**Music Lesson Plan**

(Activity 1- Listening Example)

**Learner Objectives:**

By the end of this activity, the children will be more comfortable with instrument recognition and the music of another culture. They will be able to identify piano and forte from a musical example.

**National Standards:**

6, 7, 8, 9

**Required Materials:**

CD with E. Grieg, “Prelude: At the Wedding” from *Peer Gynt Suite*, Piano and Forte cards for each student.

**Task Analysis**

* “Listen to the song for what kinds of instruments are playing. “
* Teacher plays “Prelude: At the Wedding” by Edvard Grieg for about 1 minute.
* “What kinds of instruments were in the song?” Correct answer: violins, violas, cellos, basses, oboes, clarinets, bassoons, flutes, horns, trumpets, trombones, tuba, timpani. Teacher will take three answers.
* “Very good. Take out your piano and forte cards (can be modified to include *mf* and *mp* as well). Listen to the piece again and raise the piano cards when you hear the players playing piano. With a quiet raised hand, can someone remind me what piano means again?” Correct answer: softly
* “Very good. Then when you hear a forte in the piece, you will hold up your forte card. What does forte mean?” Correct answer: Loudly
* “That’s right! remember to listen for the pianos and fortes and show me when they are happening by holding up the cards. Hold up piano when the piece is quiet and forte when the piece is loud.”
* Teacher plays piece again and students identify pianos and fortes.
* “Good job finding the pianos and fortes!”

**Assessment**

The children will raise the appropriate cards at the appropriate times signifying they understand the concepts of piano and forte.

**Music Lesson Plan**

(Activity 2- Folktale)

**Learner Objectives:**

By the end of this activity, the children will be more comfortable with the stories and folklore of the Norwegain culture. They will be listening to music and passing objects to one another. They will follow all directions for the game.

**National Standards:**

6, 8, 9

**Required Materials:**

CD with E. Grieg, “Hunted by the Trolls” from *Peer Gynt Suite*, “Three Billy Goats Gruff” Story, Goat figurine and Troll figurine.

**Task Analysis**

* “Listen to my story about some Billy Goats and their encounter with a Norwegian Troll.’
* Teacher reads “Three Billy Goats Gruff” to the students.
* “Good listening boys and girls. This story is a Norwegian folktale that has been told for many centuries. One day, some authors decided to collect a bunch of Norwegian Folktales to put in a book for kids. This book was called *Norske Folkeeventyr* and was written by Peter Christen Asbjørnsen and Jørgen Moe. It is now a very famous book in Norway and all people in Norway know the story of the Three Billy Goats Gruff.”
* “When I tell you to, please stand up and make a circle on the game rug. (Modification for younger students would be to say take a seat on the edge of the rug- which is placed in an open area of the room). GO!”
* “Great job making a circle. Please take a seat.” Teacher gives one student a goat and one student a troll.
* “As I let the music play, pass the troll and the goat to you neighbor on your right. Be sure to keep passing on the heartbeat. When the music stops, if you have the goat or the troll, you will stand up and WALK around the circle. This is the path that you will walk.” Teacher demonstrates path.
* “The person with the troll is going to try to catch the person with the goat before the person with the goat sits in the person with the troll’s spot. Remember, only silent cheering and ONLY WALKING if you get the troll or the goat.”
* “Let’s play.” Teacher plays music and the students proceed to play the game as many times through as is allotted.

**Assessment**

The children will listen quietly to the story and will cheer silently during the game. They will take turns with the goat and troll figurines and will not get upset if they do not get a turn. Most importantly, the students will only walk when they are taking part in “the chase”.

**Music Lesson Plan**

(Activity 3- Listening: Modern use of Folk Music)

**Learner Objectives:**

By the end of this activity, the children will be more comfortable with the music of the Norwegian culture and understand the importance of it on the Norwegian way of life even in modern times.

**National Standards:**

6, 7, 8, 9

**Required Materials:**

Powerpoint with youtube link to Alexander Rybak’s “Fairytale” from Eurovision 2009.

**Task Analysis**

* “Watch the video and listen to the song. Tell me what the song is about.” Teacher plays youtube video.
* “What was the song about?” Correct answer: Love
* “Good! Watch the video again and tell me what kinds of dance moves the dancers in the background are doing.” Teacher plays video again.
* “What kinds of dance moves are they doing?” Correct answer: They are doing flips and jumps. It looks like gymnastics. They also kicked a hat off of a stand.”
* “That’s right! This dance is a very important Norwegian folk dance called the Hallingdans or Halling Dance. In the north of Norway it is called Laus. It was usually danced by the young men in the village during weddings or during village parties and showed off their strength and agility. The dance, as you can see is very fast paced and has many difficult moves.
* “Think back to the video. What instrument was Alex Rybak playing?” Correct answer: violin.
* “That’s right! The violin, or the fiddle, is a very important instrument in Norwegian folk music. As you can see, it is still used today, even in more modern songs.”

**Assessment**

The children will watch the video quietly and will give the correct answers to the guiding questions signaling that they were paying attention to the video.

**Music Lesson Plan**

(Activity 4- Folk Dance)

**Learner Objectives:**

By the end of this activity, the children will be more comfortable with the folk dances in Norway.

**National Standards:**

8, 9

**Required Materials:**

Youtube video of seksmannsril dance, Hardanger fiddle music.

**Task Analysis**

* “Watch my video about another Norwegian folk dance called the Seksmannsril or “Six man wheel or reel”. Tell me how many kids are dancing.”
* Teacher plays video.
* “How many kids were dancing?” Correct answer: six
* “That’s right! That is why it is called the six man wheel, because six people dance this together. Nod your head if you heard a fiddle playing. Good. There is a special kind of fiddle from Norway called the Hardanger Fiddle. It has four extra strings under the fingerboard and often, folk dances are danced to Hardanger Fiddle music. Let’s all stand up and make a circle on the game rug.” Students make a circle.
* “Great. Now, let’s hold hands and skip to the right. 1, 2, ready, skip!” Students all skip to the right. “Good now to the left!” Students change directions. (Teacher maintains a steady beat by clapping or tapping a hand drum.)
* “And stop! Good work.” Teacher goes around the room and pairs the students giving them an assigned partner number- either one or two.
* “Now face your partner without letting go of your hands.” Now you have made the spokes! If you are partner number 1 you will have to step backwards. Partner two will step forward. 1, 2, ready, step!” Students start stepping in a circle. (Teacher maintains a steady beat by clapping or tapping a hand drum.)
* “And stop. Good work! Next the dancers in the video do a very difficult walking knot. We are going to do something a little bit different since we have more than six people dancing. Let’s do-si-do on this part of the dance. Grab your partner and lock right arms then go around in a circle. Switch arms after four beats. 1, 2, do-si-do!” Students do a do-si-do. (Teacher maintains a steady beat by clapping or tapping a hand drum.)
* “Great! The next new step is to face each other and clap on the beat. Let’s practice! 1, 2, ready, clap!” (Teacher maintains a steady beat by clapping or tapping a hand drum.)
* “Good work! The last step is to do-si-do again. Let’s do the whole dance to some music! I will call out the next move as we get close to time to do the next move.”
* Teacher starts hardanger fiddle music and starts the class dancing. She calls out the order as they approach the next step. The order is: Skip in a circle while holding hands, Make the spokes of the wheel- still holding hands, do-si-do by locking arms, skip in a circle again, clap while facing each other, do-si-do.
* “Great work and good dancing!”

**Assessment**

The children will watch the video quietly and listen to directions for the dance moves quietly. They will dance the correct moves at the right times.

**Music Lesson Plan**

(Activity 5 - Folk Song)

**Learner Objectives:**

By the end of this activity, the children will be more comfortable with instrument recognition and the music of another culture.

**National Standards:**

1, 5, 6, 8, 9

**Required Materials:**

CD with Hardanger Fiddle track and “Per Spellman” track. Voices. Bodies (for dancing). Poster with pictures of Hardanger Fiddle and English Translation of “Per Spelmann”.

**Task Analysis**

* “Listen to how many instruments are playing.” Teacher plays first minute of the song.
* “How many instruments?” Correct answer: one
* Teacher: “Good work! Listen again and tell me what that instrument sounds like. This time tap the heartbeat on your tummies.”
* Teacher plays first minute of the song again.
* “What kind of instrument does it sound like?” Correct Answer: violin or fiddle
* “Great job! This is a special kind of fiddle from a region in Norway close to where Edvard Grieg lived. He wrote lots of music based on Norwegian Folk Music. This music was very important to the people of Norway and the fiddle was an important instrument in this kind of music. Listen to me next song and tell me which instrument you hear.”
* Plays track two “Per Spelmann”. “What instrument did you hear?” Correct answer: violin
* “Very good! It was a violin. Listen again and tell me who you hear singing.”
* Plays track two again. “Who did you hear singing?” Correct answer: A woman and a man.
* “Correct! This song is about a man named Per that had a cow and traded it for a violin. He was very good at playing his violin and all the men in the town danced and all the women in the town cried happy tears. He loved his violin so much that he would never trade it for another cow. At the end of every verse he sings, ‘you old, sweet violin, you violin, you fiddle of mine.’”
* Repeat after me (Spoken): “Per Spelmann han hadde ei einaste ku. (x2)” Class repeats.
* “Han bytta burt kua, fekk fela igjen: (x2)” Class repeats.
* “‘du gamle, gode fiolin, du fiolin, du fela mi.’” (Class repeats)
* Bigger Chunks: “Per Spelmann han hadde ei einanste ku. Per Spelmann han hadde ei einaste ku.” Class repeats.
* “Han bytta burt kua, fekk fela igjen. Han bytta burt kua, fekk fela igjen.” Class repeats.
* “Du gamle, gode fiolin, du fiolin, du fela mi.” Class repeats.
* Repeat after me (Sung): “Per Spelmann han hadde ei einaste ku. (x2)” Class repeats.
* “Han bytta burt kua, fekk fela igjen: (x2)” Class repeats.
* “‘du gamle, gode fiolin, du fiolin, du fela mi.’” (Class repeats)
* Bigger Chunks: “Per Spelmann han hadde ei einanste ku. Per Spelmann han hadde ei einaste ku.” Class repeats.
* “Han bytta burt kua, fekk fela igjen. Han bytta burt kua, fekk fela igjen.” Class repeats.
* “Du gamle, gode fiolin, du fiolin, du fela mi.” Class repeats.
* “Great work! Let’s try the whole song. Per Spelmann han hadde ei einaste ku. Per Spelmann han hadde ei einaste ku. Han bytta burt kua, fekk fela igjen. Han bytta burt kua, fekk fela igjen. ‘du gamle, gode fiolin, du fiolin, du fela mi!”

**Assessment**

The children will raise their hands at the appropriate times signifying they understand the concepts of piano and forte. They will follow the teacher’s movements to the music while staying at their desks.

**Music Lesson Plan**

(Activity 6 – Listening Example)

**Learner Objectives:**

By the end of this activity, the children will be more comfortable with musical style recognition and they will be able to identify what emotion the music is trying to portray.

**National Standards:**

6, 7, 8, 9

**Required Materials:**

Powerpoint with Ole Bull, “Et Sæterbesøg”

**Task Analysis**

* “Listen to the solo violin and tell me the style of playing. Is it fiddle or classical violin playing?”
* Teacher plays example.
* “What style was the violin playing?” Correct answer: fiddle
* “Correct! Listen again and show me the emotions of the music by showing me on your face. When the music is happy, show me a happy face. When the music is sad, show me a sad face. When the music is angry, show me an angry face.”
* Teacher plays example again and the students make faces to match the emotion of the music.
* “Good job boys and girls!”

**Assessment**

Children are able to recognize the style of violin playing and can identify the emotions in the piece.

**Music Lesson Plan**

(Activity 7 – Old TV Short Film with Music)

**Learner Objectives:**

By the end of this activity, the children will be more comfortable with what children’s shows look like and they will learn a new song.

**National Standards:**

1, 5, 6, 8, 9

**Required Materials:**

Video of Karius of Baktus in English (4 minutes), music for “Hip Hooray, Hooray, Hooray!”

**Task Analysis**

* “This is a short film that was written in 1954 and is about what happens when you do not take good care of your teeth. Watch the video and tell me what the two main characters are and if they are good for your teeth or bad for them. This video uses puppets as the actors and it looks a little strange to us. Just remember, it is just a movie and that kids have watched for almost 60 years. In fact, I watched it when I was a little kid back when I lived in Norway.”
* Teacher plays video.
* “What kids of creatures are Karius and Baktus?” Correct answer: trolls
* “That’s right! Are they good for your teeth?” Correct answer: no!
* “Correct! They are little trolls that live in your mouth and make cavities. Let’s listen to their song one more time.”
* Teacher plays video from the 3 minute mark one last time.
* Repeat after me: “Hip Hooray, Hooray, Hooray!” Class repeats.
* “We’re enjoying life today.” Class repeats.
* “Living here is very handy,” Class repeats.
* “With delicious sugar candy!” Class repeats.
* “Every hour that goes by,” Class repeats.
* “Joe increases our supply.” Class repeats.
* “Oh, the frosting is so nice!” Class repeats.
* “And today we’ve had it twice.” Class repeats.
* “Hip hooray, hooray, hooray. We’re enjoying life today.” Class repeats.
* “Living here is very handy, with delicious sugar candy.” Class repeats.
* “Every hour that goes by, Joe increases our supply.” Class repeats.
* “Oh, the frosting is so nice! And today we’ve had it twice!” Class repeats.
* “Good work! Let’s try the whole song. Hip hooray, hooray, hooray. We’re enjoying life today. Living here is very handy, with delicious sugar candy! Every hour that goes by, Joe increases our supply. Oh, the frosting is so nice! And today we’ve had it twice!”
* “Great work boys and girls!”

**Assessment**

The children will learn about an age old TV short film from Norway and will learn a song from the clip by rote.

**Music Lesson Plan**

(Activity 8 – Closer Look: Lofoten in Northern Norway)

**Learner Objectives:**

By the end of this activity, the children will be more comfortable with instrument recognition and the music of another culture.

**National Standards:**

1, 6, 8, 9

**Required Materials:**

Powerpoint with pictures and maps of Lofoten, Norway. Musical Example: “Lofottorsken”

**Task Analysis**

* “Above the arctic circle in Norway there is a place where it is cold most of the year and where the summer is light all day and night and the winter is dark all day and night. This place is called Lofoten. It is known for having the oldest Viking house and farm ever excavated and is also known for its turfisk or “dry fish”. In Lofoten, fishing is the main job. The fishermen catch mostly cod and then they dry them on these great big wooden frames for a couple of weeks. They do not use any kinds of salt or anything, the fish just dry in the cold air up there. Because the air is so cold, there are no worries of catching diseases or of bugs laying eggs in the fish. I have tried turfisk and it is pretty tasteless so they often cook it in a soup or with a sauce to give it some flavor. Listen to this song about a Cod from a place in Lofoten called Henningsvær. The beginning of the song is an introduction. Count on your fingers how many times the singer sings Faderullan die, faderullan die, faderullandullandullan die.”
* Teacher plays song for the children.
* “Good listening boys and girls. How many times did the singer sing Faderullan die, faderullan die, faderullandullandullan die?” Correct answer: nine
* “Very good! Let’s listen to the song again, and at the end of each verse, sing Faderullan die, faderullan die, faderullandullandullan die. Repeat after me: Faderullan die.” Class repeats.
* “Faderullan die,” Class repeats.
* “Faderullandullandullan die.” Class repeats.
* “All together: 1, 2, ready, go: Faderullan die, faderullan die, faderullandullandullan die.”
* “Very good! This phrase does not mean anything. It is just a fun made up word to say. Let’s listen again and you sing your part.”
* Teacher plays song again and students sing along.
* “Good work boys and girls!”

**Assessment**

The children will sing together on pitch and in time with the recording.