

Name: Elizabeth Frasciello

Grade: 4th Grade

Title: Kuma San

Musical Focus: concepts/skills to emphasize

- | | |
|---|--|
| <input type="checkbox"/> Playing instruments | <input type="checkbox"/> Timbre |
| <input checked="" type="checkbox"/> Singing | <input type="checkbox"/> Harmony |
| <input type="checkbox"/> Melody | <input type="checkbox"/> Creating |
| <input type="checkbox"/> Rhythm | <input checked="" type="checkbox"/> Movement |
| <input type="checkbox"/> Expressive Qualities | <input type="checkbox"/> Form |

Materials:

Jump Rope

Visual of text

Book: Melodies from the Far East
Selected and Arranged by:
Marilyn Copeland Davidson

Objective: Preparing understanding of Do, Re, Mi in a song.

National Standard(s) Addressed:

- Singing, alone & with others, a varied repertoire of music
- Performing on instruments, alone & with others, a varied repertoire of music
- Improvising melodies, variations and accompaniments
- Composing & arranging music within specific guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music & music performances
- Understanding relationships between music, the other arts, & disciplines outside the arts
- Understanding music in relation to history and culture

Assessment:

- | | |
|--|---|
| <input type="checkbox"/> Written | <input checked="" type="checkbox"/> Informal |
| <input checked="" type="checkbox"/> Individual | <input checked="" type="checkbox"/> Performance |
| <input type="checkbox"/> Group | <input type="checkbox"/> Other: |

The assessment occurs during the final performances. I am concerned with them vocalizing during the repeated "Kuma San" text (not focused on movement text). Objective is to practice do, re, mi and have that sound in their ear.

Preparation: Begin with teacher singing. Jump Rope hidden.

Sequence:

1 - initial sing

- Discuss text - Did I make up these words? Or are they real words?
 - o Do you know any of these words? What language?
 - JAPANESE!
 - o I'll sing again and I want you to listen for some words or a phrase you hear a lot.
- Sing "Kuma San"
 - o What's something we hear a lot in that? (Kuma San)
 - o Join me on the parts you know
- Sing again - teacher does movements - What did I do differently that time?
 - o Students translate based on my actions
 - Note: Students are encouraged by phrases such as,
 - "Wow! Do you all know Japanese?!"
 - "One of my Japanese translators, please tell me what ____ might mean."
 - o Sing "Kuma San" and perform indicated movements. (Kuma San = Honorable Bear)
 - Maware migi = turn yourself around
 - Ryote wo tsui te = now, please touch the ground
 - Kata ashi agete = jump with just one paw (leg)
 - Sayonara = Good-bye (wave good-bye)
 - o Choose volunteer to do movements while we all sing "Kuma San"
 - o All do movements with song
- Echo text - endings of phrases: Sing through trying to add phrase endings with movements - doesn't need to be perfect, just an opportunity for them to be more successful (not the objective)
- Introduce Jump Rope - This is a song that children in Japan actually sing. They sing it while out on the playground... it involves this (JUMP ROPE) - Outdoor incentive (expectations of outside game play - make a pledge to follow outside rules)
 - o Sing with Jump Rope swinging but no jumpers, others practice jumping on the side (when jumpers are added, sing song to jumpers beat not rope)
 - o Teacher plus one student with good steady beat and self control
- Each student has opportunity to jump rope
 - o Other students can do movements on the side
 - o Student jumping rope can choose to do movements while jumping or just concentrate on jumping

Extension:

The next lesson with this song should focus on do, re, mi. One idea might be to do a mystery sight-reading or play the "Kuma San" pattern on xylophone and have students recognize song. End the follow up lesson with more jump roping, but encourage hand signs on do, re, mi or sing repeated "Kuma San" on solfege. Jump roping is a satisfying end!