



EVER ACTIVE SCHOOLS

Lesson Plan

Music: Locomotor and Non-Locomotor Movement

Grades K – Gr 1
Lesson 1 of 4

Cross Curricular Outcomes
Music Language Arts Physical Education Math

Comprehensive School Health Priority Areas	
Physical Activity	X
Healthy Eating	
Positive Social Environments	X

Key 21 st Century Competencies	
A	Know how to learn
E	Innovate
F	Create opportunities through play, imagination...

MATERIALS

- Scarves or ribbons, one per student
- Locomotor chart <http://code.on.ca/sites/default/files/assets/resources/267-introducing-creative-dance/documents/1dance-introducingcreatedance-blm1anchorchartlocomovements.pdf>
- Non-locomotor chart <http://code.on.ca/sites/default/files/assets/resources/267-introducing-creative-dance/documents/1dance-introducingcreatedance-blm2anchorchartnonlocmovements.pdf>
- “Here Comes a Bluebird” lyrics found at the end of this lesson
- “Five Little Ducks” lyrics found at the end of this lesson.

RELATED RESOURCES

- Video of a swan on the lake - <https://www.youtube.com/watch?v=koeLdhqdU88>
- Video of the ballet *La Cygne* by Camille Saint-Saens <https://www.youtube.com/watch?v=IW3GAjAKges>
- “Here Comes a Bluebird” video (sung three times through) - <https://www.youtube.com/watch?v=JVTcHv88ZG4>
- “Five Little Ducks” video - <https://www.youtube.com/watch?v=yexdGWmUbDw>

INTRODUCTION

Locomotor Movement

What are some ways we can move around the room? Allow students to show you different ways. “All those ways are called locomotor movements. That’s how we move through “shared space.” Let’s see how animals move through shared space.”

ACTIVITY SEQUENCE

How do birds move?

Watch a swan video. Discuss how a swan moves; fast or slow, graceful, jumping, gliding...

1. Hand out scarves or ribbons to each of the students.
2. Invite students to move like swans to *La Cygne* by Camille Saint-Saens.
3. “Now we are going to learn a song about a different bird. This bird moves in a different way than the swan. See if you can hear how this bluebird moves.” Sing or play “Here comes a Bluebird.” Teach the dance. In groups of three, two children hold hands up high (window) for the bluebird (third child) to go through.

When singing “Take a little partner...,” the three children hold hands and hop in a circle. Do this three times so each child gets to be the bluebird.

4. Bring the students back to the seating area and sing through “Five Little Ducks.” Have them perform the finger play as they sing.

CLOSURE

Create a movement chart

Review the ways the students moved today by having them list them on chart paper. (Add pictures when possible to aid students in visualizing what the words mean.)

MODIFICATIONS OR EXTENSIONS FOR GRADE LEVELS

Watch the ballet *La Cygne* to see a ballet dancer’s interpretation of how a swan moves. If you have more time, you can do the chicken dance as an added activity. The moves are the parts of a chicken’s body: four beak moves with the hands, four wing flaps, four tail wags, followed by four claps. Then they fly around the room for the slow parts.

LYRICS

“Here Comes a Bluebird”

Here comes a blue-bird, in through my window

Hey, did-dle-um-a day-day-day

Pick a lit-tle part-ner, hop in the gar-den

Hey, did-dle um-a-day-day-day!

“Five Little Ducks”

Five little ducks

Went out one day

Over the hill and far away

Mother duck said

“Quack, quack, quack, quack.”

But only four little ducks came back.

Four little ducks

Went out one day

Over the hill and far away

Mother duck said

“Quack, quack, quack, quack.”

But only three little ducks came back.

Three little ducks

Went out one day

Over the hill and far away

Mother duck said

“Quack, quack, quack, quack.”

But only two little ducks came back.

Two little ducks

Went out one day

Over the hill and far away

Mother duck said

“Quack, quack, quack, quack.”

But only one little duck came back.

One little duck

Went out one day

Over the hill and far away

Mother duck said
"Quack, quack, quack, quack."
But none of the five little ducks came back.

Sad mother duck
Went out one day
Over the hill and far away
The sad mother duck said
"Quack, quack, quack."
And all of the five little ducks came back.



EVER ACTIVE SCHOOLS

Lesson Plan

MUSIC: LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT GRADES K-1 LESSON 2 of 4

Cross Curricular Outcomes
Physical Education
Music
Math

Comprehensive School Health Priority Areas	
Physical Activity	X
Healthy Eating	
Positive Social Environments	X

Key 21 st Century Competencies	
A	Know how to learn, to gain knowledge
E	Innovate, create, generate new ideas
F	Create opportunities to play

MATERIALS

- Locomotor chart from Lesson 1
- “Down On Grandpa’s Farm” lyrics found at the end of this lesson
- “BINGO” lyrics found at the end of this lesson.

RELATED RESOURCES

- “Down on Grandpa’s Farm” video - <https://www.youtube.com/watch?v=M8CPv3mruqI>.

INTRODUCTION

Review how birds move

“Who can remember how birds move?” As ideas are given have students demonstrate.

ACTIVITY SEQUENCE

1. “Down on Grandpa’s Farm” - During the chorus (“We’re on our way...”) have students march around the shared space. When you get to each animal, have students move like that animal and make the sounds at the appropriate time. Each time the chorus is played, students march in shared space.
2. Animal Freeze Dance - Using any upbeat song from your song collection, call out a new animal to move like each time you stop the song.
3. “BINGO” - Sing through the song. As each letter is removed, add a clap. After singing it through with hand claps, give a hand-held instrument to each student. For each hand clap have students sound their instrument once. (Eg: one hit of the triangle, one shake of the maraca, one tap with the rhythm sticks for each hand clap.) You can use families of instruments (woods, shakers, drums, metals) and have students rotate through the instruments each time you start from the beginning of the song.

CLOSURE

Gather in the circle and add ways farm animals move to the locomotor and non-locomotor charts. As you dismiss each student, have them tell you what farm animal they move like as they leave the room.

MODIFICATIONS OR EXTENSIONS FOR GRADE LEVELS

If time, you could also sing Old McDonald. Hold up a picture of an animal at “on his farm he had a...” Have students call out the animal and move like that animal for the remainder of that verse.

LYRICS

“Down on Grandpa’s Farm”

Oh, We’re on our way, we’re on our way, on our way to Grandpa’s Farm
We’re on our way, we’re on our way, on our way to Grandpa’s Farm

Down on Grandpa’s Farm, there is a little red hen
Down on Grandpa’s Farm, there is a little red hen
The hen, she makes a sound like this. (buck-buck-buck-buck)
The hen, she makes a sound like this. (buck-buck-buck-buck)
(chorus)

Down on Grandpa’s Farm, there is a big brown cow
Down on Grandpa’s Farm, there is a big brown cow
The cow, she makes a sound like this. (Moo)
The cow, she makes a sound like this. (Moo)

(chorus)
Down on Grandpa’s Farm, there is a fat pink pig
Down on Grandpa’s Farm, there is a fat pink pig
The sheep, she makes a sound like this. (oink)
The sheep, she makes a sound like this. (oink)
(chorus)
Down on Grandpa’s Farm, there is a big black dog
Down on Grandpa’s Farm, there is a big black dog
The dog, she makes a sound like this. (Ruff, ruff, ruff)
The dog, she makes a sound like this. (Ruff, ruff, ruff)

(chorus)
Down on Grandpa’s Farm, there is a yellow bumble bee
Down on Grandpa’s Farm, there is a yellow bumble bee
The dog, she makes a sound like this. (buzz, buzz, buzz)
The dog, she makes a sound like this. (buzz, buzz, buzz)

(chorus)
Down on Grandpa’s Farm, there is a pretty blue bird
Down on Grandpa’s Farm, there is a pretty blue bird
The sheep, she makes a sound like this. (tweet)
The sheep, she makes a sound like this. (tweet)
(chorus)

Down on Grandpa’s Farm, there is a fluffy white sheep
Down on Grandpa’s Farm, there is a fluffy white sheep
The sheep, she makes a sound like this. (Baa)
The sheep, she makes a sound like this. (Baa)

(chorus x2)

“BINGO”

There was a farmer had a dog,
And Bingo was his name-o.
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
And Bingo was his name-o.

There was a farmer had a dog,
And Bingo was his name-o.
(clap)-I-N-G-O
(clap)-I-N-G-O
(clap)-I-N-G-O
And Bingo was his name-o.

There was a farmer had a dog,
And Bingo was his name-o.
(clap)-(clap)-N-G-O
(clap)-(clap)-N-G-O
(clap)-(clap)-N-G-O
And Bingo was his name-o.

There was a farmer had a dog,
And Bingo was his name-o.
(clap)-(clap)-(clap)-G-O
(clap)-(clap)-(clap)-G-O
(clap)-(clap)-(clap)-G-O
And Bingo was his name-o.

There was a farmer had a dog,
And Bingo was his name-o.
(clap)-(clap)-(clap)-(clap)-O
(clap)-(clap)-(clap)-(clap)-O
(clap)-(clap)-(clap)-(clap)-O
And Bingo was his name-o.

There was a farmer had a dog,
And Bingo was his name-o.
(clap)-(clap)-(clap)-(clap)-(clap)
(clap)-(clap)-(clap)-(clap)-(clap)
(clap)-(clap)-(clap)-(clap)-(clap)
And Bingo was his name-o.



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Lesson Plan

DRUMMING: FROM THE HEART TO THE HAND DIV 1/2 (GRADES K-6) LESSON 3 of 4

Cross Curricular Outcomes
Music Language Arts

Comprehensive School Health Priority Areas	
Physical Activity	X
Healthy Eating	
Positive Social Environments	X

Key 21 st Century Competencies	
A	Know how to learn
E	Innovate
H	Demonstrate good communication skills

MATERIALS

- Locomotor chart from Lesson 2
- Drums, one for every five students (containers, shakers etc., if drums aren't available)
- "Monkey See Monkey Do" lyrics found at the end of this document
- *Two Little Monkeys* poem found at the end of this document.

RELATED RESOURCES

- "96 Seconds of Baby Elephants" video - <https://www.youtube.com/watch?v=UzIKXyxgmBk>
- "The Elephant" by Camille Saint-Saens - <https://www.youtube.com/watch?v=ug8hCAyBaag>.

INTRODUCTION

Jungle animals

"Does a monkey move the same way a dog does? Show me how a monkey moves."

ACTIVITY SEQUENCE

Monkeys and elephants

1. "Monkey See Monkey Do" - Sing through the song doing all the actions. "What else does a monkey do?" Sing each new verse as the students provide ideas.
2. Teach the poem *Two Little Monkeys* to the class. Have the students pat the beat on their lap. When they are secure in the words, have them line up in groups of five behind a conga, djembe or tubano. The student in the front plays the drum with two hands together. On the word "go" he runs to the back of the line and the next student gets ready to play. Ideally you'd have one drum per five students.
3. "Where does a monkey live? Elephants do, too! How does an elephant move? Let's watch and find out." Watch the elephant video above and observe how elephants move (fast or slow, heavy or light, gliding or stomping...). "Now let's move like elephants to the song 'The Elephant' by Camille Saint-Saens."

CLOSURE

Jungle Animal Recap

Add ways our jungle animals moved to the locomotor list. As you dismiss each student, have them tell you what jungle animal they move like as they leave the room.

MODIFICATIONS OR EXTENSIONS FOR GRADE LEVELS

If no drums are available for “Two Little Monkeys,” you could play on the top of a desk.

LYRICS

“Monkey See Monkey Do”

(sung to the tune of Mary Had a Little Lamb)

Author Unknown

When you clap, clap, clap your hands
The monkey clap, clap, claps his hands
Monkey see and monkey do,
Monkey does the same as you.

When you stamp, stamp, stamp your feet,
The monkey stamp, stamps, stamps his feet,
Monkey see and monkey do,
Monkey does the same as you.

When you turn, turn, turn around
The monkey turn, turn, turns around,
Monkey see and monkey do,
Monkey does the same as you.

When you jump, jump, jump up high,
The monkey jump, jump, jumps up high.
Monkey see and monkey do.
Monkey does the same as you.

“Two Little Monkeys”

By Rachelle Hugg

Two little monkeys
Putting on a show
One says to the other
Ready, set, go!



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Lesson Plan

DRUMMING: FROM THE HEART TO THE HAND DIV 1/2 (GRADES K-6) LESSON 3 of 4

Cross Curricular Outcomes
Music
Language Arts
Math

Comprehensive School Health Priority Areas	
Physical Activity	X
Healthy Eating	
Positive Social Environments	X

Key 21 st Century Competencies	
A	Know how to learn
F	Create opportunities through play
F	Create opportunities through play, imagination...

MATERIALS

- Movement story found at the end of this lesson
- “Five Green and Speckled Frogs” lyrics found at the end of this lesson
- “Eensy Weensy Spider” lyrics found at the end of this lesson.

RELATED RESOURCES

- Snake charmer video - <https://www.youtube.com/watch?v=-vgdOjKkCkA>
- “Five Green and Speckled Frogs” video - https://www.youtube.com/watch?v=ziGG_L9C12o.

INTRODUCTION

Snakes

“Have you ever seen a snake move? Show me. How did you move?” Add their words to the list (slither, slide, creep...).

ACTIVITY SEQUENCE

Creepy crawlers

1. “In India, there are people who play an instrument that charms snakes. It’s called a ‘pungi.’ The snakes dance for them. Let’s move like a snake to their snake charming music.” Play the snake charmer video as students move like snakes to the music.
2. Movement story - Have students start in self space and move like the animals in the story as you read.
3. “Five Green and Speckled Frogs” - Sing through the song using your hands to do the finger play. Then in groups of five, have the students perform the “play” for the rest of the class by going in front of the room and when each frog hops off the log, have students one at a time jump away from the group. Remind the other students about audience manners as you watch your friends perform a play.
4. “Eensy Weensy Spider” – Sing the song, then using your high voice and tiny movements, sing the “Itsy Bitsy Spider.” Then using your low voice and big movements, sing the “Big Fat Spider.”

CLOSURE

Add ways our creely crawly animals moved to the locomotor list. As you dismiss each student, have them tell you which creepy crawly animal they will move like as they leave the room.

MODIFICATIONS OR EXTENSIONS FOR GRADE LEVELS

“The pungi, also called the been or bin, is a wind instrument played by snake charmers in India and Pakistan. The instrument consists of a mouth-blown air reservoir made from a **gourd**, which channels air into two reed pipes.” - Wikipedia

“Five Green and Speckled Frogs” - If students have difficulty patiently watching, sing “10 Green and Speckled Frogs” for larger groups. You could also have two jump into the pool at a time.

MOVEMENT STORY AND LYRICS

Movement Story

Once upon a time there was a sleepy snake curled up on a rock enjoying the warm sun. The snake stretched its body as long as it would go. He slithered off his rock to visit his friend the frog. He slithered slowly along the side of the creek. When he saw his friend the frog, he slithered quickly up to him and stopped. The frog hopped off his lily pad and hopped around looking for some flies to catch. He stopped when he spotted a fly, then stretched his tongue out to catch a fly that was buzzing by. The frog looked up and saw a beautiful, graceful eagle soaring by. The eagle seemed to float in the air as it glided overhead looking for a mouse to catch. The eagle saw a mouse and swooped down to catch it in its claws. As it flew away, the eagle saw a horse galloping with its friend through the meadow. The horses stopped to eat some grass and then trotted along the fence to look for some other horses to play with. Along the way they spotted a bee buzzing in the air. The bee darted this way and that. The bee saw a flower, stopped to take a sip of nectar, and then darted off again. The bee landed on cat. The cat wiggled its tail to scare off the bee. The cat shook its whole body to shake off the bee. Finally the bee left so the cat stretched its long body, and curled up on a log to take a nap.

“Five Green and Speckled Frogs”

Five green and speckled frogs sat on a speckled log
Eating some most delicious bugs. Yum! Yum!
One jumped into the pool
Where it was nice and cool
Then there were 4 green speckled frogs

Four green Speckled Frogs
Sat on a speckled log
Eating some most delicious bugs. Yum! Yum!
One jumped into the pool
Where it was nice and cool
Then there were 3 green speckled frogs

Three green speckled frogs
Sat on a speckled log
Eating some most delicious bugs. Yum! Yum!
One jumped into the pool
Where it was nice and cool
Then there were 2 green speckled frogs

Two green speckled frogs
Sat on a speckled log
Eating some most delicious bugs. Yum! Yum!
One jumped into the pool
Where it was nice and cool
Then there was one green speckled frog

One green speckled frog
Sat on a speckled log

Eating some most delicious bugs. Yum! Yum!
he jumped into the pool
Where it was nice and cool
Then there were no green speckled frogs

“Five Green and Speckled Frogs” Actions

Line #1: Make a log holding one arm out in front of your chest horizontal to the ground. Bounce four fingers on the “log.”

Line #2: Mimic eating while you sing “Eating some most delicious bugs,” then rub your belly delightfully while singing “yum, yum!”

Line #3: Hold one finger up and bring it falling toward the floor.

Line #4: Fan yourself as if to cool off.

Line #5: By a show of fingers, hold up the number of frogs still remaining on the log while singing, “Then there were four green speckled frogs.” Upon singing “glub, glub,” look upward as though you were a frog underneath water with your hands under your chin.

“Eensy Weensy Spider”

(http://en.wikipedia.org/wiki/Itsy_Bitsy_Spider)

Words

The eensy weensy spider climbed up the
waterspout.
Down came the rain
and washed the spider out.
Out came the sun
and dried up all the rain
and the itsy bitsy spider climbed up the spout
again.

Fingerplay

Alternately touch the thumb of one hand to the index finger of
the other.
Hold both hands up and wiggle the fingers as the hands are
lowered.
Sweep the hands from side to side.
Raise both hands and sweep to the sides to form a semicircle
(the sun).
(as in the first line)