\*Name: Chet-Yeng Loong

\*Grade Level: Grade 2

\*State Core Music Standards (draft):

For example: Cr1.1, Cr 2.1, Cr. 3.1., 3.2, copy and paste the standard(s) here:

Figure out yourself . . .

\*Prerequisites:

* Ta, ti-ti, Z
* Playing hand drums
* Partner songs/chants

\*Objectives/Outcomes (no more than five) – for example, artistic skills/knowledge/contextual learning:

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\*Procedures:

|  |  |  |  |
| --- | --- | --- | --- |
| **Sequence/Time** | **Activity** | **Procedures** | **Materials** |
| Day 1 | I like it when it’s hot | 1. Perform children the below chant with body percussion (I still need to find the source):     Stomp at: I, hot, not, Nine days old, cold.  Clap the rest of the words.   1. Teach the chant phrase by phrase. 2. Ask children just do the stomping parts. 3. Ask children combine stomping and clapping sections. |  |
| Day 2 | I like it when it’s hot | 1. Teach children drumming down-up technique. 2. Stomping parts – down; clapping – up. 3. Give drums to children, teach them drumming while chanting. 4. Go over the whole chant phrase by phrase. 5. Take away the word, just play the drums. |  |
| Day 3 | Pease porridge hot & I like it when it’s hot | 1. Review *Pease Porridge Hot* and *I like it*. 2. Divide class into two groups. 3. One group sings *Pease Porridge Hot* and the other plays the drum while chanting *I like it*. 4. Perform the whole piece with ABCBA form. 5. A: Pease Porridge Hot; B: I like it (body percussion); C: Combine both; B: I like it (drum); A: Pease Porridge Hot. |  |

Assessment.

Teacher’s reflection/talk:

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