

CHOOSING SONGS:

- Appropriate to age
 - Short, simple, catchy tunes
- Children love action songs
 - Can vent emotions & a break from sitting
- Love familiar songs
 - Make piggy back songs from familiar tunes
- What concepts can be taught?
 - Are the concepts important?

TEACHING A SONG:

- Sing it from beginning to end.
 - Then teach one line at a time.
- Catch their interest with a picture, object, or story. Relate to life.
- Give the children something to listen for.
- Use pictures or gestures to remind children of words.
- Vary the way you sing it each time.

CATCHY IDEAS

- Let them change the words to a song.
 - Instead of monkey's jumping - pigs, etc.
- Use musical instruments with the song.
- Guessing games (Play That Tune - first 3-5 notes)

- Dramatic songs - they pretend what the music says (Horses, Rabbits, etc.)

MANIPULATE & CHANGE IDEAS:

- This builds vocabulary and expands thinking.
- Changing stories and songs empowers children.
- Accept everything they say.
- They learn to listen, take turns and initiate conversation.
- What about a child who won't sing or participate?
 - They usually know the songs and sing them at home.
 - Don't pressure
 - Say, "What is something teacher doesn't like to do alone - sing"

CREATIVE TRANSITIONS:

- Smooth movement from one activity to another.
- Eliminates disruptive behaviors between activities.

ACTIVITY:

Divide into groups by giving out two copies of several nursery rhymes. They are to find the partner with the same song by humming the melody.

2-3 students in a group are to be given a copy of a song, take a few minutes to learn it, and then teach it to the class. Then the class is to change the song in some way, several times.

Sample songs:

- 5 Little Monkeys Jumping on a Bed (Change "Monkeys")
- The Bear Hunt (Change "Bear")
- The Bear Went Over the Mountain (Change "Mountain")
- Don't Throw Your Junk in My Back Yard (Change "Junk")
- The More We Get Together (Change "Get")
- Ring Around the Rosies (Change "All Fall Down")
- Whose Behind That Pumpkin Face (Change "Pumpkin" to Funny, etc>)
- I'm Being Swallowed by a Boa Constrictor" (Change "Boa")
- Bumble Bee Song (Change "Bee")

EVALUATION: Give quiz on creative movement and music.