

## Final Teaching Lesson Plan

### Objective

- Students will familiarize themselves with the pitch content of “Why Shouldn’t My Goose” and will then learn to incorporate the solfeg syllable “Fa” into their knowledge base of pitches. Fa will be added as a passing tone and students will be able to identify it as a means of finding their way from Sol to Do (aka Dominant to Tonic).

### I Can

- I can learn a new song and invent my own words for it
- I can learn new words and use them instead of words I am accustomed to
- I can play instruments and accompany myself while I sing
- I can learn a new Solfeg syllable and it’s place in the music scale

### Materials

- Song “Why Shouldn’t My Goose”
  - *“Why shouldn’t my goose sing as well as thy goose, when I paid for my goose twice as much as thou”.*
- Felt music staves and felt black music dots/notes
- Solfeg syllables on a board

### Lesson

- Sing songs for students, ask them what the person in the song might be feeling
- Sing song again, ask students to keep a steady beat, ask students to listen for words that they don’t understand
- Have students identify “thy” and “thou” and then explain what they mean to us now. Have them identify that the reason for keeping them in the song is due to rhyming scheme.
- Sing songs again, have students join in
- Ask students to exchange the goose with another animal, repeat process 2-3 times until the pitch content is solid, then return to Goose
- Teach students a bourdon “waddle waddle goose” and have them waddle with their hands in the same motion which will be added to the Orff instruments
- Half the students sing “waddle waddle goose” while the other half sing the song, then switch
- Four students go to Orff instruments, find C and D and play the “waddle waddle goose”, the others continue to sing the song.
- Introduce a color with the glockenspiels. Have the remaining students use the glockenspiels for a “honk” syllable at the end of “waddle waddle goose”.
- Play both bourdon and color while singing
- Bring students back to the center of the room, introduce music felt pieces with dots
- Remind students of previously learned Solfeg: Do Re Me So La Do and low Do
- Have students paint out shape of song in the air while singing

- Note that the opening note is Do, have students hum the first phrase and determine what the other solfeg might be
- Students silently use paint brushes, thinking pitches in their head
- Have students work out first phrase of solfeg
- Use completed phrase as a transition to the final phrase and have students identify that the opening pitch of the final phrase is “Sol”.
- Identify So, Me, Re, and Do and where the missing pitch is located
- Introduce Fa and show hand symbol
- Have students sing up from Do to Sol and back down
- Add Fa to the Felt Music pieces
- Conclude lesson with a wrap-up sing through of the song