

lesson plan #1 Gail Burnett/Miss Gail Music  
**ACTIVE MUSIC, ACTIVE BODIES, ACTIVE BRAIN**

**GOALS:**

Initially, this program might just look like every other a music and movement 'assembly' with jumpin', dancing, wiggling fun! It is all of that! The design, however, also offers/creates a unique, inclusive, developmentally appropriate experience for each child which serves several purposes: (standards listed below)

1. physical activity. Getting exercise/fitness that is so fun, the kids don't necessarily 'know' this is one of the goals! Research shows that planned 'fitness' activities often result in less movement as the children sometimes take turns or wait around. Since all the kids are moving at once, (and it's also 'ok' to watch or participate as each child is ready to do, which may not be at all... it may be watching), it is safe and non-judgmental.
2. music creates 'social' connections.
3. music gives us opportunities to work on 'emotional' needs with certain songs centered around feelings.
4. music gives the opportunity to 'learn' things like counting, colors, animal sounds and to be creative: get ideas from them for improvisational activities
5. music learning happens in these sessions... we match pitches and keep some 'steady beats' with both small and gross motor movements, helping to make early brain connections for music.
6. I introduce some music, such as a 'welcome song' and 'transitions' which can be helpful to teachers in creating a more cohesive, emotionally healthy environment in their classroom
7. music and physical activity enhances other types of brain connections/development

**PRE PROGRAM**

1. Welcome Song as the students come in. After all the children are in, a teacher/administrator can announce the program: we are going to sing, dance, move and jump with Miss Gail! Or, I am happy to introduce myself.

**PROGRAM:**

I meet them at their developmental level and keep things 'moving' so they are never really just sitting and listening. This program is VERY interactive.

2. I begin with a couple of 'traditional known' songs with guitar to 'open up' getting comfortable with me and the music
3. Introduce the guitar and how sound/music is created with the instrument
4. The movement portion of the playlist is flexible but will include similar to the following:
  - Hey! Hey! an active dance song, getting them moving,
  - Down By The Bay Movement song which calls for participation in the 'silliness' and get ideas from the children to add verses
  - If You Like To Gross Motor movement song
  - Silli Simon Use listening skills to combine 'silly' movements'
  - Socky Walk A simple line dance for kids
  - Shake Those Eggs Distribute egg shakers and we dance and do specific rhythmic movements
  - I Don't Worry,

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Neither Should You talk about feelings, the song movements are 'shaking' away  
worries, 'brush' away fears, 'laugh' our troubles away

- \_\_\_ Quieter/fingerplay and transitions such as "While I Wait" Teaches some coping skills while waiting or moving to next activity
- \_\_\_ Jumpin' Jam/other dances with scarves
- \_\_\_ 'calm down' guitar songs. Opportunity to strum the guitar or give out hand stamps, depending on group size

### **Standards Accomplished**

M1GM - Moving, alone and with others, to a varied repertoire of music

- a. respond to contrasts and events in music with gross locomotor and non-locomotor movements
- b. perform choreographed and non-choreographed movements.

MESBB.1 - Singing, alone and with others, a varied repertoire of music

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch

PDM3 - The child will demonstrate an awareness of the body in space and the child's relationship to objects in space

PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PDM5 - The child will demonstrate gross motor skills

SED1 - The child will demonstrate self awareness

SED2 - The child will demonstrate self expression

SED4 - The child will develop social relationships with adults

SED5 - The child will develop social relationships with peers

APL4 - The child will demonstrate interest and curiosity

APL5 - The child will demonstrate a cooperative and flexible approach to play and learning