

Singing Lessons for Little Singers – Level A

Lesson Plans

These lesson plans have been created as a guide to help teachers pace and balance their lessons with the skills being taught. It is especially important that teachers pay close attention to unit and lesson objectives to ensure that their lessons are focused on developing the correct skills. As every student and group of students is different, teachers should of course feel free to modify these lesson plans, accelerate or slow down the learning pace to best meet the needs of their students.

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Unit 1:

- **PERFORMANCE:** Introducing students to the way lessons work: setting routines, following directions, working with others, etc.
- **TECHNIQUE:** Learning basic singing technique including stretches and posture, belly breathing, long supported tones.
- **EAR TRAINING:** Matching pitch, identifying and performing high/low and up/down tones.
- **RHYTHM:** Being able to maintain a steady beat chanting words and making percussion sounds.
- **RHYTHM:** Singing in 4/4 meter.
- **PERFORMANCE:** Learning how to learn a new song (story, words, melody, actions)
- **PERFORMANCE:** Becoming comfortable performing songs with others.

Lesson #1

Objectives: Students¹ will

- Feel a sense of belonging in class by getting to know teacher and other students.

¹ While Level A can be effectively used for either group or solo private lessons, these lesson plans will refer to students and parents in the plural. Teachers of single students should make appropriate adaptations.

- **PER:** Become aware of and follow the routines and expectations of lessons.
- **TECH:** Begin to build good posture and coordination through stretches and cross-touch.
- **TECH:** Learn basic breathing and support technique through sustained hissing.
- **PER:** Begin to learn how to learn a song.
- **PER:** Perform routines and songs in class.
- **RHY:** Begin to practice steady beat through chanting.

Parents will:

- Understand the importance of practicing with child at home and commit to do assigned activities at least 5 days in the next week.

Activities:

1. Introduce self to students and parents, and have students introduce themselves to the class.
2. Play “Name Game.” (See teacher resources on website)
3. Teach “Stretch and Stand Up Straight” (p5) and “Cross-Touch” (p5)
4. Teach correct breathing and support with “Sustained Hissing” (p6)
5. Introduce “Sameer the Snake” by reading story (p8)
6. Teach hissing section (teacher can chant words and direct students to hiss).
7. Begin to teach students “Sameer...” words by rote chanting.
8. Game (see website) and/or a goodbye song (of teacher’s choice).
9. Give parents home assignments.

Assignments(for Parents to do with Child at Home):

- “Stretch...” and “Cross-Touch” (p5)
- Read the story to “Sameer...” (p8) and practice words and long hisses.
- Color in “Sameer...” picture on p 8 and “Match Me” (p6)

Lessons #2

Objectives: Students will

- Continue to build class unity and order with “Name Game” and activities.

- TECH: Continue to build good posture and coordination through stretches and cross-touch.
- TECH: Practice basic breathing and support technique through sustained hissing and lip buzzing.
- PER: Experience learning a new song practicing words and hisses on “Sameer...”
- RHY: Begin to practice steady beat through chanting.
- EAR: Begin to practice matching pitch with “Match Me” and pitched chanting.

Activities:

1. “Name Game” with one added personal item (eg. favorite color)
2. Do “Stretch...” and “Cross-Touch”
3. Play “Motorboat Game” (p9)
4. Read “Sameer...” story and perform song with Teacher chanting words and students hissing and pretending to be Sameer (doing actions to follow song words).
5. Work on learning “Sameer...” words by rote repetition
6. Teach “Match Me” game (p6) working on matching pitch
7. Game and/or goodbye song
8. Give parents home assignments

Assignments:

- “Stretch...” and “Cross-Touch” (p5)
- Practice “Motorboats” (p9) and “Match Me” (p6)
- Read the story to “Sameer...” (p8) and practice words and hisses.
- Color in “Motorboat” (p9).

Lesson #3

Objectives: Students will

- TECH: Continue to build good posture and coordination through stretches and cross-touch.

- TECH: Practice basic breathing and support technique through sustained hissing and lip buzzing.
- RHY: Practice steady beat through chanting.
- EAR: Practice matching pitch with “Match Me” and pitched chanting.
- EAR: Begin to learn high/low, up/down pitches with “Rockets”
- PER: Continue to practice learning a new song.

Activities:

1. “Name Game” with another personal item. (eg. favorite food)
2. “Stretch...” and “Cross-Touch”
3. Play “Motorboats” game
4. Chant “Sameer...” working on correct words and hisses
5. Add pitch to word chanting. Move to a couple different pitches to draw awareness until you settle on E.
6. Play “Match Me” game
7. Teach “Rockets (p9)
8. Game and/or goodbye song
9. Give parents home assignments

Assignments:

- “Stretch...” and “Cross-Touch” (p5)
- Practice “Motorboats” (p9), “Match Me” (p6) and “Rockets” (p9)
- Read the story to “Sameer...” (p8) and practice singing words and hisses.
- Color in “Rockets” (p9).

Lesson #4

Objectives: Students will

- TECH: Continue to build good posture and coordination through stretches and cross-touch.
- TECH: Practice basic breathing and support technique through sustained hissing and buzzing.
- RYH: Practice steady beat through chanting.

- EAR: Practice matching pitch with “Match Me,” pitched chanting and “Airplane...”
- EAR: Practice high/low, up/down pitches with Airplane...,” “Rockets” and buzzing bees
- PER: Continue to practice learning a new song.

Activities:

1. “Name Game” with another personal item. (eg. color they are wearing)
2. “Stretch...” and “Cross-Touch”
3. Play “Match Me” game
4. Chant “Sameer...” on pitch with hisses. (If they are really good, try clapping on the accents)
5. Play “Rockets (p9)
6. Teach “Airplane Ride” (p10)
7. Introduce “Buzzing Bees” (p12) by reading story.
8. Students make bee with hand and practice buzzing up and down as guided by teacher.
9. Game and/or goodbye song
10. Give parents home assignments

Assignments:

- “Stretch...” and “Cross-Touch” (p5)
- Practice “Match Me” (p6), “Rockets” (p9), and “Airplane Ride” (p10).
- Read the story to “Sameer...” (p8) and practice.
- Read the story to “Buzzing Bees” and practice bussing up/down with hand-bee.
- Color in picture to “Buzzing Bees” (p12) and “Airplane Ride” (p9)

Lesson #5

Objectives: Students will

- TECH: Continue to build good posture and coordination through stretches and cross-touch.

- TECH: Practice basic breathing and support technique through sustained hissing and buzzing.
- RYH: Practice steady beat through chanting.
- EAR: Practice matching pitch with “Match Me,” pitched chanting and “Airplane...”
- EAR: Practice high/low, up/down pitches with Airplane...,” “Rockets” and buzzing bees
- PER: Continue to practice learning a new song.

Activities:

1. “Name Game” with another personal item. (eg. hair color)
2. Stretch...” and “Cross-Touch”
3. Play “Match Me” game
4. Chant “Sameer...” on pitch with hisses. (Try clapping on the accents)
5. Do “Airplane Ride” but pretending to be a bee.
6. Read story to “Buzzing Bees.” While teacher chants song words, students walk in a circle with hand-bee and fly high and low as song directs.
7. Begin to teach students “Buzzing Bees” words by rote chanting.
11. Practice up/down, high/low with rockets and hand-bees. Have students close their eyes and try to correctly identify “height” indicated in teacher’s pitch by doing high or low action.
12. Game and/or goodbye song
13. Give parents home assignments

Assignments:

- “Stretch...” and “Cross-Touch” (p5)
- Practice “Match Me” (p6), “Rockets” (p9), and “Airplane Ride” (p10), identifying high/low, up/down
- Read the story to “Sameer...” (p8) and practice.
- Read the story to “Buzzing Bees” and practice words and buzzing.

Lesson #6

Objectives:

- TECH: Continue to build good posture and coordination through stretches and cross-touch.
- TECH: Practice basic breathing and support technique through sustained hissing and buzzing.
- RYH: Practice steady beat through chanting and percussion playing.
- EAR: Practice matching pitch with “Airplane...” activity and songs.
- EAR: Practice high/low, up/down pitches with Airplane...,” Ear Training worksheet and songs.
- PER: Continue to practice learning a new song.

Activities:

1. “Name Game” with another personal item. (eg. age)
2. Stretch...” and “Cross-Touch”
3. Do “Airplane Ride” focusing on high/low, up/down and matching pitches.
4. Do “Ear Training Worksheet” (p13) together as a class, with teacher modeling with voice (no actions) and students first verbally giving answers and then circling the correct response in their book together once it has been confirmed by the teacher.
5. Read the story to “Buzzing Bees” and perform it once with teacher singing words and students only buzzing high/low, up/down.
6. Work on students singing words on correct pitches.
7. Perform “Sameer...” with students playing chimes/tambourines/triangles/etc. on accented beats. A
8. Game and/or goodbye song
9. Give parents home assignments

Assignments:

- “Stretch...” and “Cross-Touch” (p5)
- Practice “Airplane Ride” (p10) and “Ear Training Worksheet” activity, identifying high/low, up/down.
- Practice “Sameer...” with a percussion instrument (whatever they have) on accented beats.
- Practice “Buzzing Bees” with words and buzzes on pitch as much as possible.

Unit 2:

- EAR TRAINING: Teaching students the Do – Mi – Sol triad (M3 and m3) of the Body Scale and applying to songs
- PERFORMANCE: Learning songs a bit more rapidly now.
- PERFORMANCE: Students will take on solo roles in songs and perform at home for family/friends.
- RHYTHM: Learning rhythm syllables for quarter and eighth notes and practicing rhythms
- RHYTHM: Singing in and doing rhythm syllables in 4/4 and 3/4 meters.

Lesson #7

Objectives:

- EAR: Learn Sol and Mi on the Body Scale.
- PER: Begin to learn “Freddy the Firetruck” focusing on sirens and role-playing.
- PER: Perform “Sameer...” and “Buzzing Bees” in class and at home.

Activities:

1. Stretch...” and “Cross-Touch”
2. Teach Body Scale “Soh-Mee” (p14) *always use notes G-E at this point!*
3. Read story for “Freddy the Firetruck” (p16) and teach firetruck siren (gliss. up and down) and ambulance siren (G-E repeated). Practice these sirens and allow students to role-play Freddy and Alex characters to music accompaniment.
4. Perform “Buzzing Bees” a few times with words, actions and buzzes.
5. Perform “Sameer...” with chimes on accented beats.
6. Encourage students to do a performance of songs for their family or friends this week, and record performances on page 33.
7. Game and/or goodbye song
8. Give parents home assignments

Assignments:

- Practice “Soh-Mee” at home (p14)
- Color the “Soh” and “Mee” on p 14 as directed.
- Read story for “Freddy the Firetruck” (p14) and practice sirens.
- Color in the drawing for “Freddy...”
- Practice and perform “Sameer...” and “Buzzing Bees” for parents/friends at home.

Lesson #8

Objectives:

- EAR: Learn and practice Sol – Mi – Do on Body Scale.
- PER: Continue learning “Freddy...” adding words and melody
- RHY: Learn quarter note rhythm syllables
- RHY: Learn 3/4 meter of “Freddy...” (I know it’s notated in 6/8!)

Activities:

1. Stretch...” and “Cross-Touch”
2. Read story for “Freddy...” and practice sirens.
3. Practice rhythm of “Freddy...” with TAH tah tah TAH tah tah, etc. (emphasize downbeat)
4. Teach words for “Freddy...” by rote. Start with chanting then add pitches.
5. Teach “Do” on the Body Scale. Practice going up and down between the three.
6. Perform “Sameer...” and/or “Buzzing Bees”
7. Game and/or goodbye song
8. Give parents home assignments

Assignments:

- Practice “Soh-Mee-Doh” on the Body Scale (p17) and Tah rhythm syllable.
- Color in “Sol Mee Doh” as directed on p 17
- Practice words, pitches and sirens for “Freddy...”

- Practice and perform “Sameer...” and “Buzzing Bees” for parents/friends at home.

Lesson #9

Objectives:

- EAR: Practice Sol – Mi – Do combinations with Copy Cat
- RHY: Practice quarter and eighth notes rhythm syllables with Copy Cat
- PER: Perform “Freddy...” while taking part as an individual role.
- PER: Perform other songs
- PER: Begin to learn “Cuckoo Bird”

Activities:

1. Stretch...” and “Cross-Touch”
2. Introduce “Copy Cat” game (p18) with Sol – Mi – Do and rhythmic combinations. (See “To prepare for ‘Cuckoo’ under “Teacher’s Note” on p18 and “Copy Cat Sequences” on the website.)
3. Perform “Freddy...” taking turns so each student can be Freddy and Alex in turn.
4. Read story for “Cuckoo Bird” (p20) and do “coo-coo” call and response. Teacher takes role of “Carly” for now and all students respond as “friend.”
5. Perform “Sameer...” and/or “Buzzing Bees”
6. Game and/or goodbye song
7. Give parents home assignments

Assignments:

- Practice Soh – Mee – Doh Body Scale and rhythm syllables already learned playing Copy Cat. (p18)
- Practice “Coo-coo” sound and call-and-response.
- Color in “Cuckoo Bird” (p20) and Copy Cat pictures
- Practice and perform “Sameer...”, “Buzzing Bees” and “Freddy...” for parents/friends at home.

Lesson #10

Objectives:

- EAR: Practice Sol – Mi – Do intervals with Copy Cat and “Cuckoo...”
- RHY: Practice quarter and eighth note rhythms with “Copy Cat and “Cuckoo...”
- PER: Learn “Cuckoo” words, rhythm and pitches.
- PER: Perform songs

Activities:

1. Stretch...” and “Cross-Touch”
2. Do “Copy Cat” Body Scale and rhythmic activities to prepare for “Cuckoo...”
3. Do rhythm of “Cuckoo...” with rhythm syllables. (ti-ti ti-ti tah ti-ti, etc.)
4. Add chanted words of “Cuckoo...” to rhythm.
5. Add melody and sing.
6. Perform “Sameer...”, “Buzzing Bees” and/or “Freddy...”
7. Game and/or goodbye song
8. Give parents home assignments

Assignments:

- Practice Soh – Mee – Doh Body Scale and rhythm syllables already learned playing Copy Cat. (p18)
- Practice “Cuckoo Bird.”
- Practice and perform “Sameer...”, “Buzzing Bees” and “Freddy...” for parents/friends at home.

Unit 3:

- EAR TRAINING: Learn La and Fa steps of Body Scale and use in songs and Copy Cat sequences.

- RHYTHM: Practice more intricate rhythmic patterns in Copy Cat and songs, and begin to read them from notation.
- SIGHT READING: Begin to read abstract music notation through pointing at solfege and rhythmic syllables/pictures on the page.
- TECHNIQUE: Learn to sing Body Scale and songs in the high voice as well as low.
- PERFORMANCE: Learn songs more rapidly, adding actions and singing in high voice as well as low.

Lesson #11

Objectives:

- EAR: Learn and practice La – Sol – Mi – Do Body Scale and sequences of these pitches
- RHY: Learn and practice “Tah tah tah (rest)” rhythm with Beat Cat activity
- PER: Perform “Cuckoo” and other songs
- SR: Point at symbolic pictures in “Beat Cat” and Body Scale (p21)

Activities:

1. Stretch...” and “Cross-Touch”
2. Do “Copy Cat” for Body Scale and rhythmic syllables.
3. Review and Perform “Cuckoo...”
4. Learn “Lah – Soh – Mee – Doh” Body Scale. (p21) Write in First Letters.
5. Practice some Body Scale sequences having the students instead point to the position on the drawing on p21.
6. Practice new Body Scale note with Copy Cat “to prepare for ‘My Robot’ sequences. (p18)
7. Introduce “Beat Cat” activity. (p22) Have students point at claps
8. Perform “Sameer...”, “Buzzing Bees” and/or “Freddy...”
9. Game and/or goodbye song
10. Give parents home assignments

Assignments:

- Practice “Lah – Soh – Mee – Doh” Body Scale (p21) with Copy Cat activity and pointing to positions on p21.
- Practice and perform “Cuckoo Bird” and other songs
- Practice Beat Cat activity (p22) pointing, saying and clapping (or other actions). Color beat cat picture.

- Practice “Lah – Soh – Mee – Doh” Body Scale (p21) with Copy Cat activity and pointing to positions on p21.
- Practice Beat Cat activity (p22) pointing, saying and clapping (or other actions)
- Read story to “My Robot” and practice. Color in “My Robot” picture.
- Practice and perform “Cuckoo...”, “Freddy...”, “Buzzing Bees,” and “Sameer

Lesson #12

Objectives:

- EAR: Practice La – Sol – Mi – Do sequences with Copy Cat
- PER: Learn “My Robot”
- RHY: Practice rhythmic sequences with Copy Cat and “My Robot,” especially Tah tah tah (rest).
- SR: Point at symbolic pictures in “Beat Cat” and Body Scale (p21)
- PER: Give students opportunities to perform songs in class and at home

Activities:

1. Stretch...” and “Cross-Touch”
2. Do “Copy Cat” “to prepare for ‘My Robot’ sequences, including “Beat Cat” rhythms. (p18).
3. Read the story to “My Robot.” (p24)
4. Teacher sings words while students do actions.
5. Teach words first chorus and then verses; first chanting and then with melody.
6. Practice some Body Scale sequences having the students pointing to the position on the drawing on p21.
7. Practice Beat Cat rhythms having students point to their drawings on bottom of p22.
8. Perform “Cuckoo Bird”
9. Perform “Sameer...”, “Buzzing Bees” and/or “Freddy...”
10. Game and/or goodbye song
11. Give parents home assignments

Assignments:

Lesson #13

Objectives:

- TECH: Learn to sing in high voice, practice notes and songs in it.
- EAR: Practice La – Sol – Mi – Do in low and high voice, recognize the difference.
- RHY: Practice accurate rhythms in Copy Cat and songs
- SR: Point at and follow rising and falling written solfege notes on worksheet.
- PER: Perform “Sameer...” (in both voices) and “My Robot”

Activities:

1. Stretch...” and “Cross-Touch”
2. Do “Rockets” and/or “Airplane” activities to get high voices warmed up.
3. Do “Copy Cat” “to prepare for ‘My Robot’ sequences, including “Beat Cat” rhythms. (p18).
4. Practice some Body Scale sequences, having the students pointing to the position on the drawings.
5. Introduce the High Voice (p25) and practice recommended sequences with new hand positions.
6. Point and sing notes in low and high voice on worksheet (p26)
7. Sing “Sameer...” in low (regular key) and high (key of C or D) voices.
8. Perform “My Robot” (normal key)
9. Game and/or goodbye song
10. Give parents home assignments

Assignments:

- Practice “Rockets” and/or “Airplanes” to warm up high voice.
- Practice Lah – Soh – Mee – Do sequences in low and high voices, both Body Scale and pointing on p26.
- Practice singing “Sameer...” in low and high voice.
- Practice and perform “My Robot,” “Cuckoo...”, “Freddy...”, and “Buzzing Bees.” (regular keys)

Lesson #14

Objectives:

- TECH: Sing solfege and songs in high and low voice
- EAR: Sing La – Sol – Mi – Do Body Scale accurately in low and high voice
- SR: Point and sing solfege on p26.
- RHY: Begin learning half note rhythms (tah-ah) with Copy Cat
- PER: Perform songs in high and low voice together and at home.

Activities:

1. Stretch...” and “Cross-Touch”
2. Do “Rockets” and/or “Airplane” activities to get high voices warmed up.
3. Do “Copy Cat” “to prepare for ‘Raindrops’ sequences.
4. Sing “Sameer...” in low (regular key) and high (key of C or D) voices.
5. Teach “Sameer,,,,” movements
6. Sing “Freddy...” in low (regular key) and high (key of G) voices.
7. Sing “Cuckoo...” in low (regular key) and high (key of g) voices.
8. Sing and point to solfege on p26.
9. Perform “My Robot” (regular key)
10. Game and/or goodbye song
11. Give parents home assignments

Assignments:

- Practice “Rockets” and/or “Airplanes” to warm up high voice.
- Practice Lah – Soh – Mee – Do sequences in low and high voices, both Body Scale and pointing on p26.

- Practice and perform “Sameer...” (including movements), “Freddy...”, and “Cuckoo” in low and high voice.
- Practice and perform “Buzzing Bees” and “My Robot.” (regular keys)

Lesson #15

Objectives:

- TECH: Sing songs in both high and low voice
- PER: Learn “Raindrops...”
- PER: Add movements to “Sameer...” and “Raindrops...”

Activities:

1. Stretch...” and “Cross-Touch”
2. Do “Rockets” and/or “Airplane” activities to get high voices warmed up.
3. Do “Copy Cat” “to prepare for ‘Raindrops’ sequences.
4. Sing “Sameer...” with movements.
5. Read story to “Raindrops”
6. Practice singing numbered octave drops (mm 5-8).
7. Teach movements.
8. Teacher reads words while students do movements, sing “1.... 2.... 3.... 4...” octave falls.
9. Teach words and melody.
10. Perform “My Robot” in regular key and high key.
11. Game and/or goodbye song
12. Give parents home assignments

Assignments:

- Practice “Rockets” and/or “Airplanes” to warm up high voice.
- Practice “Sameer” with new movements
- Practice “Raindrops” with movements and color picture.
- Practice and perform “My Robot,” “Cuckoo...”, “Freddy...”, and “Buzzing Bees” in low and high voices

Lesson #16

Objectives:

- TECH: Sings songs in both low and high voice
- PER: Perform “Sameer...” and “Raindrops” with actions.
- EAR: Learn new “Fa” step and sequences
- RHY: Practice rhythmic syllables and percussive actions.
- SR: Point and read rhythms from syllables on Rhythm Worksheet

Activities:

1. Stretch...” and “Cross-Touch”
2. Do “Rockets” and/or “Airplane” activities to get high voices warmed up.
3. Do “Copy Cat” “to prepare for ‘Raindrops’ sequences.
4. Read story to “Raindrops” and perform with movements.
5. Learn La – Sol – Fa – Mi – Do Body Scale (p29) Practice both making gestures and pointing at positions on page.
6. Do “Copy Cat” “To prepare for ‘Ring Around the Rosies’”
7. Perform “My Robot” in regular and high key.
8. Introduce Rhythm Worksheet (p 30) with students saying and pointing at rhythms.
9. Perform “Sameer...” with movements in low and high voice.
10. Game and/or goodbye song
11. Give parents home assignments

Assignments:

- Perform “Sameer...” and “Raindrops” with movements.
- Do Rhythm Worksheet (p30) both saying and pointing at rhythms.
- Perform “My Robot” in low and high keys
- Practice new Body Scale sequences

Unit 4:

- PERFORMANCE: Learn more extensive movements to a song.
- EAR TRAINING: Be able to sing a song in several keys.
- Solidify skills acquired in level and demonstrate readiness for Level B (next book)

Lesson #17

Objectives:

The teacher will...

- Observe student readiness to pass level (Use assessment on p 43.)
- Give students extra help and assignments for areas in which they are struggling.

Students will...

- EAR: Practice La – sol – fa – mi – do Body Scale and sequences in Copy Cat and songs
- RHY: Practice rhythmic syllables in Copy Cat, sight reading and songs
- TECH: Practice singing high and low in Copy Cat and songs
- SR: Practice pointing and singing solfege on p29 and rhythmic syllables/actions on p30
- PER: Learn melody and words of “Ring Around the Rosies” with simple actions.

Parents will...

- Under direction of teacher, help their child in any areas of deficiency.

Activities:

1. Stretch...” and “Cross-Touch”
2. Do Copy Cat “to prepare for ‘Ring Around the Rosies’” Have students sometimes respond individually by specifying which student is to copy. Assess readiness.
3. Learn words and melody to “Ring Around the Rosie” (stay in one key)
4. Add simplified movements (step 1)

5. Perform “Raindrops” with actions
6. Do Rhythm Worksheet (p 30) with students saying and pointing at rhythms.
7. Do Body Scale p 29 with students pointing at solfege positions on page.
8. Perform “My Robot.”
9. Perform “Cuckoo...”, “Freddy...”, or “Buzzing Bees” in low and high voices
10. Game and/or goodbye song
11. Give parents home assignments

Assignments:

- Practice Rhythm Worksheet (p30) and Body Scale (p29) pointing and singing/saying.
- Practice “Ring Around the Rosies”(p32) with simplified rhythms
- Practice other songs in high and low voices

Lesson #18

Objectives:

The teacher will...

- Observe student readiness to pass level (Use assessment on p 43.)
- Give students extra help and assignments for areas in which they are struggling.

Students will...

- EAR: Practice La – sol – fa – mi – do Body Scale and sequences in Copy Cat and songs
- RHY: Practice rhythmic syllables in Copy Cat, sight reading and songs
- TECH: Practice singing high and low in Copy Cat and songs
- SR: Practice pointing and singing solfege on p29 and rhythmic syllables/actions on p30
- PER: Learn melody and words of “Ring Around the Rosies” with advanced actions and changing keys.

Parents will...

- Under direction of teacher, help their child in any areas of deficiency.
- Prepare for class party/graduation at next lesson.

Activities:

1. Stretch...” and “Cross-Touch”
2. Do Copy Cat “to prepare for ‘Ring Around the Rosies’” Have students sometimes respond individually by specifying which student is to copy. Assess readiness.
3. Perform “Ring Around the Rosies” in one key, with simple actions.
4. Teach advanced actions. Give each student a chance to be the “porter/daughter.”
5. Do Rhythm Worksheet (p 30) with students saying and pointing at rhythms.
6. Do Body Scale p 29 with students pointing at solfege positions on page.
7. Perform “Ring Around...” without actions but raising the key one step every verse.
8. Perform other songs as time allows.
9. Game and/or goodbye song
10. Give parents home assignments and ask them to prepare for a party next lesson (bring treats, cameras, etc.)

Assignments:

- Practice “Ring Around...” with advanced actions and raising pitch.
- Practice Rhythm Worksheet (p30) and Body Scale (p29) pointing and singing/saying.
- Practice other songs in high and low voices

Lesson #19

Objectives:

The teacher will...

- Make students (and parents) feel a sense of accomplishment for completing level.
- Encourage students (and parents) to continue with you onto Level B

Students will...

- PER: Sing through all songs with most advanced actions.
- PER: Perform songs as solo (or take solo parts) as they are comfortable doing so.
- PER: Demonstrate all new abilities through performances.

Activities:

1. Welcome parents to final class, congratulate students, thank students and parents for all their hard work, explain that today the children will show off all their new talents.
2. Invite parents and students to new Level B by talking about some of the new things they will be doing.
3. Perform “Sameer...” with actions (low or high)
4. Perform “Buzzing Bees” with actions (students flying bees up and down with song)
5. Perform “Freddy...” with volunteers playing the role of Freddy and Alex. (repeat as necessary for all volunteers)
6. Perform “Cuckoo Bird” with volunteers playing the role of Carly and the friend. (repeat as necessary for all volunteers)
7. Perform “My Robot” with actions at all three speeds.
8. Perform “Raindrops” with actions
9. Perform “Ring Around the Rosie” with advanced actions and changing keys. Repeat so each student can have a turn as the “porter/daughter.”
10. Hand out certificates (available on website).
11. Refreshments and visiting.