\*Name: \_\_Chet-Yeng Loong\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Grade Level: Grade K

**Musical Concept: Fast and slow**

\*State Core Music Standards:

Core Music Standards:

~~Cr. 1.1, Cr. 2.1, Cr. 1.1~~

~~Pr. 4.2, Pr - 4.2 (A,B) /~~

**Pr 4.1: Performing: Present:**

* Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Pr 4.3: Performing: Interpret:**

* Develop personal interpretations that consider creators' intent.

**Pr 5.1: Performing: Rehearse, Evaluate, and Refine:**

* Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**Pr 6.1: Performing: Present:**

* Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Re** - ~~7.2~~ / **8.1**

**8.1:Responding: Interpret:**

* Support interpretations of musical works that reflect creators'/performers' expressive intent.

~~Cn - 10.0~~

**11.0: Connecting: Connect #11:**

* Relate musical ideas and works with varied context to deepen understanding.

\*Prerequisites:

Prerequisites:

- Steady beat, Steady beat

- fast and slow

- using singing voice

Steady beat

Sing in head voice (high so)

Objectives/outcome:

Students will be able to:

1. Sing the song with head voice, with accurate pronunciation, pitch and rhythm and motions.
2. Sing from slow to fast tempo.
3. Describe the song and its culture of origin

Procedures:

|  |  |  |  |
| --- | --- | --- | --- |
| **Sequence/Time** | **Activity** | **Procedures** | **Materials** |
| Day 1 – Pre-prepare | Tong Tong Tong | 1. Explain the background of the song to the children.
2. This is a Filipino song, and the language is Visayan, which is commonly spoken on the islands in the middle of the Philippines.
3. The song is about catching crab.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*Tong Tong Tong Tong Pakitongkitong *nonsense words*Alimango, sa suba*This huge crab is so huge, it is so hard to catch it*gibantog nga dili makuha *I hope I will be the one to get it*Ako ray makakuha , ako ray makasula *I wish I will be the one to trap it*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*1. Ask students how do crabs walk? To the front? To the back? To the side?
2. Teach the kids phrase by phrase by imitating the motion of a crab moving.
3. Students do not sing, just imitate the motions.
 |  |
| Day 2 |  | 1. Day 2, review all the motions
2. Show the lyrics on the SMARTboard file, and teach children sing phrase by phrase.
3. Sing the whole song with motions
4. Add tempo, starting from slow to fast.
5. Cue the students when it is the last round.
6. Watch the below link:

<https://www.youtube.com/watch?v=eCu8Fu1h4VQ>* Ask comments from students. How is their performance different from the above video.
* What do they like? What do they value?

Introduce to children there are many famous choral groups (ensembles) in the Philippines. | SMARTboard |

**Tong tong tong tong**

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Tong Tong Tong Tong Pakitongkitong

This huge crab is so huge, it is so hard to catch it

 I hope I will be the one to get it, I wish I will be the one to trap it

<https://vimeo.com/user18507948/review/141000236/d1c87a023a>

Assessment – we will discuss this on Oct. 3.

Teacher’s reflection/talk:

**CHART 1a - Singing**

|  |  |
| --- | --- |
|   |  |
| 4 | 4 = student sang the entire song with head voice, 1 inaccurate pitch/interval and rhythm precise pitches, appropriate tempo, and excellent posture. |
| 3 | 3 = student began on correct starting pitch, sang with head voice, 1-3 inaccurate pitch/interval and rhythm, good tempo, and appropriate posture. |
| 2 | 2 = student did not start on the correct pitch, sang without head voice, with 4—5 incorrect pitches and rhythm, inconsistent effort in demonstrating tempo, and poor posture.  |
| 1 | 1 = student did not use head voice, sang without tonal center, no evidence in demonstrating tempo, and poor posture.  |