

Lesson Plans

As in Level A, these lessons 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. The pace of these lessons has been set purposefully slow to accommodate slower learners; teachers should feel free to accelerate them as needed.

Unit 1:

- PERFORMANCE: Review lesson routines and expectations: following directions, taking turns, practicing, performing, etc.
- TECHNIQUE: Review basic singing techniques of posture, belly breathing, and sustained tones.
- TECHNIQUE: Review singing in high and low voices.
- EAR TRAINING: Review known Body Scale (D-M-F-S-L) and derivative melodic sequences in various keys.
- RHYTHM: Review basic rhythm syllables and repeat back copycat rhythms.
- SIGHT-READING: Read basic rhythmic notation on p. 10 and rhythm cards (see p 10).
- PERFORMANCE: Learn and perform individual and group parts in songs.

Lesson #1

Objectives: Students¹ will

- PER: Reorient to following singing lessons procedures and expectations in class and practicing at home.
- TECH: Review and correct singing posture through “windmills” and other singing activities.
- TECH: Review and correct breathing technique through “windmills” and “Sameer” activities.
- EAR: Review D-M-F-S-L body scale names, pitches, and gestures.
- EAR: Repeat back text as spoken by teacher.
- TECH: Review singing in high voice on body scale and “Sameer.”

- PER: Begin learning “Sameer...” and participate in performing “Ring Around the Rosie.”

Parents will:

- Recommit to do assigned activities in short practice-play sessions at home during the next week.

Activities:

1. Welcome students and parents back for Level B. Redo introductions for any new students.
2. Remind parents the importance of their attention in class and their leadership in facilitating their child’s practice-play sessions at home. Ask them to commit to a certain number of short practice-play sessions this next week.
3. Lead/Reteach students “Stretch and Stand Up Straight” activity from Level A (p 5). Review good posture. (Level B – p 5)
4. Review “belly breathing” technique using good posture and long hisses. (p 5)
5. Teach “windmills,” (p 5) adding to the actions hissing and eventually pitched hums and “whoos” when students are ready.
6. Read story of “Sameer the Singer.” (p 8)
7. Chant V1 of “Sameer...” in call & response with even, sustained phrasing. (Make up actions if desired.)
8. Review names, pitches, and gestures for known Body Scale steps: D-M-F-S-L. Do=C (p 6)
9. Sing Body Scale in Do=F and G using high voice as needed. Review how to sing in high voice. (p 6)
10. Chant V2 of “Sameer...” in call & response.
11. Lead class in performing “Ring Around the Rosies” from Level A with advanced actions, changing keys, and solo roles if possible.
12. Give parents home assignments and remind of commitment to practice a certain number of days.

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

- Practice posture and belly-breathing techniques while standing still and hissing/humming. (p 5)
- Practice “Windmills.” (p 5)
- Read the story to “Sameer the Singer” (p 8) and practice chanting verses in call & response.
- Color in “Sameer...” picture (p 8) and p 5 pictures.

¹ While Level B 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.

Lesson #2

Objectives: Students will

- PER: Continue to follow singing lessons routines and expectations.
- TECH: Review posture, belly-breathing, sustained phrases.
- EAR: Review Body Scale solfege and apply to “Sameer...”
- PER: Practice words and learn solfege for “Sameer...”
- PER: Take part in performing “Ring Around the Rosie” or another similar song.

Activities:

1. “Stretch and Stand Up Straight” followed by belly-breathing with sustained hissing and humming.
2. Review “Windmills” motions and add breathing and hissing/humming at correct times. (p 5)
3. Chant “Sameer the Singer” V1 in call & response.
4. Review Body Scale (p 6) in Do=C.
5. Teach “Sameer...” solfege (see p 8) using call & response by rote. (use body scale gestures)
6. Chant “Sameer...” V2 in call & response.
7. Sing Body Scale in Do=F and G.
8. Sing “Sameer...” V1 and V2 (words with pitches): V1 in Do=C, V2 in Do=F.
9. Perform “Ring Around the Rosie” or “My Robot” from Level A.
10. Give parents home assignments.

Assignments:

- Practice posture and belly-breathing techniques while standing still and hissing/humming. (p 5)
- Practice “Windmills” with hissing/humming. (p 5)
- Practice chanting words, singing solfege, and singing words for “Sameer...” V1 and V2.
- Color Body Scale steps for Do, Mi, Fa, So, and La in picture as indicated on p 6.

Lesson #3

Objectives: Students will

- TECH: Review and coordinate posture, belly-breathing, sustained phrases.
- PER: Practice words and solfege for “Sameer...”
- RHY: Review rhythmic syllables and durations.
- EAR/RHY: Practice copycat sequences for “Sameer/I’ve Got Rhythms.”
- PER: Learn and perform words to “I’ve Got Rhythms.”

- PER: Take part in performing “Ring Around the Rosie” or other similar song.

Activities:

1. “Stretch and Stand Up Straight” followed by belly-breathing with sustained hissing and humming.
2. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
3. “Sameer...” solfege.
4. “Sameer...” words and music V1 (Do=C) and V2 (Do=F).
5. Reintroduce “Copycat” activity. (p 9) Practice some of the melodic copycat sequences for “Sameer/I’ve Got Rhythms.” (p 43)
6. Reintroduce rhythm syllables through copycat. Practice some of the rhythmic copycat sequences for “Sameer/I’ve Got Rhythms” on top of p 44.
7. Read story of “I’ve Got Rhythms.” (p 12)
8. Learn words of “I’ve Got Rhythms” in rhythm through call & response.
9. Perform “Ring Around the Rosie” or other favorite song.

Assignments:

- Practice “Windmills” as done in class. (p 5)
- Sing “Sameer...” solfege and words, in correct keys if possible, in call & response.
- Color “copycat” picture. (p 9)

Lesson #4

Objectives: Students will

- TECH: Coordinate posture, belly-breathing, and sustained phrases.
- PER: Perform “Sameer...”
- EAR/RHY: Repeat back copycat sequences.
- SR: Teach basic rhythm reading.
- SR: Read rhythm card #1 and #2
- PER: Learn and perform words and solfege to “I’ve Got Rhythms.”
- PER: Take part in performing “Ring Around the Rosie” or other similar song.

Activities:

1. “Stretch and Stand Up Straight” followed by belly-breathing with sustained hissing and humming.
2. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
3. “Sameer” V1 and V2.
4. Copycat sequences for “Sameer...” etc. (p 43-44)

5. Teach/Review “Rhythm Reading,” using point & say. (p 10)
6. Point & say rhythm cards #1 and #2 separate and together. (See p 46)
7. Read story to “I’ve Got Rhythms.”
8. Chant words to “I’ve Got Rhythms” in rhythm.
9. Teach solfege using call & response by rote.
10. Perform “Ring Around the Rosie” or other favorite song.

Assignments:

- Practice “Windmills” coordinating motions with breathing and hissing/humming.
- Practice “Rhythm Reading” (p 10) and Rhythm Cards #1-2 in set 1.
- Practice words and solfege for “I’ve Got Rhythms.”
- Color “Rhythm Cards” picture. (p 10)

Lesson #5

Objectives: Students will

- TECH: Coordinate posture, belly-breathing, and sustained phrases.
- EAR/RHY: Repeat back copycat sequences.
- SR: Point & say and look & clap reading “Rhythm Reading.” (p 10)
- SR: Point & say set 1 rhythm cards alone and in combinations of two.
- PER: Perform solfege and words with pitches on “I’ve Got Rhythms.”
- PER: Perform rhythm cards set 1 to “I’ve Got Rhythms.”
- PER: Perform “Sameer” with some students taking the leader role.

Activities:

1. “Stretch and Stand Up Straight” followed by belly-breathing with sustained hissing and humming.
2. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
3. Copycat sequences for “Sameer...” (p 43-44)
4. Rhythm Reading” (p 10) using point & say and look & clap.
5. Rhythm cards set 1 (p 47-48) separately and in combinations of two.
6. Solfege for “I’ve Got Rhythms.”
7. Words and pitches for “I’ve Got Rhythms” in call & response.

8. Do rhythm cards to accompaniment of “I’ve Got Rhythms,” as explained in Activity #3. (p 11)
9. Perform “Sameer.” Let students take turns singing first if they are ready.

Assignments:

- Practice “Windmills” coordinating motions with breathing and hissing/humming.
- Sing “I’ve Got Rhythms.”
- Practice rhythm cards set 1.
- Color “I’ve Got Rhythms” picture. (p 12)

Lesson #6

Objectives: Students will

- TECH: Coordinate posture, belly-breathing, and sustained phrases.
- EAR/RHY: Repeat back new copycat sequences.
- SR: Point & say set 1 rhythm cards in combos of 2 and 4; point & say first two cards of set 2.
- PER: Perform “I’ve Got Rhythms” with words and set 1 rhythm cards.
- SR: Learn 8th note pairs on set 2 rhythm cards.

Activities:

1. “Stretch and Stand Up Straight” followed by belly-breathing with sustained hissing and humming.
2. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
3. Copycat melodic sequences for “Sameer.” Begin practicing copycat rhythm sequences for “Grand Old Duke...” etc. (p 44)
4. Rhythm cards set 1 in combos of 2 and 4.
5. “I’ve Got Rhythms” words and set 1 rhythm cards.
6. Introduce first two rhythm cards of set 2. (p 49) Explain 8th note pairs.
7. Read story to “Grand Old Duke...” (p 16)
8. Perform “Sameer,” letting students take turns as leader.

Assignments:

- Practice “Windmills” (p 5) Practice “Windmills” coordinating motions with breathing and hissing/humming.
- Practice rhythm cards set 1 and first 2 cards of set 2.
- Sing “Sameer.”
- Sing “I’ve Got Rhythms.”

Unit 2:

- **TECHNIQUE:** Refine basic singing techniques of posture, belly breathing, and sustained tones.
- **EAR TRAINING:** Learn “Re” step of the Body Scale.
- **EAR TRAINING:** Become proficient at increasingly difficult melodic and rhythmic sequences.
- **SIGHT READING:** Read increasingly difficult rhythmic notation and pictorial solfege notation.
- **PERFORMANCE:** Learn and perform basic percussion technique.
- **PERFORMANCE:** Learn and perform simple descants and harmony parts sung by themselves.
- **PERFORMANCE:** Take unique parts in performances combining melody and descant/harmony singing, movement, and percussion parts.

Lesson #7

Objectives: Students will

- **TECH:** Coordinate posture, belly-breathing, and sustained phrases.
- **EAR/RHY:** Repeat back copycat sequences.
- **SR:** Point & say set 1 rhythm cards in combos of 4; point & say all set 2 cards.
- **PER:** Perform “I Got Rhythms” words and set 1 rhythms in combos of 4.
- **PER:** “Grand Old Duke” words and pitches, and “following the leader” game.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. “Sameer” letting one student lead.
3. Introduce “Re” in body scale. (p 13)
4. Copycat sequences for “Grand Old Duke...” (p 44)
5. Introduce all of rhythm cards set 2.
6. Practice rhythm cards set 1 in combos of 4.
7. “I Got Rhythms” words and set 1 in combos of 4.
8. Read story to “Grand Old Duke.”
9. Teach “Grand Old Duke...” words & melody together by rote together.
10. Sing “Grand Old Duke” while playing follow the leader, letting students take turns as leader.

Assignments:

- Practice rhythm cards sets 1 and 2.
- Sing “I’ve Got Rhythms” with set 1 cards in combos of 4.
- Sing “Grand Old Duke.”

- Color Body Scale pictures with correct colors on p 13.

Lesson #8

Objectives: Students will

- **TECH:** Coordinate posture, belly-breathing, and sustained phrases.
- **EAR/RHY:** Repeat back copycat sequences.
- **SR:** Point & say all set 2 cards alone and in combos of 2.
- **PER:** Perform “I Got Rhythms” words and set 1 rhythms in combos of 4.
- **PER:** “Grand Old Duke” words and pitches, percussion part, and “following the leader” game.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. “Sameer” letting a different student lead.
3. Copycat sequences for “Grand Old Duke...” (p 44)
4. Practice rhythm cards set 2 alone and in combos of 2.
5. “I Got Rhythms” letting students take turn as leader for words part, and set 1 in combos of 4.
6. Teach “Grand Old Duke” with body scale actions.
7. Teach “Grand Old Duke” percussion using point & say. (p 17-18)
8. “Grand Old Duke” with following the leader.

Assignments:

- Practice rhythm cards set 2.
- Sing “I’ve Got Rhythms” with set 1 cards in combos of 4.
- “Grand Old Duke” with actions, percussion part separately.
- Color “Grand Old Duke” picture. (p 12)

Lesson #9

Objectives: Students will

- **TECH:** Coordinate posture, belly-breathing, and sustained phrases.
- **EAR/RHY:** Repeat back copycat sequences.
- **SR:** Point & say all set 2 cards in combos of 2 and 4.
- **PER:** “Grand Old Duke” melody, descant, and percussion parts.

- PER: Perform “I Got Rhythms” with set 2 rhythms in combos of 2.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. “Sameer” letting a different student lead.
3. Copycat sequences for “Grand Old Duke...” (p 44)
4. Practice rhythm cards set 2 in combos of 2 and 4.
5. Review “Grand Old Duke” percussion with point & say. Then clap/play on rhythm sticks.
6. Teach “Grand Old Duke” descant by rote.
7. Perform “Grand Old Duke,” with whole class together switching off between singing words, playing percussion part, and singing descant part.
8. “I Got Rhythms” letting students take turn as leader for words part, and set 2 in combos of 2.

Assignments:

- Practice rhythm cards set 2.
- Sing “I’ve Got Rhythms” with set 1 cards in combos of 4.
- “Grand Old Duke” melody with actions, descant, and percussion parts separately.

Lesson #10

Objectives: Students will

- TECH: Coordinate posture, belly-breathing, and sustained phrases.
- SR: Point & say all set 1 and 2 cards mixed in combos of 4.
- PER: Perform “I Got Rhythms” with set 1 and 2 rhythms mixed in combos of 4.
- SR: “Melody Reading” and “Grand Old Duke” descant pictorial solfege notation.
- PER: “Grand Old Duke” melody, descant, and percussion parts separately.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. “Sameer” letting a different student lead.
3. Practice rhythm cards sets 1 and 2 mixed in combos of 4.
4. “I’ve Got Rhythms” with sets 1 and 2 in combos of 4.
5. “Melody Reading” using point & sing.
6. Point & sing “Grand Old Duke” descant.

7. Point & say percussion part and then clap or play on sticks/drums.
8. Perform “Grand Old Duke,” with whole class together switching off between singing words, playing percussion part, and singing descant part.
9. Read story to “Kumbaya.”

Assignments:

- Practice rhythm cards sets 1 and 2 mixed in combos of 4.
- Sing “I’ve Got Rhythms” with set 1 and 2 cards mixed in combos of 4.
- Practice “Grand Old Duke” descant and percussion parts.
- With adult help, color “Melody Reading” figures with correct colors (p 14). Refer to p 6 and 13 for colors.

Lesson #11

Objectives: Students will

- TECH: Coordinate posture, belly-breathing, and sustained phrases.
- PER: Perform “I Got Rhythms” with set 1 and 2 rhythms mixed in combos of 4.
- SR: “Kumbaya” solfege and “Melody Reading.”
- PER: “Grand Old Duke” melody, descant, and percussion parts with students on separate parts.
- PER: “Kumbaya” singing, percussion, and melody solfege separately.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. “Sameer” letting a different student lead.
3. “I’ve Got Rhythms” with sets 1 and 2 in combos of 4.
4. Perform “Grand Old Duke,” beginning to have students sing words, play percussion part, and/or sing descant part at the same time.
5. Point & say “Kumbaya” percussion part. (p 22)
6. Point & say “Kumbaya” melody. (p 21)
7. “Melody Reading” using point & sing.
8. Pretend to go camping (see story on p 20) and perform “Kumbaya” with whole class switching off between words, melody solfege, and percussion parts.

Assignments:

- Sing “I’ve Got Rhythms” with set 1 and 2 cards mixed in combos of 4.

- Practice all “Grand Old Duke” parts.
- Practice “Kumaya” song, melody solfege, and percussion part. Color drawing. (p 20)
- Point and sing “Melody Reading.” (p 14)

- SR/RHY: Rhythm cards set 3.
- SR: “Kumbaya” melody and harmony solfege, and percussion.
- PER: “Kumbaya” melody and harmony solfege separately and together.
- SR/PER: “Silver Moonlight” solfege and words.

Lesson #12

Objectives: Students will

- TECH: Coordinate posture, belly-breathing, and sustained phrases.
- PER: Perform “I Got Rhythms” with set 1 and 2 rhythms mixed in combos of 4.
- SR: “Kumbaya” melody and harmony solfege, and percussion.
- PER: “Kumbaya” singing, percussion, harmony and melody solfege separately.
- SR/RHY: Rhythm cards set 3.
- PER: “Kumbaya” singing, percussion, and melody solfege separately.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. “Sameer” letting a different student lead.
3. “I’ve Got Rhythms” with sets 1 and 2 in combos of 4.
4. Point & sing “Kumbaya” melody solfege.
5. See & play “Kumaya” percussion.
6. Point & sing “Kumbaya” harmony solfege. (p 21)
7. Perform “Kumbaya” with whole class switching off between words, melody solfege, and percussion parts.
8. Introduce rhythm cards set 3.
9. Perform “Grand Old Duke,” with students singing words, playing percussion part, and/or singing descant part at the same time.

Assignments:

- Practice rhythm cards set 3.
- Practice all “Grand Old Duke” parts.
- Sight-read and practice all “Kumaya” parts.
- With adult help, color melody and harmony pictorial solfege. (p 21) Refer to p 6 and 13 for colors.

Lesson #13

Objectives: Students will

- TECH: Coordinate posture, belly-breathing, and sustained phrases.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. “Sameer” letting a different student lead.
3. Point & say rhythm cards set 3.
4. Point & sing “Kumbaya” melody solfege.
5. See & play “Kumaya” percussion.
6. Point & sing “Kumbaya” harmony solfege. (p 21)
7. Perform “Kumbaya” with whole class split in two groups: one singing melody solfege and the other the harmony solfege. Sing separately and together.
8. Point & sing “Silver Moonlight.” (p 23)
9. Sing “Silver Moonlight” words.

Assignments:

- Practice rhythm cards set 3.
- Practice all “Kumbaya” parts.
- Point & sing “Silver Moonlight.” (p 23)
- Practice “Silver Moonlight” with words.
- With adult help, color pictorial solfege. Refer to p 6 and 13 for colors.

Lesson #14

Objectives: Students will

- TECH: Coordinate posture, belly-breathing, and sustained phrases.
- SR/RHY: Rhythm cards set 3.
- SR/PER: “Silver Moonlight” solfege, and English and French words.
- SR: “Kumbaya” melody and harmony solfege, and percussion.
- PER: “Kumbaya” melody, harmony, and percussion separately and together.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. “Sameer” letting a different student lead.
3. Point & say rhythm cards set 3.
4. Point & sing “Silver Moonlight.” (p 23)
5. Sing “Silver Moonlight” words.
6. Teach French “Silver Moonlight” words, if desired.

7. Look and sing/play “Kumbaya” melody, harmony, and percussion parts separately.
8. Perform “Kumbaya” with whole class split in two groups: one singing melody solfege and the other the harmony solfege. Sing separately and together.
9. Perform “Kumbaya” with students on melody, harmony, and percussion parts separately and together. (Sing words instead of solfege.)

Assignments:

- Practice rhythm cards set 3.
- Practice all “Kumbaya” parts.
- Point & sing “Silver Moonlight.” (p 23)
- Practice “Silver Moonlight” with English and French words.

Unit 3:

- **TECHNIQUE:** Apply basic singing techniques to achieve legato phrasing in songs and exercises.
- **EAR TRAINING:** Learn “step down to Ti” step of the Body Scale.
- **EAR TRAINING:** Become proficient at increasingly difficult melodic and rhythmic sequences.
- **SIGHT READING:** Read increasingly difficult rhythmic notation and pictorial solfege notation.
- **PERFORMANCE:** Continue practicing melody and harmony parts sung together.
- **PERFORMANCE:** Take unique parts in performances combining melody and descant/harmony singing, movement, and percussion parts.

Lesson #15

Objectives: Students will

- **TECH:** Review posture, belly-breathing, and sustained phrases.
- **TECH:** Practice crisp consonants and legato vowels.
- **PER/SR:** “I’ve Got Rhythms” with all rhythm cards.
- **SR/PER:** “Silver Moonlight,” “Mary Had a Little Lamb,” and “Twinkle, Twinkle Little Star” using pictorial solfege notation.
- **PER:** “Silver Moonlight,” “Mary Had a Little Lamb,” and “Twinkle, Twinkle Little Star” using words.
- **PER:** “Kumbaya” melody, harmony, and percussion together.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Read “Sustained Notes Warm-up” story and practice legato “too-too-too”s using motions if desired.
3. Perform “I’ve Got Rhythms” with mixed sets 1-3 in combos of 4. Let one student lead words.
4. Point & sing “Silver Moonlight.” Sing words in English and French.
5. Point & sing “Mary had a Little Lamb.” Sing words.
6. Read story to “Twinkle, Twinkle Little Star” and sing V1. Point & sing solfege.
7. Explain how to create extra verses for “Kumbaya.”
8. Perform “Kumbaya” with students on melody, harmony, and percussion parts separately and together. (Sing suggested new verse.)

Assignments:

- Point & sing “Silver Moonlight” and “Mary Had a Little Lamb.” (p 23)
- With adult help, color pictorial solfege. Refer to p 6 and 13 for colors.
- Point & sing “Twinkle, Twinkle Little Star.” (p 26)
- Practice rhythm cards sets 1-3 mixed in combos of 4.
- Practice melody and harmony for “Kumbaya,” making up new verses. (p 20)

Lesson #16

Objectives: Students will

- **TECH:** Review posture, belly-breathing, and sustained phrases.
- **TECH:** Practice crisp consonants and legato vowels.
- **SR/PER:** “Mary...Lamb” solfege, words, staccato and legato.
- **SR/PER:** “Twinkle, Twinkle” solfege, words, and percussion.
- **PER:** “Kumbaya” melody, harmony, percussion, new verses.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Review “Sustained Notes Warm-up” and practice legato “too-too-too”s using motions if desired.
3. Point & sing “Mary...Lamb” solfege. Sing words.
4. Sing “Mary...Lamb” words staccato and legato. (p 24)
5. Point & sing “Twinkle, Twinkle” solfege. Sing words.

6. Point & say “Twinkle, Twinkle” percussion part. (p 27) Look & play part.
7. Perform “Twinkle, Twinkle” with one group on words and one group saying and playing percussion.
8. Perform “Kumbaya” with students on melody, harmony, and percussion parts. Let one or two students suggest a new verse.

- Point & say “Twinkle, Twinkle” melody and percussion part.
- Practice assigned new verse.
- Color “Step down to Ti” drawing as described.
- Point & say copycat phrases on p 28.
- With adult help, color pictorial solfege. Refer to p 6 and 13 for colors.

Assignments:

- Practice “Mary...Lamb” words staccato and legato.
- Point & say “Mary...Lamb” and “Twinkle, Twinkle.”
- With adult help, color pictorial solfege. Refer to p 6 and 13 for colors.
- Point & say/look & play “Twinkle, Twinkle” percussion part. (p 27)
- Practice melody and harmony for “Kumbaya,” making up new verses. (p 20)

Lesson #18

Objectives: Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- TECH: Practice crisp consonants and legato vowels.
- SR/PER: “Twinkle, Twinkle” solfege, words (staccato and legato) percussion, and assigned verses.
- EAR: “Body Scale: Step Down to Ti” and copycat phrases.
- SR/PER: “Go to the Circus” solfege and percussion.
- PER: “Kumbaya” melody, harmony, percussion, new verses.

Lesson #17

Objectives: Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- TECH: Practice crisp consonants and legato vowels.
- SR/PER: “Mary...Lamb” and “Twinkle, Twinkle” solfege, words, staccato and legato.
- SR/PER: “Twinkle, Twinkle” solfege, words, percussion, new verses.
- EAR: “Body Scale: Step Down to Ti” and copycat phrases.
- PER: “Kumbaya” melody, harmony, percussion, new verses.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Review “Sustained Notes Warm-up” and practice legato “too-too-too”s using motions if desired.
3. Sing “Mary...Lamb” words staccato and legato. (p 24)
4. Sing “Twinkle, Twinkle” words staccato and legato.
5. Perform “Twinkle...Twinkle” solfege, words, and percussion separately. Sing through each new verse and assign one to each student to memorize. (p27)
6. Teach “Step down to Ti” gestures and copycat phrases. (p 28)
7. Perform “Kumbaya” with students on melody, harmony, and percussion parts. Let one or two students suggest a new verse.

Assignments:

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Review “Sustained Notes Warm-up” and practice legato “too-too-too”s using motions if desired.
3. Sing “Twinkle, Twinkle” words staccato and legato.
4. Perform “Twinkle...Twinkle” solfege, words, and percussion separately. Let each student lead their own assigned verse.
5. Review “Step down to Ti” and begin practicing melodic and rhythmic sequences on p 45.
6. Read story to “Go to the Circus.” (p30)
7. Point & say solfege (p 30) and percussion. (p 31)
8. Perform “Kumbaya” with students on melody, harmony, and percussion parts. Let one or two students suggest a new verse.

Assignments:

- Point & say “Go to the Circus” solfege (p 30) and percussion part. (p31)
- With adult help, color pictorial solfege. Refer to p 6, 13, and 32 for colors.
- Complete 8th note beams on p 31.
- Practice “Twinkle, Twinkle” melody, percussion, and new assigned verse.

Lesson #19

Objectives: Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- TECH: Practice crisp consonants and legato vowels.
- PER: “Silver Moonlight” words staccato and legato.
- EAR: Copycat phrases.
- SR/PER: “Go to the Circus” solfege, percussion, and words.
- SR/PER: “Twinkle, Twinkle” words and percussion, and assigned verses.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Review “Sustained Notes Warm-up” and practice legato “too-too-too”s using motions if desired.
3. Sing “Silver Moonlight” words staccato and legato.
4. Copycat sequences. (p 45)
5. Point & say “Circus” percussion.
6. Point & sing “Circus” solfege.
7. Teach words by rote (with gestures, if desired).
8. Perform “Twinkle...Twinkle” words and percussion together. Let each student lead their own assigned verse.

Assignments:

- Point & sing/play “Go to the Circus” solfege and percussion.
- Practice “Circus” melody and words.
- Practice “Twinkle, Twinkle” melody, percussion, and new assigned verse.

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Unit 4:

- TECHNIQUE: Apply basic singing techniques to achieve legato phrasing in songs and exercises.
- EAR TRAINING: Learn “Jump down to So” in the Body Scale.
- EAR TRAINING: Become proficient at increasingly difficult melodic and rhythmic sequences.
- SIGHT READING: Read increasingly difficult rhythmic notation and pictorial solfege notation.
- PERFORMANCE: Continue practicing melody and harmony parts sung together.

- PERFORMANCE: Take unique parts in performances combining melody and descant/harmony singing, movement, and percussion parts.
- TECHNIQUE: Learn very basic piano technique in order to play songs on piano.
- Solidify skills acquired in level and demonstrate readiness for Level C.

Lesson #20

Objectives: Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- TECH: Practice crisp consonants and legato vowels.
- PER/SR: “Circus” words (staccato/legato), solfege, percussion, actions.
- TECH: “Jump down to So” body scale and copycat.
- SR/PER: “Twinkle, Twinkle” words and percussion, and assigned verses.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Review “Sustained Notes Warm-up” and practice legato “too-too-too”s using motions if desired.
3. Speak and sing “Circus” words staccato and legato. Perform while students all act as clowns.
4. Point & say/sing “Circus” solfege and percussion.
5. Teach “Jump down to So” and copycat phrases. (p 32)
6. Copycat sequences. (p 45)
7. Perform “Twinkle...Twinkle” words and percussion together. Let each student lead their own assigned verse.

Assignments:

- Point & sing/play “Go to the Circus” solfege and percussion.
- Practice “Circus” melody and words while acting out different circus performers.
- Practice “Jump down to So” copycat sequences on p 32.
- Color “Jump down to So” drawing as described.

Lesson #21

Objectives: Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- TECH: Practice crisp consonants and legato vowels.
- PER: “Kumbaya” words (staccato/legato).
- TECH: Copycat sequences.
- SR/PER: “Frere Jacques” solfege, words, ostinato.
- PER: “Circus” words, solfege, percussion, actions.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Review “Sustained Notes Warm-up” story and practice legato “too-too-too”s using motions if desired.
3. Speak and sing “Kumbaya” words staccato and legato. Perform with melody and harmony parts.
4. Copycat sequences. (p 45)
5. Point & sing solfege “Frere Jacques” (p 34)
6. Teach English words by rote.
7. One group repeats ostinato “Ding Dong Ding” while second point & sings melody.
8. Perform “Circus” with different students on melody and percussion. Perform while students all act like different performers. (see p 29)

Assignments:

- Point & sing “Frere Jacques” solfege and sing English words.
- With adult help, color pictorial solfege. Refer to p 6, 13, and 32 for colors.
- Practice “Circus” melody and words while acting out different circus performers.

Lesson #22

Objectives: Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- TECH: Practice crisp consonants and legato vowels.
- PER: “Grand Old Duke” melody (staccato/legato), descant, and percussion parts with actions.
- EAR: Copycat sequences.
- SR/PER: “Frere Jacques” solfege, words (English/French), piano.
- PER: “Circus” words, solfege, percussion, actions.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Review “Sustained Notes Warm-up” story and practice legato “too-too-too”s using motions if desired.
3. Speak and sing “Grand Old Duke” words staccato and legato. Perform with melody, descant, and percussion parts and actions.
4. Copycat sequences. (p 45)
5. Sing “Frere Jacques” in English.
6. Point & sing solfege “Frere Jacques.”
7. Teach first 2 lines of “Frere Jacques” on piano. (p 35)
8. Teach French words by rote.
9. Perform “Circus” with different students on melody and percussion. Perform while students all act like different performers. (see p 29)

Assignments:

- Point & sing “Frere Jacques” solfege.
- Practice English and French words. (p 33)
- Practice first 2 lines of piano part. (p 35)
- Color picture on p 35.

Lesson #23

Objectives: Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- TECH: Practice crisp consonants and legato vowels.
- PER: “I’ve Got Rhythms” melody (staccato/legato), and rhythm cards.
- EAR: Copycat sequences.
- SR/PER: “Frere Jacques” solfege, words (English/French), piano.
- PER: “Circus” words, solfege, percussion, actions.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Review “Sustained Notes Warm-up” story and practice legato “too-too-too”s using motions if desired.
3. Speak and sing “I’ve Got Rhythms” words staccato and legato. Perform with mixed rhythm cards sets 1-3 in combos of 4.
4. Sing “Frere Jacques” in English and French.
5. Point & sing solfege “Frere Jacques.”
6. Review first 2 lines on piano and teach the remainder.

7. Perform “Circus” with different students on melody and percussion. Perform while students all act like different performers. (see p 29)

Assignments:

- Point & sing “Frere Jacques” solfege.
- Practice English and French words. (p 33)
- Practice piano part. (p 35)

Lesson #24

Objectives: Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- TECH: Practice crisp consonants and legato vowels.
- PER/SR: “Frere Jacques” words English (staccato/legato) and French, solfege, piano.
- RHY: “Gallop” rhythm.
- PER: “Gallop” melody with words and game.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Review “Sustained Notes Warm-up” story and practice legato “too-too-too”s using motions if desired.
3. Speak and sing “Frere Jacques” words staccato and legato in English.
4. Review “Frere Jacques” French words.
5. Point & sing solfege. Review on piano.
6. Teach “Gallop” percussion. (p 36)
7. Teach “Gallop” melody and words by rote.
8. Teach “Gallop” game. (see p 36 on bottom)

Assignments:

- Practice “Frere Jacques” in English and French and on piano.
- Practice “Gallop” percussion and melody with words.
- Color “Gallop” picture. (p 36)

Lesson #25

Objectives: Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- TECH: Practice crisp consonants and legato vowels.

- PER/SR: “Frere Jacques” words English and French (staccato/legato), solfege, piano.
- PER/RHY: “A-Hunting We Will Go” words and rhythm.
- SR/PER: “Gallop” solfege, words and game.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Review “Sustained Notes Warm-up” story and practice legato “too-too-too”s using motions if desired.
3. Speak and sing “Frere Jacques” words staccato and legato in French.
4. Review “Gallop” percussion.
5. Chant “A-Hunting We Will Go” words to “Gallop” rhythm.
6. Teach “A-Hunting” melody and words by rote.
7. Perform “Gallop” melody and words with percussion.
8. Point & sing “Gallop” solfege.
9. Sing and play “Gallop” game.

Assignments:

- Practice “Frere Jacques” in English and French and on piano.
- Practice “Gallop” percussion and song.
- Point & say “Gallop” and “Frere Jacques” solfege.
- Practice “A-Hunting” melody and words. (p 38)

Lesson #26

Objectives: Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- TECH: Practice crisp consonants and legato vowels.
- PER/SR: “A-Hunting” words (staccato/legato), solfege, and game.
- SR/PER: “Gallop” solfege, words and game.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Review “Sustained Notes Warm-up” story and practice legato “too-too-too”s using motions if desired.
3. Speak and sing “A-Hunting” words staccato and legato.
4. Point & say “A-Hunting” solfege.

5. Teach “A-Hunting” game. (see bottom of p 37)
6. Point & say “Gallop” percussion and solfege.
7. Perform “Gallop” with game.

Assignments:

- Point & say “Gallop” and “A-Hunting” solfege.
- Practice “Gallop” and “A-Hunting.”
- Practice “Frere Jacques” in English and French and on piano.
- Color “A-Hunting” picture. (p 38)
- Practice all rhythm cards.

Lesson #27

Objectives:

The Teacher will

- Observe student readiness to pass level. (Use assessment on p 39.) Reteach or work with students as needed.
- Choose songs to be performed in last lesson in 2 weeks. (Recommended: “I’ve Got Rhythms” with rhythm cards, “Kumbaya” with harmony and new verses, “Twinkle, Twinkle” with solo verses, “Circus” with actions, “Frere Jacques” in French and English and any students ready to do piano (probably separately, at their own speed), “Gallop” with game, “A-Hunting” with game, and any more that are ready and that you have time to do.

Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- PER/TECH: “Sameer” with body scale gestures.
- PER/RHY: “Grand Old Duke” with descant and percussion.
- PER/EAR: “Kumbaya” with melody and harmony.
- PER: “Gallop” and “A-Hunting” with game.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Perform/Rehearse “Sameer” with all body scale actions.
3. Perform/Rehearse “I’ve Got Rhythms” with mixed rhythm cards in combos of 4.
4. Perform/Rehearse “Grand Old Duke” with actions, descant, and percussion parts.
5. Perform/Rehearse “Kumbaya” with melody and harmony parts solfege and with words.

6. Perform “Gallop” and “A-Hunting” with game.

Assignments:

- Practice “Frere Jacques” in English and French and on piano.
- Point and say “Twinkle, Twinkle,” and “Go to the Circus.”
- (Assign songs to practice that you plan on performing in the final lesson the week after next.)

Lesson #28

Objectives:

The Teacher will

- Observe student readiness to pass level. (Use assessment on p 39.) Reteach or work with students as needed.

Students will

- TECH: Review posture, belly-breathing, and sustained phrases.
- PER/SR: “Silver Moonlight” solfege, and words English and French.
- PER/SR: “Mary...Lamb” solfege and words.
- PER/SR: “Twinkle, Twinkle” solfege, words, percussion, and individual verses.
- PER/SR: “Circus” solfege, words, percussion
- PER/TECH: “Frere Jacques” solfege, words (English and French) and piano.
- PER: “Gallop” and “A-Hunting” and games.

Activities:

1. “Windmills” coordinating motions with breathing and hissing/humming. (p 5)
2. Perform/Rehearse “Silver Moonlight” solfege (point and say, if necessary) and words, English and French.
3. Perform/Rehearse “Mary...Lamb” solfege and words.
4. Perform/Rehearse “Twinkle, Twinkle” solfege, words, percussion, and individual verses.
5. Perform/Rehearse “Circus” solfege, words, and percussion.
6. Perform/Rehearse “Frere Jacques” solfege, words (English and French) and piano.
7. Perform “Gallop” and “A-Hunting” games.
8. Ask parents to prepare for recital next week. (Bring treats, cameras, etc.)

Assignments:

- Practice songs to be performed in recital next week.
- Bring treats, cameras, etc. for recital next week.

Lesson #29**Objectives:**

The Teacher will

- Make students and parents feel a sense of accomplishment for completing level.
- Encourage students and parents to continue with you on to Level C.

Students will

- TECH: Demonstrate mastery of vocal, percussion, and piano techniques taught in Level B.
- EAR/RHY/SR: Demonstrate mastery of solfege, rhythm, and derivative sequences taught in Level B.
- PER: Demonstrate mastery of songs taught in Level B, and ability to take part in group and with solo percussion, descant, harmony, etc. parts.

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 all of the new talents that they learned in Level B.
2. Invite parents and students to new Level C by talking about some of the new things they will be doing.
3. Perform the various numbers you have been rehearsing. (It is suggested that you perform as many of them that are in a good enough state to perform. Also, allow time for students to perform “Frere Jacques” on piano, if desired.)
4. Sign and hand out certificates. (p 40 and on website)
5. Refreshments and visiting.