

Essential Skills in Music

Lesson Plan by Danielle Moeller

Lesson Plan adapted from Laurie Kelly @

<http://www.lessonplanspage.com/LAMusicChristmas12DaysOfChristmasIdeaK5.htm>

Lesson: “The Twelve Days of Christmas”

Length: 30-40 minutes

Age or Grade Intended: 4th

Academic Standard(s):

- **4.8.4**
 - Sing songs to support learning in another discipline outside the arts such as creating new verses for “Weevily Wheat” using additional multiplication tables, or reading *The Drinking Gourd* by F.N. Monjo and learning the song, “Follow the Drinking’ Gourd.”
- **4.7.9**
 - Engage the audience with appropriate words, facial expressions, and gestures.

Performance Objective(s):

- After group collaboration, students will perform their version of The Twelve Days of Christmas for the class using appropriate facial expressions and gestures.

Assessment:

- The teacher will walk around the room and ask the students which of the presents are ones that they added to the song and watch how they work together. As they perform, the teacher will observe whether everyone is participating or not.

Advanced Preparation by Teacher:

- Materials needed:
 - Recording of The Twelve Days of Christmas
 - Handouts of the song with blanks in it to represent where they are to insert their gifts for each group

Procedure:

Introduction/Motivation:

- “What are some of your favorite Christmas songs?” (*Blooms-Knowledge*)
- “My favorite is The Twelve Days of Christmas.”
- Play the song and encourage the students to sing along.
- “What is a lyricist?” (*Blooms-Knowledge*)
- “Today, you are going to become lyricists. In your learning groups, you are going to rewrite the verses of The Twelve Days of Christmas. When we are finished, each group will sing their version of the song for the rest of us.”

Step-by-Step Plan:

- Begin by creating a list of things that one needs to do to be a good speaker (or in our case today, singer).
 - Examples: eye contact with the audience, don't always have your head down in the paper (look up at the audience), facial expressions pertaining to the lyrics, moving around (vs. standing stick straight), etc.
- Pass out the paper containing the lyrics to each group.
- “The paper that I have just given you is copy of the lyrics to the song. The lines represent the places that you will be inserting a new word. In the blanks, you will put the gifts that you are asking Santa or your parents for for Christmas.”
- Do the first day as an example.
- “(Student’s name), tell me what I want your groups to do.” (*Blooms-Comprehension*)
- “Each of your groups needs to designate a recorder. That person will be responsible for writing down your gifts in each of the blanks. You have 30 seconds to decide this. Go.” Give the students 30 seconds to figure it out. “Recorders please raise your hands. Ok, good. Now go ahead and start composing. Make sure that each member of your group includes at least one gift in the song.”
- Give the students 10 minutes to work on their song.
- Bring them back together and allow each of the groups to sing their song.

Closure:

- “Those songs were great! You all would make wonderful composers. What I want to happen now is for the recorder of your group to place your lyric sheet in the basket on my desk. When they have returned, your group may take a Biology Break and get ready for Math.”

Adaptations/Enrichment:

- For students that need a challenge, I could allow them to make up moves to go along with their song.
- There is a student in my first grade classroom that does not speak. If I were doing this lesson in her class, I would allow her to point to the gifts that she added on the lyric sheet. I would also excuse her from participating in the singing of her groups’ song since she would not sing anyways.

Self-reflection: (To be done after the lesson)

Rubric:

- **Checklist:**
 - Student contributed at least one present to their group’s song. _____
 - Student participated in the group singing of their song. _____

Gardner- Linguistic/Musical/Interpersonal Intelligence

On the **first** day of Christmas, my parents gave to me a _____.

On the **second** day of Christmas, my parents gave to me two _____ and a _____.

On the **third** day of Christmas, my parents gave to me three _____, two _____, and a _____.

On the **fourth** day of Christmas, my parents gave to me four _____, three _____, two _____, and a _____.

On the **fifth** day of Christmas, my parents gave to me five _____, four _____, three _____, two _____, and a _____.

On the **sixth** day of Christmas, my parents gave to me six _____, five _____, four _____, three _____, two _____, and a _____.

On the **seventh** day of Christmas, my parents gave to me seven _____, six _____, five _____, four _____, three _____, two _____, and a _____.

On the **eighth** day of Christmas, my parents gave to me eight _____, seven _____, six _____, five _____, four _____, three _____, two _____, and a _____.

On the **ninth** day of Christmas, my parents gave to me nine _____, eight _____, seven _____, six _____, five _____, four _____, three _____, two _____, and a _____.

On the **tenth** day of Christmas, my parents gave to me ten _____, nine _____, eight _____, seven _____, six _____, five _____, four _____, three _____, two _____, and a _____.

On the **eleventh** day of Christmas, my parents gave to me eleven _____, ten _____, nine _____, eight _____, seven _____, six _____, five _____, four _____, three _____, two _____, and a _____.

On the **twelfth** day of Christmas, my parents gave to me twelve _____, eleven _____, ten _____, nine _____, eight _____, seven _____, six _____, five _____, four _____, three _____, two _____, and a _____.