

Nursery Rhyme Retell

Kindergarten

Adapted by Nancy Gibson

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Music: Style

MSCCR STANDARDS

RL.K.3 With prompting and support, identify characters, settings and major events in a story.

RL.K.5 Recognize common types of texts.

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

SL.K.2 Confirm understanding of information presented orally by answering questions about key details.

MSCCR CREATIVE ARTS STANDARDS

MU: Pr4.1.K Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. With guidance, demonstrate and state personal interest in varied musical selections.

DURATION

1 Hour

LESSON SEQUENCE

Begin with a nursery rhyme that the students are familiar with. I usually begin with Humpty Dumpty. If not familiar with the nursery rhyme, teach line by line keeping a steady beat as you recite the rhyme. What do you feel?

Now let's recite the nursery rhyme again as we pat our legs. What did you notice? Explain that the words that we are saying is the rhythm but what we feel is the pulse which stays steady.

Now let's clap the beat. When we use any part of our body to keep the beat that is called body percussion.

What else could we use that would be considered body percussion?

What else could we use to keep a steady beat beside our bodies? Make a list of their answers.

Pass out rhythm sticks. (Explain your rules BEFORE you pass these out!). Recite while keeping the steady beat.

Try a different instrument such as triangles or tambourines.

Explain that a timbre is a particular sound that an instrument makes. Which instrument or body percussion

VOCABULARY

Rhythm

Steady beat

Listen

Character

Body percussion

Timbre

MATERIALS NEEDED

Posters

Pictures

Books of different nursery rhymes

OBJECTIVES

The students will be able to

- keep a steady beat using body percussion or musical instruments
- choose a sound to represent a particular character in a nursery rhyme
- compare the characters in different nursery rhymes

RECOMMENDED RESOURCES

https://en.wikipedia.org/wiki/Body_percussion

<https://www.music.iastate.edu/antiqua/sounds>

timbre would be best for Humpty Dumpty? How about Little Miss Muffet? Why? Keep a list of the nursery rhymes and the instruments or body percussion used to express the character and setting.

Recite more nursery rhymes. Again, which timbre would work best?

As the students learn more nursery rhymes, compare and contrast the main characters. For example; how are Humpty and Jack (of Jack and Jill) alike? How are the behaviors of the spiders in Little Miss Muffet and Itsy, Bitsy, Spider different?

EXTENDED LEARNING ACTIVITIES

Listen to different styles of music. Which nursery rhyme character does this make you think of? Does this music match the setting in this nursery rhyme? For example, which music should we pick for a particular nursery rhyme?

SOURCES

<https://www.letsplaykidsmusic.com/rhythm-and-beat/>

https://etd.ohiolink.edu/rws_etd/document/get/muhonors1111150109/inline

<https://www.education.com/lesson-plans/reading-nursery-rhymes/>

TIPS + FREQUENTLY ASKED QUESTIONS

Have the instruments on hand before beginning.

Have any music or instrumental sound selected before beginning.

Many times younger children will begin to play the rhythm of the words instead of keeping the beat.

