

HOLIDAY PREPARATION UNIT

AGE: Grades 1-3

Kaitlin Hughes, Student Teacher



TIME: Approximately 4 weeks intro, 5 weeks rehearsal, 30 minutes each class time

OBJECTIVES:

1. Connecting Music and Art by using visual, audio, kinesthetic and tactual learning.
2. **Standard 1:** Singing alone and with others (Students have an opportunity to sing with others, and to sing alone, or in small groups.)
3. **Standard 2:** Playing an instrument alone and with others (Students are given the opportunity to play rhythm and melodic instruments (finger cymbals, rhythm sticks, maracas, various African drums, and ukuleles)
4. **Standard 3:** Reading, notating, and interpreting music (Students read along with song books, learn music terminology, rhythm and musical note reading.)
5. **Standard 4:** Improvising melodies and accompaniments (Students learn to not only accompany songs with the instruments, but they are also given the opportunity to improvise using instruments and body movement.)
6. **Standard 6:** Listening to, analyzing, and describing music (Students are given the opportunity to describe music and react to the tone or the mood of the music. They will also be listening to a wide variety of music from different cultures.)
7. **Standard 7:** Understanding relationships between music, the other arts and disciplines outside the arts (Students will be exercising repetition and contrast, gaining appreciation for the arts, given an opportunity to help design the program cover, and students will be asked to reflect on what they have learned and their favorite part of music by writing or drawing a picture.)
8. **Standard 8:** Understanding music in relation to history and culture (Students are introduced to a variety of cultures and history through the holiday songs.)
9. **Standard 9:** Evaluating and critiquing music and music performances (Students will be given the opportunity to Celebrate, debrief, and express themselves AFTER the concert, as well as evaluate their own progress in daily weekly rehearsals.)

MATERIALS:

1. **Book:** "December 'Round the World", An International Holiday Celebration by John Jacobson & Roger Emerson
2. **Practice and Performance CD:** "December 'Round the World"
3. "Step into the Spotlight" Series for other optional Holiday Songs, optional
4. **Instruments:** i.e. finger cymbals, rhythm sticks, maracas, various African drums, and ukuleles
5. **Costumes:** Santa suit, Snowman Suit, Santa hats, elf hats, Reindeer ears, Russian outfits, Arabian outfits, Elf costumes, Mexican sarapes, skirts, and sombreros, Chinese Outfits, Kwanzaa Sashes and hats
6. **Props:** Posters that say: 1st grade German, 2nd grade Spanish, 3rd grade Swahili, All Japanese, Clip art drawings projected onto foam boards of people from other

- a culturally interesting & diverse Holiday musical allows students to learn new languages

students are engaged in participating in creating & cultures around the world!

These add authenticity to the performance

countries, Pinata with rope and stick, blindfold, several brooms, Chinese dragon, Construction paper pickles for everyone, big sun on a wooden arch, 8 signs for Kwanzaa Principles (Shout Out, Sharing, Unity, Self-Determination, Purpose, Creativity, Faith, Responsibility), and decorative snow. Optional: lights and a Christmas tree

HOOK:

1. Introduce a variety of holiday songs including Hanukkah, Winter, Christmas, St. Nicholas Day, La Piñata, and Kwanzaa using the CDs and instruments.
2. All students will be given opportunity to audition to play special parts with instruments or sing in small ensembles. Third graders will audition for Narration parts to introduce each holiday and its cultural and historical significance.
3. Instruments are brought in to allow students to experiment with rhythm and note reading.
4. Specific Holiday songs are used to help the students experiment with Solfegio, sight reading, and note naming. Furthermore, students will be able to compose their own song using various rhythms and notes.
5. Students are given an opportunity to help design the Program Cover.
6. Some students are given an opportunity to help paint and color props.
7. Students will be allowed to suggest input for creative ideas to enhance the program.
8. Students will have a dress rehearsal at the performance sight on the day of the performance

COMPLETION:

1. Students will present songs, movement, and instruments for parents and a real audience on the evening of the performance.
2. Students will be able to watch themselves after the performance from a recorded video during class. This also leads into the assessment.

ASSESSMENT:

Students will have an opportunity to celebrate appropriately and to debrief during music class after the performance, using written language to express their reflections of the concert event. They will also be able to watch themselves after the performance from a recorded video during class. This will allow them to evaluate and critique themselves in a positive and visual way.

Very good & natural way to both celebrate achievement & self-assess performance.

*-learning
29 pieces of student art work featured on program - recognition of ownership of performance product*