

EARLY ARTS LEARNING EXPERIENCE FORM

Teaching Artist Name: Christina Farrell

ARTS ELEMENT: Music - Dynamics; Song Structure (Cumulative Song)

EXPERIENCE: "I Had a Rooster" Song

SINGAPORE AESTHETICS AND CREATIVE EXPRESSION LEARNING GOAL:

Learning Goal 2: Express ideas and feelings through art and music and movement

Learning Goal 3: Create art and music and movement using experimentation and imagination

UNITED STATES NATIONAL CORE ARTS STANDARD:

Anchor Standard 2a: With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

Anchor Standard 4a: With substantial guidance, explore music's expressive qualities such as voice quality, dynamics, and tempo

KEY KNOWLEDGE/ SKILLS: Create vocal sound effects and movements to accompany a song; Perform the lyrics of a song in sequence from loudest to quietest

VOCABULARY: rooster, cat, mouse, loudest, quietest, medium, berries

RATIONALE: (*Why am I teaching this?*) Song lyrics can help children organize and retain information. Inviting children to contribute their own musical and movement ideas to a song is a fun and effective way to assess their understanding, as well as express their creativity.

EXPERIENCE PROCEDURES

Step One - Creating child-directed sounds and lyrics:

Introduce three animals from the farm using felt board: rooster, cat and mouse. Explain that the rooster is the loudest animal on the farm because he has to wake everyone up. Ask for child-directed contributions:

Which animal is the quietest?

Which animal is not as loud as the rooster, but not as quiet as the mouse?

How does each animal sound and move?

Place the animals in the correct order from loudest to quietest on the felt board.

Step Two - Sing Cumulative Song:

Use the child-directed sounds and movements to sing "I Had a Rooster" in sequence, adding animals from the loudest to the quietest.

*I had a rooster and the rooster pleased me
I fed my rooster on the green berry tree
The little rooster said "Cocka-doodle-doo-dly-doodly-doodly-doo!"*

*I had a cat and the cat pleased me
I fed my cat on the green berry tree
The little cat said, "Meow meow"
The little rooster said "Cocka-doodle-doo-dly-doodly-doodly-doodly-doo!"*

*I had a mouse and the mouse pleased me
I fed my mouse on the green berry tree
The little mouse said, "Squeak squeak"
The little cat said, "Meow meow"
The little rooster said "Cocka-doodle-doo-dly-doodly-doodly-doodly-doo!"*

Step Three - Counting and Eating Green Berries:

Throughout the song, add a "green berry" to the felt board for each additional animal. Count the berries and the animals - Do we have the same number? At the end of the song, pretend that each animal eats one green berry. Ask the children to create sound effects and movement to show how each animal would eat the berry, continuing to demonstrate loud and quiet sounds.

Closure: Create new verses for the song by asking the children for more ideas:

What other farm animals might we add to the song?

Which animals are loud or quiet?

In what order should we place the animals? (loudest to quietest? biggest to smallest?)

MATERIALS, IF ANY: Felt board with animal props, green berries, tree

OVERALL ASSESSMENT (*How will I know the children got it?*)

Observation: Can children create and demonstrate a sequence from loudest to quietest? Do children show imagination in creating animal sounds and movements?