

ARTIST LESSON PLAN FORM - THE SHOEMAKER AND THE ELVES

Teaching Artist: Christina Farrell

Singapore Learning Goal:

Discovery of the World

Learning Goal 1: Show an interest in the world they live in

Learning Goal 2: Find out why things happen and how things work through simple investigations

Singapore Arts Standard:

Aesthetics and Creative Expression

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

Children's Objective(s) for lesson:

- Use instruments to demonstrate musical elements and story ideas
- Participate in repeated songs, chants and movements in a story
- Perform an AB pattern using instruments
- Perform a three-step sequence through movement and chant
- Investigate, describe, and compare attributes of materials and sounds
- Demonstrate inventiveness through working with everyday materials

Curriculum Content Vocabulary: shoemaker, elves, hammer, tool, materials, hard/soft, loud/quiet, long/short, pattern

Arts Vocabulary: story box, instrument, rhythm sticks, loud/quiet, long/short

Children's Prior Knowledge:

- The children will be familiar with their own shoes and other types of shoes.

Procedure:

Main Experience #1:

Shoe Observation: "This story is about a man who makes shoes - a shoemaker! Let's take a look at our own shoes." Ask children for observations: "What are the different parts of your shoe? What is it made of? Are there hard/soft parts? What holds it together?" Use comments to add new lyrics to the song:

Oh - How are our shoes made? our shoes made? our shoes made?

Oh - How are our shoes made? Let's look and see!...

Oh- I see a shoelace. A shoelace. A shoelace. Etc.

Oh - Some shoes are sparkly. Are sparkly. Are sparkly. Etc.

Oh - It's hard on the bottom. The bottom. The bottom. Etc.

(To the tune of "Did You Ever See A Lassie")

Story Box: "The shoemaker needs a tool to put the pieces together." Artist pulls a little hammer out of the story box and models steady beat as children pretend to hammer with their hands. Then use rhythm sticks to imitate the sound of a hammer. Learn song as children pretend to hammer with their hands:

*We make shoes so fine and dandy,
We work hard to be so handy,
Tap tap tap tap, Tap tap tap tap
Tap tap tap tap, Tap tap tap tap
We make beautiful shoes!*

Rhythm Sticks: Before distributing rhythm sticks to children, model "waiting" with chant:

*I see a stick, but I will wait
And when we play, it will sound great
Wait -- wait -- wait -- wait
(repeat as needed)
1-2-3-4 Here we go!...*

Sing "We make shoes..." song, tapping a steady beat with rhythm sticks. Practice self-control by stopping and starting using "1-2-3-4 Stop or Here we go!"

Main Experience #2:

Shoemaker Story: Review ideas from previous experience. Use visual aid to introduce picture of the shoemaker. "For years, Old Mr. Shoemaker has made the same shoes for everyone, but now people have started to ask for all different kinds of shoes. He's getting orders in the mail for shoes he'd never made before." Read/show two illustrated orders for HARD and SOFT shoes.

Bedtime Sequence: "The shoemaker said, 'I'm stumped!' He decided to go to bed and think about it in the morning." Use child-led ideas to create a go-to-bed sequence - for instance:

*He brushed his teeth (brush)
He put on his jammies (pull over head)
And climbed into his cozy bed (snore)*

Sneaky Elves Sequence: "Well, that night some little elves climbed into his window to help him. Let's pretend to be the elves and help the shoemaker!" Stand, sing and act out the sequence:

*(To the tune of "Over Hill, Over Dale")
Tippy-toe, tippy-toe -- We are little elves, you know!
Tippy-toe, tippy-toe -- We are little elves, you know!
(spoken rhythmically and acted out)
We climb through the window
And slide down the wall
We look all around
Make no sound at all!*

Choosing Materials: "The elves looked at the materials in the shoemaker's tool kit (story box) to find things that are HARD and SOFT." Encourage use of descriptive language and detailed observation: "What does it sound like if we tap it? Is it smooth/rough? Etc." Place two "footprints" on the floor - one for HARD and one for SOFT. Ask children to choose a material and place in on the appropriate shoe. "What part of the shoe do you think that material might be good for - the heel? shoelace? etc."

Sound Pattern: Use visual aids to create a HARD-SOFT AB pattern. Adapt lyrics to reinforce the pattern. Model song using rhythm sticks - tap sticks together for "hard," tap on carpet for "soft."

*We make shoes so fine and dandy,
We work hard to be so handy,
Hard -Soft Hard - Soft
Hard -Soft Hard - Soft
We make beautiful shoes!*

Distribute two rhythm sticks to each child, reviewing "waiting" chant: "*I see two sticks, but I will wait...*" Sing and play "We make shoes..." with HARD-SOFT pattern. Collect rhythm sticks.

Story Ending: The children pretend to stack imaginary HARD and SOFT shoes on the shelves, then repeat "tippy-toe" sequence to exit the store. "When the shoemaker woke up in the morning, he was amazed to see beautiful HARD and SOFT shoes on the shelves. He said, 'I wonder who made these shoes?' But he's not going to find out today! We'll have to wait until next time!"

Main Experience #3:

Repeat Main Experience #2, but create LOUD and QUIET sound patterns.

- "What do we need to do to find out if the material is loud or quiet? (tap, shake, rub, etc.)"
- "How can we make loud or quiet sounds with our voices? bodies? rhythm sticks?"

Main Experience #4:

Repeat Main Experience #3, but create LONG and SHORT sound patterns.

- "What do we need to do to find out if the material is long or short? (stretch, compare, etc.)"
- "How can we make long or short sounds with our voices? bodies? rhythm sticks?"

Story Conclusion: "The Shoemaker stayed up late to see who was making the beautiful shoes and he saw the little elves. What gift could the shoemaker give the elves as a thank you present?"

Intentional Questions to Assess and Further Learning:

- Open-Ended (*i.e. children contributing possibilities, thoughts*): What do you see/hear/feel?
- Demonstration (*i.e. "show me..."*): How can we make long or short sounds with our voices? bodies? rhythm sticks?
- Application of Learning (*i.e. making connections to real world experience*): Observe and describe your own shoes.
- Problem Solving/Critical Thinking (*i.e. prediction*): What do we need to do to find out if the material is loud/quiet, hard/soft, long/short? What part of the shoe do you think each material might be good for - the heel? shoelace? etc.
- Factual Questions: What are the different parts of your shoe? What is it made of? Are there hard/soft parts? What holds it together?