

Wisconsin Arts Celebration Project

Celebrating 50 Years of the Wisconsin Arts Board

K-2 General Music Lesson Plan



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Lesson Title

Loud Like the Wind

Lesson Duration

Unit Plan - designed to be addressed on and off as reminder games and activities.

Lesson Overview

Loud Like the Wind - This lesson plan is based on the poem, Like the Wind, by Dasha Kelly Hamilton, and uses the Choral, Orchestral, or Band works by Erika Svanoe. In this lesson, students will explore the relationship between different types of wind and their volume.

Lesson Target(s)

Students will be able to Create: create a dynamic volume-to-wind spectrum, Perform: perform their dynamic volume-to-wind spectrum, Respond: respond to the changes in wind and the changes in volume, and Connect: connect the relationship between air movement and volume.

Essential Question(s)

Create - How can I change my voice, and body to match the intensity and volume of the wind?

Present - How can I practice shifting between loud and quiet presentations?

Respond - How can I recognize if I am matching the volume needed to represent the wind demonstrated?

Connect - How can I relate my voice, and body to match the intensity and volume of the wind?

DPI Academic Standards Used

Create	MG.1.Cr.4.e: Identify musical ideas through verbal, written, aural, or technological means.
Perform	MG2.P.2.e: Discover how to express a piece of music to convey its meaning.
Respond	MG3.R.2.e: Express musical ideas through verbal, movement, written, or artistic means.
Connect	MG4.Cn.1.e: Explore the historical and cultural aspects of music as it relates to other disciplines and arts.

Materials/Equipment

- Recording of Like the Wind by Erika Svanoe (Band, Choir, or Orchestra)
- Poem Like the Wind by Dasha Kelly Hamilton
- Bubbles, and maybe a bubble machine.
- Kites
- Vocabulary cards

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Lesson Sequence/Strategies

Vocabulary words

Chase, play, lift, dance, speck, breathe in, breathe out, belt, shake, breeze, storm, forces of nature, electricity, rustle through the leaves, uproot mighty trees, spin, wander, stardust, twinkle, sound, whisper, shout, sing.

Engage 1: 5-10 min - several times over several days.

Bubbles - Gently blow a bubble, and let the students react.

Blow a couple bubbles. Blow a long stream of bubbles. Take a big breath and try to blow the biggest bubble, but make sure you blow so hard no bubbles come out! Make a confused face and try again.

1 Bubble, 2 bubbles, many bubbles... no bubbles.

WHAT!? WHY?

Invite the students to join you.

If you have enough bubbles for everyone and the space for it. You could even get a toy bubble machine going. I prefer the whale bubble maker.

Depending on the age of students ask probing questions:

- Why does only one bubble come out.
 - What's different about the air?
- How do you get two bubbles?
 - What's different about the air?
- Anyone able to get a stream of bubbles?
 - What's different about the air?
- Who blew so hard they couldn't get any bubbles out?
 - What's different about the air?

Engage 2: 5-10 min - several times over several days.

Kites - (You could tie this into a class where they get to make their own kites!!)

On the perfectly windy day, take the students out to fly a kite and hold on to the string.

- Tug gently on the string
 - What do you feel?
- Let the string loose a bit?
 - What did the kite do?

Second Kite Experiment:

On a very not windy day take the students out to fly a kite and hold on to the string.

- Um... why isn't the kite flying?
 - Hmm - maybe next time

Third Kite Experiment:

On a very windy day take the students out to fly a kite and hold on to the string.

- Whoa! - What's going on?
 - Is it hard to hold on?

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- Why is the kite acting like that?

Fourth Kite Experiment:

On the perfectly windy day, take the students out to fly their own kite.

- Were you able to get your kite to fly?
 - What do you feel?
- Tug gently on the string
 - What do you feel?
- Let the string loose a bit?
 - What did the kite do?

Explore: 10 minutes - several times over several days.

Read the poem *Like the Wind* by Dasha Kelly Hamilton
Emphasizing the volume of certain words.

Like the Wind

Dasha Kelly Hamilton

Feel the wind *chase* and *play*

In ways our eyes could never see

Lifting notes and weightless matter

Dancing specks of wayward dreams

Breathe them in

Belt it out

Shake loose the quarter notes

Your starter dough, the shards of

broken hearts to be reimagined with melted gold

We *breeze*

and we *storm*

Strum *electricity* in the air

Scribble into the cosmos and seas

“Maybe” *rustles* comfort and *through the leaves*

“If” can *uproot* old and *mighty trees*

Ideas travel through us like the wind

Forces of our nature

Designers and makers

We are destroyers

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We are creators

Casting roles, molds and long shadows

We stack

We dance

We shatter, remix and line break

We bake, we glaze

Spin, shift and shape

We *wander*, wondering

Settling to rest on something fresh,

Somewhere new

Some solution, shortcut or fusion

Some evolution

of you

Breathe in

Sound it out

String the melody of your story along the eaves

Twinkle a mural across your starlit skies

Each of our lives

Already a constellation

We are lifted particles of *stardust*

Bending *breezes* into dreams

Explore Game 1

Whisper - or - SHOUT

- Do you think a breeze would whisper or shout?
 - Can you whisper a breeze with me?
- Do you think a storm would whisper or shout?
 - Can you shout a storm with me?

Repeat this line of questions and playing with: (or any other words from the poem)

Chase, play, lift, dance, speck, breathe in, breathe out, belt, shake, breeze, storm, forces of nature, electricity, rustle through the leaves, uproot mighty trees, spin, wander, stardust, twinkle

Explore Game 1 follow up

Follow the leader *Whisper - or - SHOUT* (Play a recording of *Like the Wind* by Erika Svanoë Band or Orchestra in

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the background as you play)

- Invite a student to lead the class in *Whisper - or - SHOUT*
- Have the student pick a card from the vocabulary word card deck
- The card will have one of the *Whisper - or - SHOUT* words from the poem
- The lead student needs to whisper or shout their name.
- The class whispers or shouts the leader's name back to them.
- Pick a new leader, and repeat.
 - volunteer, teacher pick, or student leader pick

Explore Game 2

BIG - or - small

- Do you think a breeze would be big or small?
 - Can you be a small breeze with me floating around the room?
- Do you think a storm would be big or small?
 - Can you be a big storm with me?

Repeat this line of questions and playing with: (or any other words from the poem)

Chase, play, lift, dance, speck, breathe in, breathe out, belt, shake, breeze, storm, forces of nature, electricity, rustle through the leaves, uproot mighty trees, spin, wander, stardust, twinkle

Explore Game 2 follow up

Follow the leader BIG - or - small (Play a recording of *Like the Wind* by Erika Svanoe Band or Orchestra in the background as you play)

- Invite a student to lead the class in **BIG - or - small**
- Have the student pick a card from the vocabulary word card deck
- The card will have one of the **BIG - or - small** words from the poem
- The lead student needs to whisper or shout their name while being **BIG - or - small**
- The class whispers or shouts the leader's name back to them while being **BIG - or - small**.
- Pick a new leader, and repeat.
 - volunteer, teacher pick, or student leader pick

Experiment: 10 minutes - several times over several days.

Experiment Game 1

Responding to the Poem

- Read *Like the Wind* by Dasha Kelly Hamilton
- Every time you get to a **BIG or SHOUT** word
 - have the students stand as big as they can with you
- Every time you get to a *whisper or small* word
 - Have the students get as small as they can

Experiment Game 1 follow up

Responding to the Poem with a conductor

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- Invite a student to be the conductor
- Read *Like the Wind* by Dasha Kelly Hamilton
- Every time you get to a **BIG or SHOUT** word
 - have the student conductor guide the class to stand as big as they can
- Every time you get to a *whisper or small* word
 - have the student conductor guide the class to get as small as they can

Experiment Game 2

Responding to the Music

- Play a recording of *Like the Wind* by Erika Svanoe - Choir
- Every time you get to a **BIG or SHOUT** word
 - have the students stand as big as they can with you.
- Every time you get to a *whisper or small* word
 - Have the students get as small as they can
- Ask the students if that music sounded familiar to them.
 - If you have been playing the Band or Orchestral version as background music, some of them will pick that up.

Experiment Game 2 follow up

Responding to the Music with a conductor

- Invite a student to be the conductor
- Play a recording of *Like the Wind* by Erika Svanoe - Choir
- Every time you get to a **BIG or SHOUT** word
 - have the students stand as big as they can with you.
- Every time you get to a *whisper or small* word
 - Have the students get as small as they can

Extend/Elaborate: 10 minutes - several times over several days.

- Try the “*Responding to the Music*” and “*Responding to the Music with a conductor*” games while listening to the *Like the Wind* by Erika Svanoe - Band or Orchestra version.
- Try any of the games or activities with a new poem, book, or piece of music.

Evaluate: Observations for assessment

Assessment is feedback that informs the next step. The next step of the teacher, and of the students alike. The key to this style of learning is simply active participation, curious exploration, and informed experimentation. Every student will look different in these activities. I use the modeled gradual release of responsibility and observe how the student transitions between each layer.

1. I model and demonstrate - specifically in this case curiosity, experimentation, and wonder.
2. I invite the student to make curious observations, and experimentation suggestions with me.

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3. I encourage students to make their own observations, and set up their own experiments, while I take more of an observer role.
4. They experiment on their own.

As the students are participating in the games the teacher observes and watches for:

- Participation - are they playing the game with us?
- Understanding - are they doing the right actions at the right times?
- Reaction time - do they act right away or do they wait for others?

The games are set-up for the teacher to observe the class as a whole and individuals within the safety of the full class.

As the students are participating in the game follow ups the teacher observes and watches for:

- Participation - are they playing the game with us?
 - Does the leader engage in the activity right away or wait for several others to go first?
 - Do the students follow the leader?
- Understanding - are they doing the right actions at the right times?
 - Is the leader demonstrating the right actions at the right times?
 - Do the students follow the leader?
- Reaction time - do they act right away or do they wait for others?
 - Does the leader act right away?
 - Do the students respond to the leader right away or do they wait for others?

The game follow ups are set-up for the teacher to observe each individual while they're leading and get a second read of class as a whole and individuals within the safety of the full class.

Curriculum Author

Tony Kading



Anthony Kading is a Music Educator for the Gale-Etrick-Trempealeau School District. Beginning his career in Music Education in 2004 after studying Tuba, Composition, and Arts Management at the University of Wisconsin Whitewater, Tony actively composed and presented clinics and workshops on his music and composing with student ensembles for High School and, Middle School Concert Ensembles, as well as Marching, and Jazz Ensembles. This passion for how students are shaped by music and the compositional process lead the way for Mr. Kading to pursue a

formal career in Music Education in 2007. He has since taught a variety of Beginning Bands, Middle School Bands, and High School Bands, in Sun Prairie, Fort Atkinson, Oregon Wisconsin; been an Artistic Director for the Longmont Youth Symphony, and Longmont Youth Wind Ensemble in Longmont Colorado. Tony earned his Masters Degree in Music Education with cognates in Jazz Studies, Literature and Conducting, and Music Education Research. His research focuses on cultivating conducive environments for curiosity and creativity. Tony Currently resides in Trempealeau Wisconsin with his daughter Eleanor and wife Abigail Kading who is an amazing music educator in Onalaska Wisconsin.