

**MANCHESTER COLLEGE**  
**Department of Education**  
**Lesson by: Kaitlin Hughes**

**Lesson:** Shaving Cream  
**Age or Grade Intended:** K

**Approx. length:** 30 minutes

**Academic Standards:**

Music K.1.2 Echo short melodic patterns sung by the teacher.

Music K.1.4 Sing short memorized songs, maintaining a steady beat.

Music K.5.1 Read iconic notation and perform short rhythmic patterns of quarter and eighth notes using body percussion and rhythm syllables.

**Performance Objective:**

Given a small pile of shaving cream, students will be artistic while listening to their review songs, giving full participation.

**Assessment:** Students will be given a pile of shaving cream on their desks and will listen to several of their review songs. At first, they will be asked to draw musical notes correctly in their shaving cream. Then while listening to their songs, they will be asked to draw a picture of what the songs remind them of.

**Advanced Preparation by Teacher:**

1. Have classroom procedures for this activity written on the board.
2. Have plenty of shaving cream for each class. (1/2 bottle per class of 20ish)
3. Have list of review songs and cds prepared to play.

**Procedure:**

**Introduction:** Begin with their routine of Daily Oral Music. It is their first day of music this week, so today is sight singing rather than rhythm. Use the overhead to draw a staff with Do, Re, Mi, Fa, Sol, La, singing different melodies and having the class echo you. For more challenge, try to trick the class by playing harder melodies.

**Step-by-Step:**

1. Go over the procedures for the day's activity. Have the activities procedures written on the board so the class knows right away what to do.
  - a. Please be careful. This is a privilege.
  - b. Shaving cream stays on the desk ONLY. Keep in center of desk.
  - c. Touch with YOUR own hands only.
  - d. STAY in your seat. Do not get up for anything unless told otherwise.
  - e. One squirt of shaving cream only.
  - f. Have fun!

2. Give each child ½ a baseball size squeeze of shaving cream on their desk.
3. Using the overhead for yourself, draw one note at a time asking the student's to draw them correctly in their shaving cream. Go through whole note, half note, quarter note, eighth and the treble clef.
4. Then tell the students that they will be able to be creative and draw their own things while listening to some of their review songs. Ask them to draw something that the song reminds them of. They can switch their picture for each song or continue doing the same picture.
5. Walk around and ask the students what they are drawing and making sure they are following procedures.
6. With 5 minutes to go, give each child a paper towel to wipe off their desk and a squirt of hand cream or hand sanitizer.

**Closing:** Ask the students to raise their hand if they enjoyed the activity. Lower hands. Raise your hand if you learned how to draw different notes today. The next time we have music we will be working on connecting our musical experiences with connecting to one another's interests.

**Adaptations:**

For the higher grade levels work on getting the notes perfect or close to accurate. For the lower grades, briefly work on each note. It is ok if they are not perfect! Allow the students to keep drawing more and more notes while they are waiting to move on to the next note.

### **Standards for Each Grade:**

**1<sup>st</sup> Grade:**

- Music 1.1.1 Match simple pitch patterns in expanding ranges.
- Music 1.1.4 Sing short memorized songs from various cultures.
- Music 1.2.1 Echo short melodic and rhythmic patterns.
- Music 1.5.2 Notate quarter notes, eighth notes, and quarter rest using iconic or standard notation.

**2<sup>nd</sup> Grade:**

- Music 2.1.1 Sing with accurate pitch, appropriate tone quality, clear diction, and good posture.
- Music 2.2.1 Echo melodic and rhythmic patterns
- Music 2.5.2 Notate quarter, eighth, half, dotted half, and sixteenth notes, and quarter and half rests using iconic or standard notation.

**3<sup>rd</sup> Grade:**

- Music 3.1.1 Sing a cappella and accompanied songs with attention to pitch, diction, tone quality, and posture.
- Music 3.2.1 Echo melodic and rhythmic patterns.
- Music 3.5.2 Notate quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests using iconic or standard notation.

**4<sup>th</sup> Grade:**

- Music 4.1.1 Sing while maintaining good breath control, pitch, diction, tone quality, and posture.
- Music 4.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in duple and triple meters using rhythm syllables.

**5<sup>th</sup> Grade:**

- Music 5.1.1 Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.

Music 5.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of  $2/4$ ,  $3/4$ ,  $4/4$ , and  $6/8$ .

- Very creative idea to use the shaving cream - sensual & tactual learning channels
- Practical on how to draw music notes
- Demonstration is a good way to introduce the activity
- DIRECTIONS - very good to keep the activity safe and well organized
- Students are so excited about the very process of writing in shaving cream, we have decided to follow-up with a review of content & written quiz