

Elemental Thematic Lesson Planning

West Virginia MEA Music Conference – March 6, 2020

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“The job of a music teacher is to unlock the creativity within a child, allowing them to discover music for themselves. The teacher is the guide in discovery, an explorer of possibilities, simply a facilitator to bring them to their own expressive selves. You simply need to hand them the key.”

- Lavonna ZWB

“Welcome to MONStober”

Brain Dance – Addams Family

teach “trip-le-ty ta clap clap” pat and clap
and continued pattern - trip-le-ty ta, trip-le-ty ta, trip-le-ty ta clap clap

turn to a partner – clap together

play music – partner for pattern, walk during verses

Rhythm Read – with words

Big Green Stinky Monster

Slimy Grimy Toes

Big Hairy Spider

Yellow Eyes in the Dark

Group Work –

- come up with word combinations to create a 4 beat pattern in rhythm (MONSTER themed)
- create at least 8 - 4 beat word combinations and transfer them to rhythm
- put the 8 – 4 beat patterns into a composition

Share - groups share their 8 measure word/rhythm compositions with the class

Where to take it from there...

Pitch – have students first speak the composition with pitch changes in their spoken voice

- Add movement to go along with the spoken words (do both rhythm and words)

Melody - using color solfege cards (in boomwhacker colors), have students create a melody for their 8 measure composition

Drama - when performing their composition for the class, have them act it out using drama and movement. This gets students to perform in a fun way (without them realizing that they are actually performing).

M.O.N.S.T.E.R.

Lavonna Zeller-Williams-Bratschi

M is for the ma - ny ways you scare me O is for the oo - gly eyes you

4 have N is for the nas - ty breath you breathe on me and ___

7 S is for your sli - mey skin that makes me want to bathe a - gain

9 T is for your teeth so long and poi - nty E is for ev - 'ry time I say

12 Eww! and R is for your ROAR that I sim - ply a - dore

15 M O N S T E R my mon - ster, you are

Pizza Man

Lavonna Zeller-Williams-Bratschi

Piz - za Man, Piz - za Man please make me a piz - za, add some:

5
Make me a piz - za Mis - ter Piz - za Man. I am real - ly, real - ly hun - gry.

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Pizza Rhythms -

Day 1: Teach the Pizza Man song. It can be easily be played on Boomwhackers to teach the melody. Show them the rhythm pizza. Explain how to read the rhythm on the pizza starting at 12 o'clock and continuing clockwise. Sing and play the Pizza Man song and stop in the middle to read the rhythm. I have them read it at least twice. Rhythm can be either clapped and spoken or it can be played on the boomwhackers (pentatonic scale) and spoken.

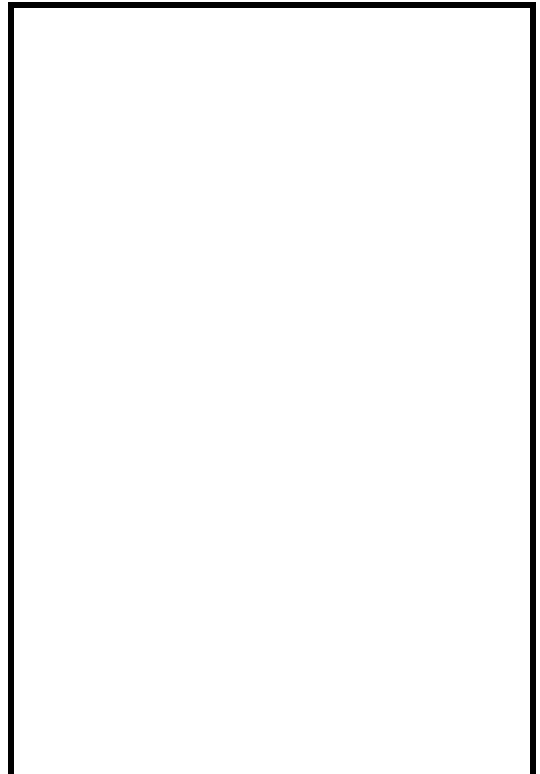
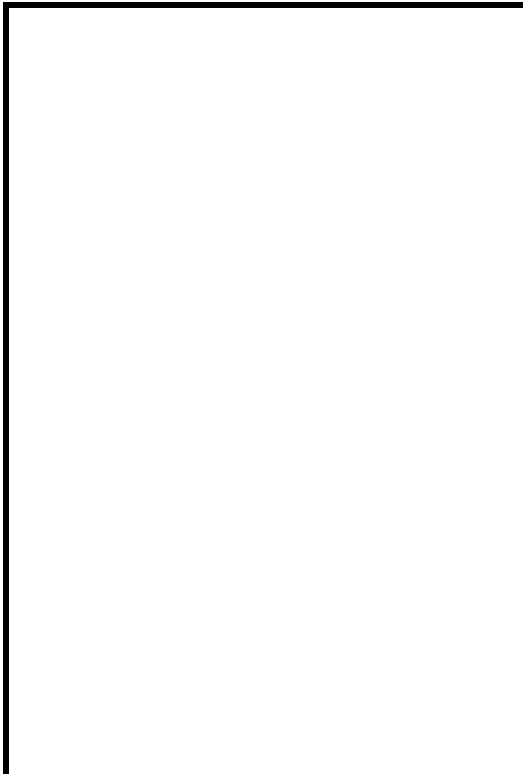
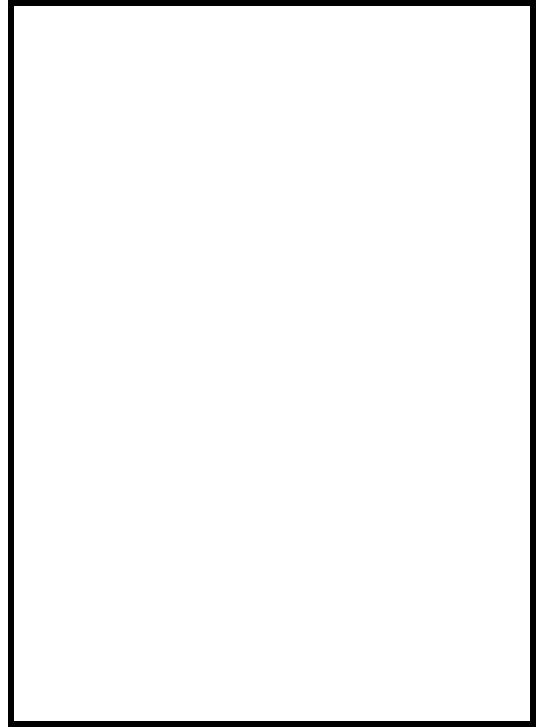
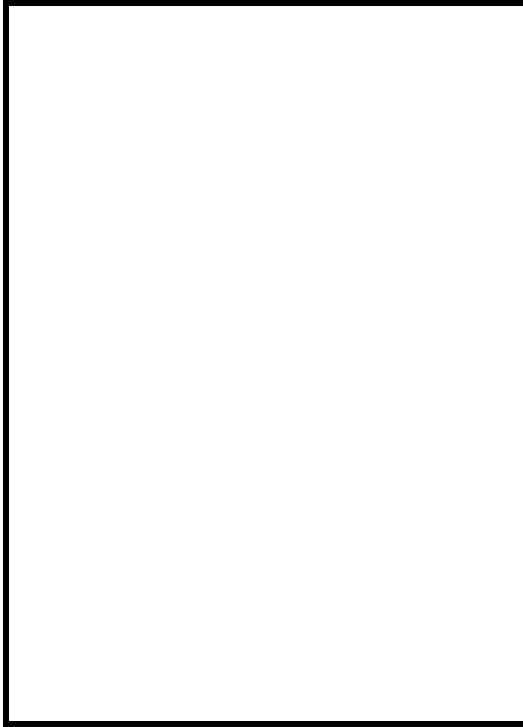
Day 2: Students will take the Pizza Rhythms sheet and fill it out with a partner. Each box represents one of the following 2-beat rhythms: ta ta, ti-ti ta, ta ti-ti and ti-ti ti-ti. They are to match the words to the corresponding rhythm pattern and write the words in the boxes.

Day 3: Working in groups of 4, they will then choose words from their Pizza Rhythm list and create 4 measures of rhythm using the Pizza Sheet. Pizza circles should be read from 12 o'clock and continuing clockwise. Using one type of non-pitched percussion instrument, (i.e. triangles, rhythm sticks, hand drums, etc.) they should practice together speaking and playing the words of their rhythm.

Day 4: Students are to add their 4 measure rhythm in the middle of the song just as the pizza rhythms were on day one and then the song is completed.

Pizza Patterns

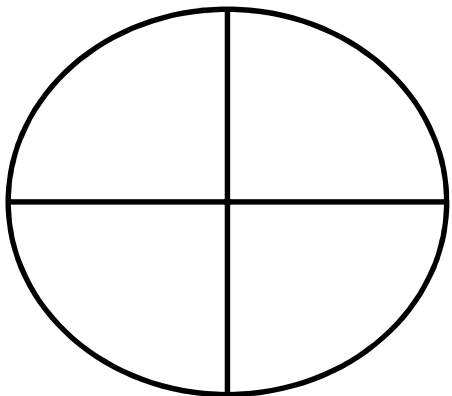
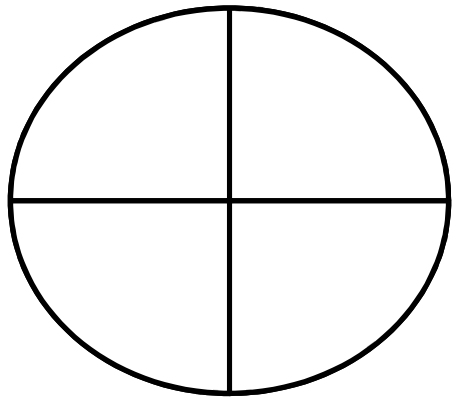
- Dominos
- pepperoni
- three meat
- red onions
- green peppers
- pizza hut
- spicy sausage
- hamburger
- cheesy bread
- sliced ham
- extra cheese
- black olives
- sausage
- pineapple
- bacon
- extra peppers
- stuffed crust
- brownies
- parmesan
- broccoli
- marinara
- mushrooms
- mozzarella
- chicken
- pepper flakes
- spinach
- alfredo
- cookies
- anchovies
- avocado
- roasted garlic
- meatball
- jalapeno



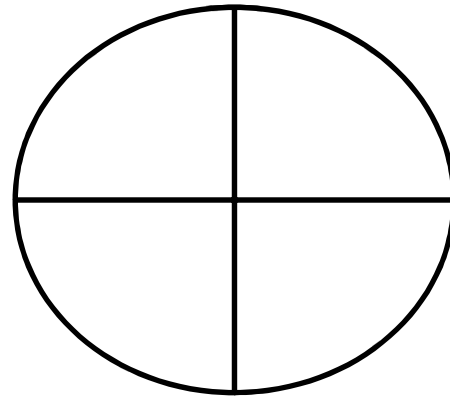
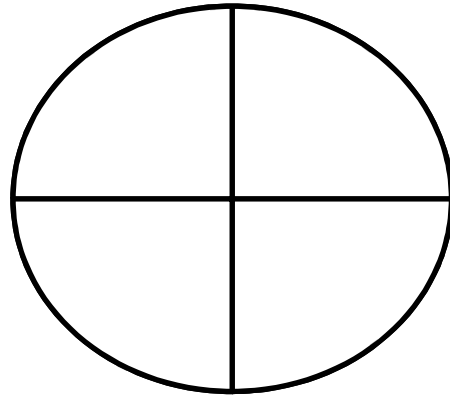
Pizza Rhythms

4

4



Name _____



Any questions, feel free to contact
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