

Learning Plan

Name: Lisa Meyer	Age of Children: 6 – 10 years	Date: November 20, 2021
Title: Charlie over the Ocean		

Learning Standards and Outcomes

Learning Standard:

Washington State Learning Standards Music by Grade Level 2nd 2017

Creating MU:Cr1.1.2.

- a. **Improvise rhythmic and melodic patterns and musical ideas for a specific purpose**
- b. **Generate musical patterns and ideas within the context of a given tonality and meter**

Performing MU Pr4.2.2.a

Demonstrate understanding of music concepts (such a tonality and meter) in music from a variety of cultures selected for performance

Performing MU: PR6.1.2.a.

Perform music for a specific purpose with expression and technical accuracy

Social Emotional Learning Standards

1. Social engagement

An individual has the ability to consider others and a desire to contribute to the well-being of school and community.

Child Outcome:

The Student will be able to ...

1. **Social Engagement: Identify a way to contribute in a musical performance**
2. **Singing Performance:**
Demonstrate understanding of musical concepts of tonality in song
3. **Singing Performance:**
Demonstrate understanding of musical concepts of meter in song
4. **Instrumental Performance:**
Perform music for a specific purpose with expression
5. **Instrumental Performance:**
Perform music for a specific purpose with technical accuracy

**6. Musical Creating:
Improvise lyrics or melodies within a pentatonic scale**

Learning Experience

Describe the Learning Activity/Opportunity

Charlie over the ocean is sung in a pentatonic scale. Meaning that it is sung with only five notes of the scale. When Charlie over the ocean is sung in the key of F it uses the notes F,G, A, C, and D or Do, Re, Mi, Sol, and La. All songs sung using a pentatonic scale can be harmonized with only one chord played throughout the whole song. Thus, pentatonic scale songs are perfect for teaching early accompaniments for young children. The F chord made up of the notes F, A, and C can be played on the steady beat throughout the song. To simplify even further I encourage students to play only the notes F and C on barred instruments like xylophones and glockenspiels.

Student Lead Selection of a Song or Accompaniment Ideas:

1. Child chooses to improvise a personalized version of “Charlie Over the Ocean” by changing the name of child to a name of their choice.
2. Child chooses to sing the response to the echo.
3. Child chooses to sing the call or “leader’s solo” and have others echo them.
4. Child chooses to play the steady beat on a hand drum or unpitched instrument.
5. Child chooses to strum a ukulele on the F chord using a steady beat
6. Child chooses to play the notes F and C of the F chord together on xylophones or glockenspiels.
7. Child chooses to improvise a melody on the pentatonic notes F, G, A, C, and D during an instrumental interlude on xylophone or glockenspiels.

The emphasis of this lesson is music performance. Song and accompaniment options are given to allow all children a way to participate no matter their level of musical competence. Song and accompaniment ideas, vary in complexity. Support your child in finding a good fit. Some children would not be able to complete this lesson without the structure of a song sheet with Lyrics and chord ideas displayed. So, to ensure every child’s success and participation, in such an important social engagement activity, a song sheet is available. The last song option allows confident, advanced students to create an original melody that can be played during a musical interlude when the voices take a break from singing. Every song and accompaniment option allows the child to express their musical ideas in different ways

Whenever a musical lesson is done, one must consider that some children do not know how to sing or play an instrument. Comparing one’s musical skills to others may be a painful experience. If this is the case with the children you are working with, encourage them to

choose an activity most interests them and support them until they gain the confidence to sing or play independently. Remember that children are developing their self-concepts in relationship to their achievements in music. Support children so that they can be successful early and grow in the musical competence and confidence.

Resources Needed:

Recordings of the song "Charlie over the Ocean." If you don't have a recording, sing the songs together. Any instrument you have at home. Your voice is the best instrument that you carry with you wherever you go!!!

Procedures:

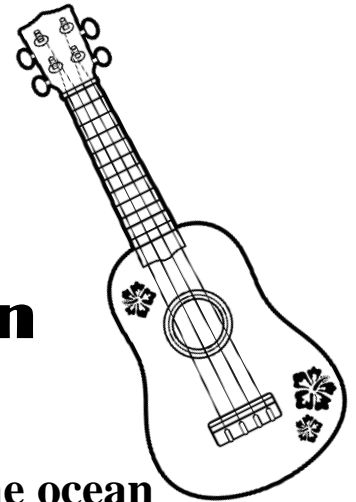
Engage:

Musical Form: Call & Response

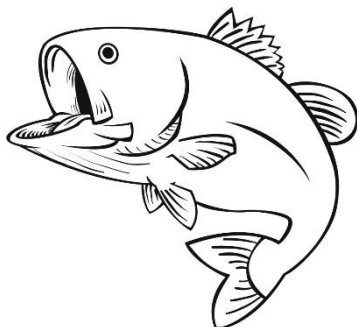
My Musical Purpose: Perform a Response in singing & instrumentation

1. Sing a Song About the Sea

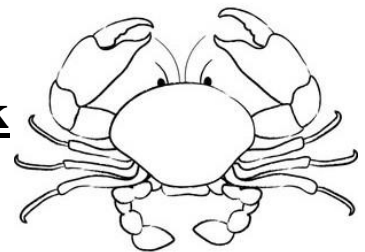
Charlie Over the Ocean
Echo Song



Charlie over the ocean, Charlie over the ocean
Charlie over the sea, Charlie over the sea
Charlie caught a big fish, Charlie caught a big fish
but he can't catch me, but he can't catch me.



Charlie caught an octopus
Charlie caught a white shark
Charlie caught a jelly fish
Charlie caught a big crab
Charlie caught a _____



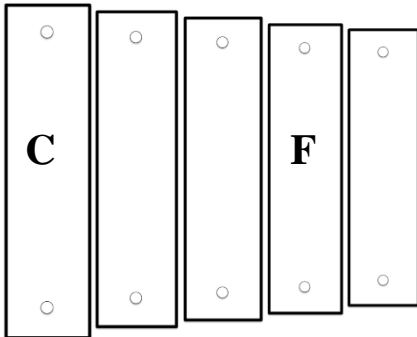
2. Students choose an instrument to play an accompaniment.

Accompaniment - the musical part that provides the rhythmic and harmonic support for the melody of the song or instrumental piece.

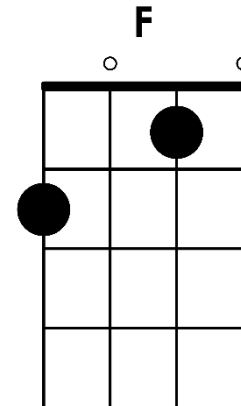
Xylophone: Play F and C together on the beat

Key Board/Piano: Play F and C together on beat

Ukulele: Strum F chord on beat



Play both notes together to achieve the harmonies found in a chord.



Play on your finger tips touching no other place on the strings except where you see the dot.

3. EXPLORE

Musical Improvisation: is the creative activity of immediate, in the moment, musical composition
To invent words and music from your imagination.

Improvise the next catch.

Charlie over the ocean, Charlie over the ocean
Charlie over the sea, Charlie over the sea
Charlie caught a _____, Charlie caught a _____
but he can't catch me, but he can't catch me.

Improvise a new name.

_____ over the ocean, _____ over the ocean
_____ over the sea, _____ over the sea
_____ caught a **big fish**, _____ caught a **big fish**
but he can't catch me, but he can't catch me.

Improvise an instrumental melody played during a musical interlude

To improvise a melody, students will use the notes of the pentatonic scale.

Pentatonic Scale – A five note scale consisting of the notes Do Re Mi Sol La in any scale.

Key of F: Play single notes F, G, A, C and D one at a time. Start and end on F.

Melody: a rhythmical sequence of single notes that produces a musical idea.

4. MAKE SENSE

1. Choose the musical response you would like to share with someone.
2. Sing the song.
3. Play an instrument.
4. Sing the song and play at the same time!
5. Share any improvisations that you would like to add to the lyrics or instrumental melody during an interlude.

Conclusion Questions to ask the Child Before They Present:

“Do you know the lyrics and melody of the song?”

“Do you know the chord you will harmonize with?”

“Do you feel confident about using your imagination to improvise in the moment?”

1. CLOSE

Closing Comments:

“Thank you for sharing all of your songs with us.”

“I can tell that you have improved your independent singing voice.”

“I can tell that you are very capable to lead an accompaniment for a song.”

Closing Discussion Questions:

“What did you learn about your singing voice.”

“What did you learn about supporting a song with accompaniment?”

“What did you learn about improvising in the moment?”

2. FOLLOW UP

“Congratulations on completing your performance of “Charlie Over the Ocean!”

Songs of the Sea Extension:

Study sea shanties and pirate songs found deep in the heart of American folklore. Learn to sing and play musical accompaniments to these songs. Provide opportunities for students to improvise their own lyrics and instrumental melodies.

“What other songs of the sea would you like to learn to perform?”

4 new vocabulary words that children will develop as part of this learning plan:

Sing: to produce musical tones with the voice, usually producing words that fit the tune.

Musical Improvisation: is the creative activity of immediate, in the moment, musical composition. To invent words and music from your imagination.

Melody: a rhythmical sequence of single notes that produces a musical idea.

Accompaniment:
the musical part that provides the rhythmic and harmonic support for the melody of the song or instrumental piece.

4 open-ended questions:

1. How would you like to improvise a new name instead of Charlie?

2. How would you like to improvise a new sea creature to be caught?

3. How would you like to accompany your song?

4. How would you like to improvise a melody using a pentatonic scale?

Why this activity is developmentally appropriate for this group of children.

Age Appropriate-

Young people are emerging readers and writers. Reading repeated lyrics develops read fluency for high frequency words. Improvising ideas to add to the song develops language skills. Singing and playing instruments develops tonality and rhythm. Improvising melodies on barred instruments develops the child ability to develop a musical idea by ear. Making observations of how other musicians, choose to improvise will give students ideas that they can try as well.

Individually appropriate-

Children learn how to match pitch and rhythms by repeating simple melodies in echo songs. Children can discover how to sing with independence and lead the echo song as well. More complexities in the lyrics and an instrumental melody are explored through opportunities to improvise. Simple one chord accompaniments reinforce tonality and steady beat. Enjoy developing fundamental music skills with this engaging ocean song.

Culturally Appropriate-

The ocean and the treasures found deep below is a cross cultural experience. Many children who live by the sea or have traveled to the coast have had exposure to the fishing industry. To appreciate fishing as a way of life is a long honored traditions in most cultures. The individualistic nature of this lesson allows for children to improvise names of family member or friends they want to include in their song. Different families may have unique perspectives about what would be a valuable catch from the ocean that the child could also improvise.

1. Promoting Analysis and Reasoning:

Music Connections Discussion Questions:

Students Make Observations:

“How is my singing voice different from my speaking, shouting, or whisper voice?”

“How is an echo song different from most songs?”

“Do you like singing the call or the response better?”

“Are you developing the ability to sing independently?”

Students Make Predictions:

“Will I be able to imagine a name to improvise in the moment?”

“Will I be able to imagine a sea creature to catch out of the ocean in the moment?”

“Does the melody I sing make a pleasant sound?”

“Will I be able to sing the same melody if I change the words?”

“Will I be able to play a steady beat on an instrument that is different from the rhythm of the words I sing?”

2. Promoting Opportunities for Creating:

Brainstorming-

1. Discussion of the different names.

2. Discussion of different kinds of sea creatures.
3. Discussion of different instrument options to play accompaniment.
4. Discussion of different note options (FGACD) to play a musical improvisation.

Planning-

1. Children will plan their own accompaniment.

“How will you use the F chord or F and C notes to provide harmonic support for the melody?”

“How will your accompaniment provide rhythmic support for the melody?”

“Will your accompaniment make it harder or easier to sing along?”

Authentic Production-

1. Children will produce authentic musical response in sing and playing instruments?

“Does your singing reflect the best tonality of your singing voice?”

“Does your echo singing match the notes of the melody?”

“Does your echo singing match the rhythm of the melody?”

“Does your accompaniment incorporate the F chord to support tonality?”

“Does your accompaniment incorporate a steady beat to support rhythmically?”

“Does your improvisations incorporate notes from the pentatonic scale FGACD?”

3. Promoting Opportunities for Integration:

Language Arts Connection:

“What is a Proper noun?” A name

“How is a proper noun different from other nouns?”

Economics:

“How is fishing an important industry?”

“Where are the different places people fish?”

“How do fishermen make a living?”

“How is catching a big fish better then catching a small fish?”

“What are some other things that people catch in the ocean to sell?”

“What are some of your favorite sea foods?”

“Maybe we should catch some of those things, what do you think?”

4. Promoting Opportunities for Connections to the Real World:

Real Songwriters:

Looking closely at the work of real songwriters gives us an appreciation for their art form.

“What is accompaniment?”

“How do real song writers use accompaniment to support the melody of songs?”

“How do real song writers use accompaniment to support the rhythm of songs?”

“What is improvisation?”

“How do real song writers use improve in live performances?”

“Are there certain musical guidelines that musicians follow when improvising within the melodic key or style of the song?”

I certify that the lesson I am submitting does not utilize a worksheet or rote learning experience. My lesson is focusing on promoting concept development through high quality interactions and everyday materials easily obtained in a family's home or surrounding outdoor environment. The outcome of my lesson is not a “cookie cutter” product.

Yes

No