**Name:** Andrea MacMurray **Grade:** Older Preschool

**Subject Area:** Creative Expression/Aesthetic Development **Specific Topic:** Music/Dancing

**Length of Time:** 10 minutes **Date Taught**: 3/22/11

**Purpose**: For children to draw from what they know about certain animals and characteristics and use movement and sound to express those animals.

**Curriculumn Standards:**

NH Early Learning Guidelines

Creative Expression/Aesthetic Development

Invention and imagination: children’s increasing ability to imagine,

create, invent, and participate in an array of open-ended activities;

**Objectives**:

1. The children will engage in pretend play

**Background Knowledge Needed:** Have the children learned about animals? If so what animals? Have the children read any stories about animals? Have they ever seen the animals in the music in real life? Have the children had the opportunity to pretend to be animals? The older preschool class has recently started acting in their preschool they have been acting out stories and playing guess the animal where a child acts as an animal and the other children guess what animal the child is. Children are constantly exposed to beauty in their lives it is through their creative expression time that they are able to either to put their own spin on the world. Music, dance, drama, and visual arts help children to conceptualize, solve problems, develop imagination, and experience happiness. Adults can help children by leading them through discovery of open ended learning experiences.

**Materials Needed:**

1. CD Player
2. Kids in Motion CD

**Student Grouping**: Whole class group activity.

**Preparation for Experience:**

1. Have CD player set up and programmed to song number three.

**Outline of Experience:**

**Introduction**: I will begin this learning experience during morning circle time. What animals can you name? Oh have you ever seen one? What did he/she look like? What did she/he sound like? Could you show us? How about we all do it together. Look at all those ducks I just saw. Before I turn the music on there is one last thing we need to talk about…safety. How are you going to keep your body \_\_\_\_\_\_? What can you do to not harm someone else’s body?

**Body of the Lesson:** Now we are going to dance to some Animal Action music. The song is going to tell us which animal to act like. It is your job to use your brain and imagination on how that animal looks and sounds.

**Conclusion**: The song is all done. Sit back on your circle. What was your favorite animal to dance like \_\_\_\_\_\_\_\_? Why is that? ……

**Assessment Plan**: I will be able to see if my objectives have been met by glancing at the children. Are they participating? How are they participating? Are they dancing? Are they making animal noises that correspond to the animal the song depicted? Are they watching the group if they choose not to dance? I will take part in the learning experience with the children. After I will use a checklist to jot down notes about what I noticed about many if not all of the students.

**Child Guidance/Classroom Management Plan**: I am anticipating a lot chaos. I will explain to the children that we are going to dance freely like animal without harming others. Before turning on the music I will pose the question how will we keep our bodies safe but still be able to dance. I will probe questions if needed, such as staying in your own space. I will not enforce how the children should express the animals but running, and harming others would not be productive. I will remind them that they are to be acting like an animal. I will ask those questions who are getting off track: “duck, what does a duck do? Or how does a duck sound?”

**Adaptions and Modifications**: Each student is going to express each animal differently, I am not going to tell them this is how a frog moves, nor am I going to tell them they have to move. If they wish to watch they can, if they choose to sit and just make a noise that works too, it is up to them to creatively express the animal. I will be monitor that they are expressing not horsing around.

**Extension Plan**: The children could extend this in many ways. They could draw pictures in their journals and dictate stories about animals to a teacher. They could build block structures for homes for animals. The children could read books about animals. We could go on a nature walk and listen for the sounds of animals. During rest time or activity time we could play a nature CD and ask the children what animals they hear.

**References**:

Moroney, Ch, Moroney, Co., Scelsa, G. (1987). Animal Action I. Kids in Motion [CD]. Cypress,

CA: Youngheart Records.