HANDOUT Title: **Kindergarten Lesson plan page 2** Handout #: **7e**

Content:

might make. Students (S) model their ideas and the other students match their movements/sounds. As S demo, T asks follow up questions like, "Was that animal making a HIGH sound or a LOW sound?" or "Were they moving FAST or SLOW?" etc...

2. T displays/projects image of the ocean underwater and plays a recording of Camille Saint-Saens's *The Aquarium* from The Carnival of the Animals. S listen to the song seated and imagine their favorite animal from the story moving through the ocean. As they listen, T asks S to answer some questions in their own mind. Was it BIG or SMALL? If it was BIG, do you think it would make a LOUD SOUND? Did it move FAST or SLOW? Was it at the HIGH near the top of the ocean or LOW near the ocean floor? For the second listen, S move to the music silently and demonstrate how they imagined their animal moving. T then directs S to move in specific ways for practice. "Move like a FAST animal. Move like a SLOW animal."

3. T introduces idea of creating sounds for the animals. Using a projected version of the Soundscape Planning Sheet, the T chooses an animal and walks through the process of creating a sound. T models how to use the sheet and solicits input from the class on what PITCH, SPEED, VOLUME, and INSTRUMENTS/VOICE that they should use. The T then demonstrates performing that sound: "I am an eel." *makes planned soundscape*

4. S are placed into small groups of 3-4. T goes over available sea animals and asks groups to decide which one they would like to be. S then use the Soundscape Planning Sheet to plan their sound. Various UPP are available for students to try and discover which fits their plan best. S are given the option to use just one sound or combine sounds to create something new. Additionally, scarves and other movement props can be made available for students to add a visual/movement component to their sound. This exploration and planning period can last for about 10 minutes. After 10 minutes students are given a final 2 minutes to practice their soundscape to perform for the class.

5. Each group takes a turn sharing which animal they chose and their soundscape. After their T asks S what kinds of sounds they heard (HIGH/LOW, FAST/SLOW, LOUD/SOFT). T can also ask the group why they made the choices they did for that animal. Additionally, the groups can be placed around the classroom with a picture of their animal at their feet. A guest (such as classroom teacher or administrator or another class) can tour the "Aquarium" and the groups create their soundscape as they walk by.

Materials Needed:

- Recording of "The Aquarium" – Saint-Saens
- *My Visit to the Aquarium* (Children's Book) - Aliki
- Soundscape Planning Sheet
- Variety of unpitched percussion (Rhythm Sticks, Hand Drums, Shakers, Jingle Bells, Triangles, etc...)
- Laminated Pictures of Sea Creatures
- Ocean (Underwater) pictures