

Sunny Daniel  
After school Lesson plan  
March 27, 2002

Age range: 1st-5th grade  
60-minute session  
Materials: Non-pitched percussion instruments, inventive props at location

#### Procedure

1. Brief introduction of myself then students. Name (syllable) playing on hand drum; song.
2. Students will share their day at school and plans for Easter weekend.
3. The first activity will involve percussion instruments such as bells and/or blocks. Partners will pair up and choose to be either the dancer or the musician. One student will play a rhythm on their instrument and the other student will move their body to match the rhythmic style of the instrument. Partners will switch to take on the other role. (Students will move their bodies' fast to fast rhythms; appropriate rhythms will match the movement of the student's body.)
4. Second activity: depending on the number of students, I will instruct them to spell words with their bodies, with all group members. If there are four students, they will spell four-letter words. Vocabulary words will be related in a theme.
5. The third activity: I will demonstrate a movement song, Tony Chestnut and line out the phrases until they are accurate. Students will learn the body parts that match with the text, perform and increase tempo. Students will volunteer to be group leaders-models.

6. Fourth activity: Students will act as machine parts as a group. According to the number of participants, I will instruct four or less group/machine members. Students will cooperate to act as the four parts of a vacuum, for example. As they master the machines I suggest, they will choose their own machine to create.
7. Fifth activity: I will demonstrate the chant, Loose tooth, modeling body percussion. I will line out each section of the chant, and then add body percussion, and then transfer to percussion instruments. An extension will be to switch instrument parts.
8. Sixth activity: Students will participate in “Who started the motion.” I will give directions and give two-three examples, and then a student will volunteer to leave the room and guess, who started the motion.
9. An extension to this after school session will be for students to individually pantomime an activity performed at school, or other scenarios. Remaining students will observe to guess what situation is being portrayed.
10. Closing: I will initiate a discussion to invite comments on today’s activities and group participation. Students will describe what they liked and why.