

## Sample Lesson: Kindergarten, Perform Domain

Project	Instrumental Exploration	
Standard(s)	K.GM.P1.A - With guidance, explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.	
Unpack the standard to set learning targets		
What will the students know?	The correct way to play classroom instruments The accurate timing for playing during this poem	
What will the students understand?	Students will understand the connection and timing between the words and playing	
What will the students be able to do?	Students will be able to correctly play the poem words at the appropriate time	
Consider what the learning will look like		
Presenting Content How will students engage with the content?		Students will play instruments during the poem “popcorn”
Activities, Space, and Materials What level of choice will students have?		Various classroom percussion instruments
Academic Feedback What feedback will students get from the teacher about their learning? How will students give feedback to each other? How will students give feedback to the instructor?		
Connections		
Literacy		Children’s poem
Reflections and Assessment		

## Standard:

**K.GM.P1.A** - With guidance, explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.

## Lesson Guidance:

1. Read this common poem to the children:  
*Pop! Pop! Pop! Pour the corn into the pot.  
Pop! Pop! Pop! Shake and shake it 'til it's hot.  
Pop! Pop! Pop! Lift the lid, what have you got?  
Pop! Pop! Pop! POPCORN!*
2. Read it again, but this time have the children clap every time you say the word "Pop"
3. Transfer to patting on the legs, but very gently and "bouncy" like popping corn.
4. At this point, consider transferring to unpitched percussion.
5. If possible, transfer to barred instruments set up in a pentatonic key of your choice (remove the *fas* and *tis*.) Students play any two notes every time they say Pop! using two hands. The other words are then played "in the air."
6. Once the students can successfully do the rhythm correctly, you can really dig into the standard. Explore playing in a wide variety of ways:
  - a. quiet and loud
  - b. fast and slow
  - c. consider specific pitches
  - d. explore changes of vocal timbre
  - e. how can they move their mallets in the air after each set of three "pops"?

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