

Kindergarten UDL Lesson Plan

Lesson Title: The Sound Aquarium

Grade Level: Kindergarten

Number of Classes Needed for Lesson: 1-2

Objective: Students will create a soundscape that incorporates high, low, fast or slow sounds to represent a fish or animal that they might encounter at the aquarium.

The California Arts Standards for Music:

Anchor Standard: Generate and Conceptualize artistic ideas and work (K.MU:Cr1)

- a. With **guidance, explore** and experience **music concepts** (such as **beat** and **melodic contour**).
- b. With **guidance**, generate **musical ideas** (such as **movements** or **motives**).

Anchor Standard: Organize and Develop artistic ideas and work (K.MU:Cr2)

- a. With **guidance, demonstrate** and choose favorite **musical ideas**.
- b. With **guidance**, organize personal **musical ideas** using **iconic notation** and/or recording technology.

Anchor Standard: Select, Analyze, and Interpret artistic work for presentation (K.MU:Pr4.2)

- a. With **guidance, explore** and **demonstrate** awareness of music contrasts such as high/low, loud/soft, same/different in a variety of music selected for **performance**.

Prior Learning Connections: Students have an understanding of the concepts of HIGH and LOW as well as FAST and SLOW. Students have also had various experiences playing a variety of unpitched percussion instruments.

Differentiation/Accommodations:

- **Represented Disabilities in Class:**
 - Autism, Communication, Developmental Delay
- **Other Student Needs:**
 - Student with severe sound sensitivity (loud noises)
 - Norm putting hands over ears during loud activities
 - Student with severe anxiety issues
 - Student in foster care situation/unstable home situation

Assessment: Criteria Chart

Lesson Process:

1. Teacher (T) reads the story *My Visit to the Aquarium*. As the story is read, T encourages students to think about how the different animals might move around in the ocean as well as if they could make sounds, what sounds might they make. After reading, T asks

the students what their favorite animal was and how it might move and what sound it might make. Students (S) model their ideas and the other students match their movements/sounds. As S demo, T asks follow up questions like, “Was that animal making a HIGH sound or a LOW sound?” or “Were they moving FAST or SLOW?” etc...

2. T displays/projects image of the ocean underwater and plays a recording of Camille Saint-Saens’s *The Aquarium* from *The Carnival of the Animals*. S listen to the song seated and imagine their favorite animal from the story moving through the ocean. As they listen, T asks S to answer some questions in their own mind. Was it BIG or SMALL? If it was BIG, do you think it would make a LOUD SOUND? Did it move FAST or SLOW? Was it at the HIGH near the top of the ocean or LOW near the ocean floor? For the second listen, S move to the music silently and demonstrate how they imagined their animal moving. T then directs S to move in specific ways for practice. “Move like a FAST animal. Move like a SLOW animal.”
3. T introduces idea of creating sounds for the animals. Using a projected version of the Soundscape Planning Sheet, the T chooses an animal and walks through the process of creating a sound. T models how to use the sheet and solicits input from the class on what PITCH, SPEED, VOLUME, and INSTRUMENTS/VOICE that they should use. The T then demonstrates performing that sound: “I am an eel.” *makes planned soundscape*
4. S are placed into small groups of 3-4. T goes over available sea animals and asks groups to decide which one they would like to be. S then use the Soundscape Planning Sheet to plan their sound. Various UPP are available for students to try and discover which fits their plan best. S are given the option to use just one sound or combine sounds to create something new. Additionally, scarves and other movement props can be made available for students to add a visual/movement component to their sound. This exploration and planning period can last for about 10 minutes. After 10 minutes students are given a final 2 minutes to practice their soundscape to perform for the class.
5. Each group takes a turn sharing which animal they chose and their soundscape. After their T asks S what kinds of sounds they heard (HIGH/LOW, FAST/SLOW, LOUD/SOFT). T can also ask the group why they made the choices they did for that animal. Additionally, the groups can be placed around the classroom with a picture of their animal at their feet. A guest (such as classroom teacher or administrator or another class) can tour the “Aquarium” and the groups create their soundscape as they walk by.

Materials Needed:

- Recording of “The Aquarium” – Saint-Saens
- *My Visit to the Aquarium* (Children’s Book) - Alike
- Soundscape Planning Sheet

- Variety of unpitched percussion (Rhythm Sticks, Hand Drums, Shakers, Jingle Bells, Triangles, etc...)
- Laminated Pictures of Sea Creatures
- Ocean (Underwater) pictures
- Scarves and other movement props

Notes/Reflection: In future versions of this lesson I would like to include more time and space for students to share the thought processes for their decision making as well as reflect on their own and others' sound creations.

UDL Principles:

- **Multiple Means of Engagement**
 - Aquarium theme represented through Picture Book, Sound Recording, and Displayed images
 - Students work in groups
 - Student autonomy
- **Multiple Means of Representation**
 - Musical concepts represented through sound and movement
 - Exemplar modeled by teacher
 - Planning sheet to structure ideas
- **Multiple Means of Action and Expression**
 - Choice of music concepts to include
 - Choice of sounds (instruments, voices)
 - Choice of Animal to represent
 - Ability to incorporate movements