

## Music Lesson Plan Ideas

### 1. Grade Level: K

Type of Lesson: Listening

Title: Exploring the Sounds Around Us

Source:

<https://www.carnegiehall.org/Education/Programs/Music-Educators-Toolbox/K-Exploring-the-Sounds-Around-Us>

Description: Play different sound recordings for children, then ask questions about what they hear. Example questions: Are the sounds the same or different? Is the sound loud or soft? Is the sound connected or separated? Is the sound high or low? How can we move to that sound?

Curriculum Connection: K.SL.6 "Speak audibly and express thoughts, feelings, and ideas clearly"

Literacy Connection: *Sounds All Around: The Science of How Sound Works* by Susan Hughes ISBN - 1525302507

Music Standards utilized:

K.MU:Pr4.2 "a. With guidance, explore and demonstrate awareness of music contrasts such as high/low, loud/soft, and same/different in a variety of music selected for performance."

K.MU:Pr6 "b. With guidance, demonstrate performance decorum appropriate for the audience."

### 2. Grade Level: 2nd

Type of Lesson: Listening

Title: Style and Genre

Source:

<https://www.carnegiehall.org/Education/Programs/Music-Educators-Toolbox/2-Style-and-Genre>

Description: Teacher will discuss inferences that could be made about music by asking “How can you make a good guess about music you've never heard before?” talk about style, origin and clues e.g., instruments, rhythms, or the way it sounds.

After the discussion the teacher will play music that follows along a worksheet. The class will listen to different kinds of music, like: symphony orchestra, marching band, South African group and a Chinese folk song

Curriculum Connection: 2.SL.1 “1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.”

Literacy Connection: *All Around the World* by Giselle Gamboa - cannot find ISBN number but the book is found on youtube

Music Standards utilized: 2.MU:Cn11 “Describe connections between music, society, and culture.”

3. Grade Level: 4th

Type of Lesson: Listening

Title: Identifying Musical Instruments

Source: Original

Description: In this lesson, the teacher will begin with a class discussion and a student-led brainstorm about musical instruments from around the world. Students will be encouraged to share any instruments they know, where they think they come from, and what they sound like. After the discussion, the teacher will play recordings of various musical instruments. Each instrument will be played one at a time, and after each sound, students will write down their guess of which instrument they think it is on their binder paper. Once all the instruments have been played, the teacher will go over the correct answers with the class so students can check their responses.

Next, the teacher will play the same set of instrument sounds again but in a different order. Students will once again write down their guesses for each sound. After this second round, the teacher will review the answers with the class. The teacher will then

play each instrument sound one more time, this time clearly stating the name of each instrument as it plays to help students associate the sound with the correct name.

Following the listening activity, students will complete a short writing assignment. They will write 5 to 10 sentences about the instrument they liked the most. Their writing should explain why they liked the instrument, whether they have heard it before, and anything else they found interesting about it. This reflection will help them prepare for the next part of the lesson, which will take place the following day.

On the second day, students will research the instrument they wrote about. Using computers they will find interesting facts about their chosen instrument. They should gather information such as where the instrument originated, what materials it is made from, how it produces sound, how it is played, and any famous musicians who play it. Using this information, students will write a multi-paragraph research paper. The paper should include an introduction, at least two body paragraphs with factual information, and a conclusion that shares their personal thoughts or connections to the instrument.

Curriculum Connection: 4.WS.4 “Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA”

4.WS.7 “Conduct short research projects that build knowledge through investigation of different aspects of a topic.”

Literacy Connection: The Stories of Musical Instruments by Stepanka Sekaninova  
ISBN- 9788000059327

Music Standards utilized: 4.MU:Cn10 “Describe and demonstrate how personal interests, experiences, ideas, and knowledge relate to creating, performing, and responding to music.”

4. Grade Level: K/1

Type of Lesson: Listening

Title: The Carnival of the Animals

Source: Camille Saint-Saens

Description

1.Prepare:

Introduce the piece by asking students what kinds of animals they know and how those animals move or sound. Show pictures of a few animals in *The Carnival of the Animals* (like lions, turtles, or birds). Have the students act out how each animal moves. Tell them they'll hear music that represents those animals and to listen for clues that tell them which is which.

## 2. Listen and Identify:

Play a short excerpt (under one minute) from the piece. Ask: "What animal do you think this sounds like? What clues helped you guess that?" Encourage them to notice the tempo, volume, and instruments.

## 3. Participate:

Play the section again. This time, students can move like the animal they think it represents or draw the animal as they listen

## 4. Question/Discuss:

Pause between excerpts and ask: "What made this one sound slow or heavy?" "What instrument did you hear that reminded you of a bird or an elephant?" Encourage them to use descriptive words.

## 5. Listen Again:

Play a new movement from the piece (like "The Swan" or "The Elephant") and repeat the activity, focusing on identifying new animals and contrasting sounds.

## 6. Connect:

Talk about how music can tell stories or paint pictures without words. Link to science by discussing how animals move differently and how composers can imitate that through rhythm and tempo.

Curriculum Connection: Science-identifying and describing animals and how they move.

Literacy Connection: *Giraffes Can't Dance* by Giles Andreae (ISBN: 9780439287197).

Music Standards Utilized:

MU:Re7.2.ka-Demonstrate and describe how a response to music can be informed by personal experiences.

MU:Re8.1.ka-With guidance, express personal interests and curiosity about music

## 5. Grade Level: 2/3

Type of Lesson: Listening

Title: Peter and the Wolf

Source: Sergei Prokofiev

Description:

1.Prepare

Introduce the story Peter and the Wolf. Tell students each character has a special instrument and melody. Review what an "orchestra" is and show pictures of instruments they'll hear.

2.Listen and Identify:

Play short clips for each character (bird,duck,cat,wolf, etc.) Ask: "which instrument do you think this is? How does the sound match that animal or person?"

3.Participate:

Give each student a simple picture card of one character. play a clip and have them raise the card when their instrument or theme plays.

4.Questions/Discuss:

Ask:"Why did the composer choose the oboe for the duck?" or "How does the tempo change when something scary happens?" Encourage vocabulary like pitch, rhythm, and timbre.

5.Listen Again:

replay the same clips on another day and have students retell the story in order, describing which instruments match each part.

6.Connect:

Link to Language Arts by identifying characters, setting, and plot. Discuss how music can tell stories, just like words in a book.

Curriculum Connection:Language Arts-story elements and sequencing.

literacy Connection: Peter and the Wolf by Sergei Prokofiev, illustrated by Chris Raschka (ISBN:9780375824302).

Music Standards Utilized:

MU:Re7.2.2a-Demonstrate understanding of the structure and expressive qualities of music.

MU:Re8.1.3a-Discuss feelings and imagery conveyed through music.

6. Grade Level:4/5

Type of Lesson:Listening

Title: Fanfare for the Common Man

Source:Aaron Copland

## Description

### 1.Prepare:

Ask students what the phrase "common man" means. Discuss who this music might honor. Show pictures of brass instruments and talk about how they sound powerful or bold.

### 2.Listen and Identify:

Play the opening sections ask: "What mood do you hear?" "How do the brass and drums make the music feel strong?"

### 3.Participate:

Have students follow along on a simple listening map showing when each instrument enters. They can write or draw how the music makes them feel.

### 4.Questions/Discuss:

Ask:"What emotions do you think the composer wanted us to feel?" "How does the slow tempo and volume change the mood?"

### 5.Listen Again"

Play the entire piece and asks students to close their eyes, then write a short reflection describing what the music reminds them of.

6.Connect:Link to Social Studies by discussing unity and pride in American culture. Talk about how music can represent everyday people or national identity.

Curriculum Connection:Social Studies-community and American identity.

Literacy Connections:What Do You Do With a Chance? by Kobi Yamada (ISBN:9781943200733).

Music Standards Utilized:

MU:Re8.1.5a-Explain how musical characteristics convey expressive intent.

MU:Cn11.0.5a-Relate musical ideas to societal and cultural contexts.

## **7. Grade Level : 4/5**

**Type of Lesson :**Listening

**Title:** Ima-Paint

**Source:** Own Class

**Description:**Draw what the music might be about.

After students have listened to a portion of the piece, they might draw what they think it could be about. Listening to the music first and inviting students to draw second can help their artistic representations of the piece can be more purposeful. This is especially helpful if the piece is contrasting in emotion or musical elements.

**Curriculum Connection:** Art and Language Art

**Literacy Connection:** Whichever song you want ex: "Nelle Tue Mani (Now We Are Free) by Andrea Bocelli and I will Always Return by Bryan Adams

**Music Standards Utilized:** MU:Re9.1.4a Evaluate musical works and performances , applying established criteria, and explain appropriateness to the context.

### **8. Grade Level: K/1**

Type of Lesson (choose one): Movement **Listening** Instrument Singing Game

Title: Listen and Move

Source: YouTube and my own experience as a paraeducator

Description: Play short clips of different music, like orchestra or short songs for kids. Then, after each one asks about the speed of the song, how it made them feel, etc. Repeat this for a few different songs.

Curriculum Connection: You could listen to songs about different topics of science, math (counting), or animals.

Literacy Connection: Music is in Everything by Ziggy Marley (ISBN- 1617759430)

Music Standards utilized: **MU:Pr4.2.Ka:** Demonstrate awareness of music contrasts (loud/soft, fast/slow) while moving or responding. **MU:Re7.2.Ka:** Describe how specific music concepts (such as dynamics and tempo) are used in music to support feelings and ideas.

### **9. Grade Level: 2/3**

Type of Lesson (choose one): Movement **Listening** Instrument Singing Game

Title: Classroom Thunderstorm

Source: Carnegie Hall

Description: Students will get in groups. Each group will be instructed to create a thunderstorm using anything around them. After each group's turn the class will stop and discuss if they were making sounds fast, slow, loud, if they got quiet, etc.

Curriculum Connection: Students can learn about nature and thunderstorms in more detail as they do the activity to involve other topics.

Literacy Connection: Zap! Clap! Boom! by Laura Salas (ISBN- 1547602252)

Music Standards utilized: **MU:Pr4.2.2a**: Demonstrate understanding of dynamics and tempo through movement or performance. **MU:Cr1.1.2a**: Explore musical ideas to express a specific purpose or story.

10. Grade Level: K/1

- Type of Lesson: Listening
- Title: Dancing Snowflakes, Listening to The Nut cracker
- Source: The Nutcracker by Pyotr Ilyich Tchaikovsky
- Description: Students will listen to "Dance of the Sugar Plum Fairy" and express the changing dynamics and tempo through creative moments. They will observe how the orchestra creates mood using different instruments and sounds.
- Curriculum Connection: Science (NGSS K-ESS2-1): Observe and describe weather patterns like snow and temperature changes. Students connect the music's mood to seasonal change.
- Literacy Connection: The Snowy Day by Ezra Kack Keats- ISBN: 978-0670867332
- Music Standards utilized: MU: Re7.2.ka - describe how specific music concepts are used to represent feelings or scenes. MU: Pr4.2.Ka - demonstrates awareness of expressive qualities in music.