

K/1 Springtime Lesson

“Don’t Touch that Flower”

Book by: Alice Hemming and Nicola Slater

Lesson by: Lori Mills

musicteacherfehr@gmail.com

Learning Goals

- Steady beat
- Improvisation
- Vocal Exploration
- So Mi La
- Composition

*This lesson is meant to be adaptable.
I broke it down in 4 mini-lessons,
but feel free to pick and choose!*

1. Story

- Read story, “Don’t Touch my Flower”, adding in *vocal exploration* opportunities for students (Buzz, Cuckoo, squirrel, spring)
- Incorporate page turn song while reading

Flowers

The musical score is written in 4/4 time with a key signature of one flat (Bb). It consists of three staves: Voice, Glockenspiel, and Xylophone. The lyrics are: "Flow-ers grow. Flow-ers bloom. Spring-time will be here ver-y soon!". The voice part has a melody that starts on G4, moves to A4, Bb4, and C5. The Glockenspiel and Xylophone parts provide a steady accompaniment with eighth notes.

- Teach song (Section A) to students. Allow students opportunities to *improvise* with their *SML* singing voice by asking them this question (Section B)

5

Vo.

How can we help flow-ers grow?

Expansion #1...*Composition*

1. Print out flower pictures (example: Tulips, rose, daffodil, sunflower)
2. Let students compose their own flower pattern
3. Perform for each other, singing Section A in between compositions

Expansion #2...*Improvisation on SML*

1. Set up xylophone in F pentatonic scale
2. Take flower picture pattern and let students play the pattern
 - a. Level 1: Start with letting students choose 1 bar to play the pattern
 - b. Level 2: Students play the flower pattern on 2 bars
 - c. Level 3: Students play on 3 bars
 - d. Level 4: Students can play flower pattern on any bar