



Monday 02/27/2023

Week 1

Performing Arts First Grade

Lesson 14 Dr. Seuss

Arts Standards & Common Core Connections

1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.L.1f Use frequently occurring adjectives.

1.L.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

DA:Pr4.1.1b Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.

DA:Pr4.1.1c Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).

DA:Pr5.1.1a Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.

DA:Cn10.1.1a Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Students will understand how to keep a rhythmic tempo while doing two different parts to a song. Students will use body percussion, rhythm sticks, and lollipop drums to follow a slow and fast tempo, as well as a steady beat. Students will learn about author's purpose through Dr. Seuss books.

Vocabulary

Tempo
Body Percussion
Rhythm sticks
Lollipop Drum
Dr. Seuss
Author's Purpose

Lesson / Instruction / Narrative

Teacher will begin the lesson by singing the hello song with body percussion. Teacher will introduce Dr. Seuss and discuss author's purpose. Teacher will read the book, "Oh the Thinks You Can Think" to introduce the theme of the lesson and to help students be engaged in the lesson. Together, the teacher will teach students how to stay on a slow rhythmic beat and fast rhythmic beat (tempo) during a two-part Dr. Seuss song called "Fast and Slow." Half of the students will use body percussion to create a slow rhythm to a song, while the other half of the students stay on a fast rhythm. As soon as they understand the two-part beat, they will try it with rhythm sticks. When successful, they will try it with lollipop drums. Next, they will follow a candy rhythm play along with their lollipop drums. Teacher will visually assess rhythm patterns during the lesson and correct students who are not following the correct patterns. Teacher will close with the star jar for good behavior and the Goodbye Song.

Materials / Resources / Technology

Jump Drive
Rhythm Sticks
Lollipop Drums



Mallots Star Jar
Differentiation / Modifications Teacher will use many visuals and will model how to keep rhythm and use the instruments correctly. Teacher will walk around the room, helping individual students. Teacher will provide extra time and positive reinforcement to students who need it. Teacher will provide necessary accommodations to the students who are on an IEP. Students will also work with peers.
Attachments Dr. Seuss.pdf