

The background of the entire page is a vibrant, hand-painted zigzag pattern. The pattern consists of multiple rows of 'V' shapes pointing downwards. The colors used for the zigzags include shades of pink, magenta, orange, yellow, and light blue, creating a cheerful and artistic feel.

MUSIC/ELA LESSON PLANS FOR ONLINE/HOME LEARNING

THANK YOU

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You can access my website here:

<https://www.teacherspayteachers.com/Store/Makingmusicalspecialmoments>

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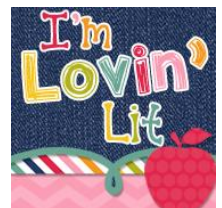
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The background of the entire page is a vibrant, hand-painted zigzag pattern. The pattern consists of multiple rows of V-shaped lines. The colors used include shades of pink, magenta, orange, yellow, and light green. The lines are thick and have a visible brushstroke texture, giving it a whimsical, artistic feel.

MANDALA LESSON PLANS K-4

LEARNING OBJECTIVES AND PENNSYLVANIA MUSIC STATE STANDARDS:

Standards and learning objectives for Kindergarten:

Learning Objective: Students will recognize instruments and practice aural listening skills.

Standard - 9.1.M.1.A1 Know and use basic elements and principles of music and movement.

Standard: Standard - 9.4.K.B1 Demonstrate an emotional response to viewing or creating various works of art

Standards and learning objectives for first grade:

Learning Objective: Students will recognize instruments and practice aural listening skills.

Standard - 9.1.M.1.A1 Know and use basic elements and principles of music and movement.

Standards and learning objectives for second grade:

Learning Objective: Students will be able to visually and aurally recognize varying orchestral instruments.

Standard: 9.3.2.F1 Use critical processes (e.g., compare, contrast) to examine works of art.

Standard - 9.1.M.2.A1 Know and use basic elements and principles of music and movement.

Standards and learning objectives for third grade:

Learning Objective: Students will be able to visually and aurally recognize varying orchestral instruments.

Standard: 9.3.3.A: Recognize critical processes used in the examination of works in the arts and humanities. Compare and contrast, analyze, interpret, form and test hypotheses, Evaluate/form judgments

Standards and learning objectives for fourth grade:

Learning Objective: Students will be able to visually and aurally recognize varying orchestral instruments.

Standard: 9.3.4.A: Recognize critical processes used in the examination of works in the arts and humanities. Compare and contrast, analyze, interpret, form and test hypotheses, Evaluate/form judgments

ELA PENNSYLVANIA STATE STANDARDS:

Standards for Kindergarten: CC.1.4.K.D

Make logical connections between drawing and dictation/writing.

Standards for 1st grade: CC.1.4.1.D

Group information and provide some sense of closure.

Standards for 2nd grade: CC.1.4.2.D

Group information and provide a concluding statement or section.

Standards for 3rd grade: CC.1.4.3.D

Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

Standards for 4th grade: CC.1.4.4.E

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Standards for 5th grade: : CC.1.4.5.E

Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.

Standards for 6th grade

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style

Standards for 7th grade: CC.1.4.7.E

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.

Standards for 8th grade: CC.1.4.8.E

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Create tone and voice through precise language. • Establish and maintain a formal style.

LESSON OVERVIEW:

Please use these mandalas for ELA, social skills, or music lesson plans. I have included sample music and ELA standards for PA and Common Core.

I have some other worksheets that can accompany these mandalas, but they are optional.

If you would like to use some listening examples from me, I will provide links below.

If you would like to use your own listening songs, feel free 😊

Some listening songs:

<https://www.youtube.com/watch?v=NlaTXbHLsxY>

<https://www.youtube.com/watch?v=1k8sGztMsKA>

<https://www.youtube.com/watch?v=cZ7tZFigmac>

<https://www.youtube.com/watch?v=2PFpgXym4T8>

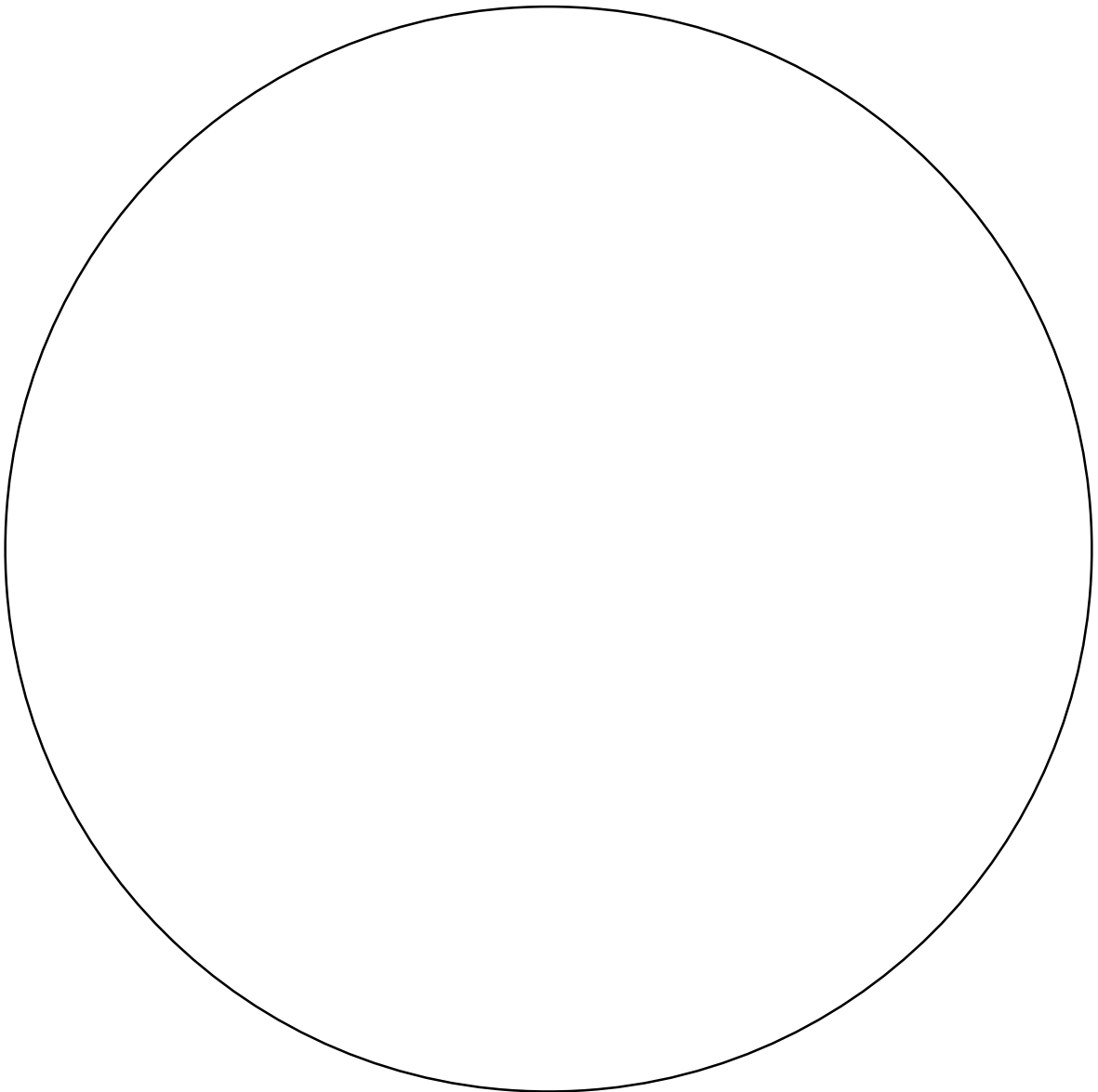
<https://www.youtube.com/watch?v=wbFETUISm34>

LiStENiNG Activity 1 K-2

Name: _____

Date: _____

In the circle below, draw a picture of what you think of when you hear this song.

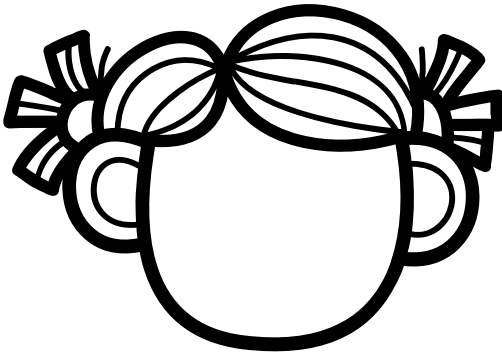


LiStENiNG Activity K-I

Name: _____

Date: _____

How did this song make you feel? Draw how you feel on a face below:

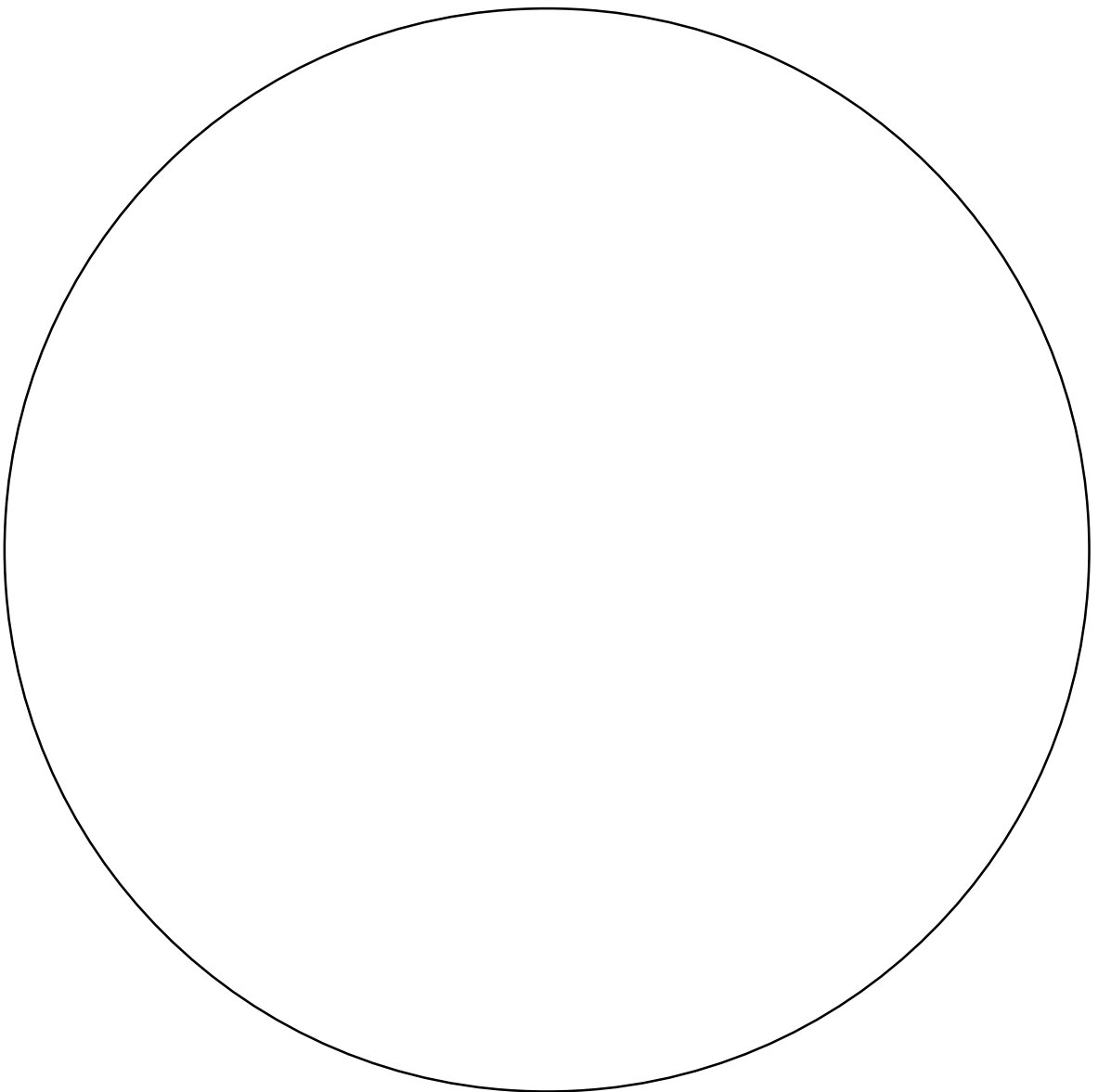


LiStENiNG Activity 1: 3-4

Name: _____

Date: _____

In the Mandala circle below, draw a picture of whatever you think of when you hear this song.



LiStENiNG ACTiViTy 1: 3-4

Name: _____

Date: _____

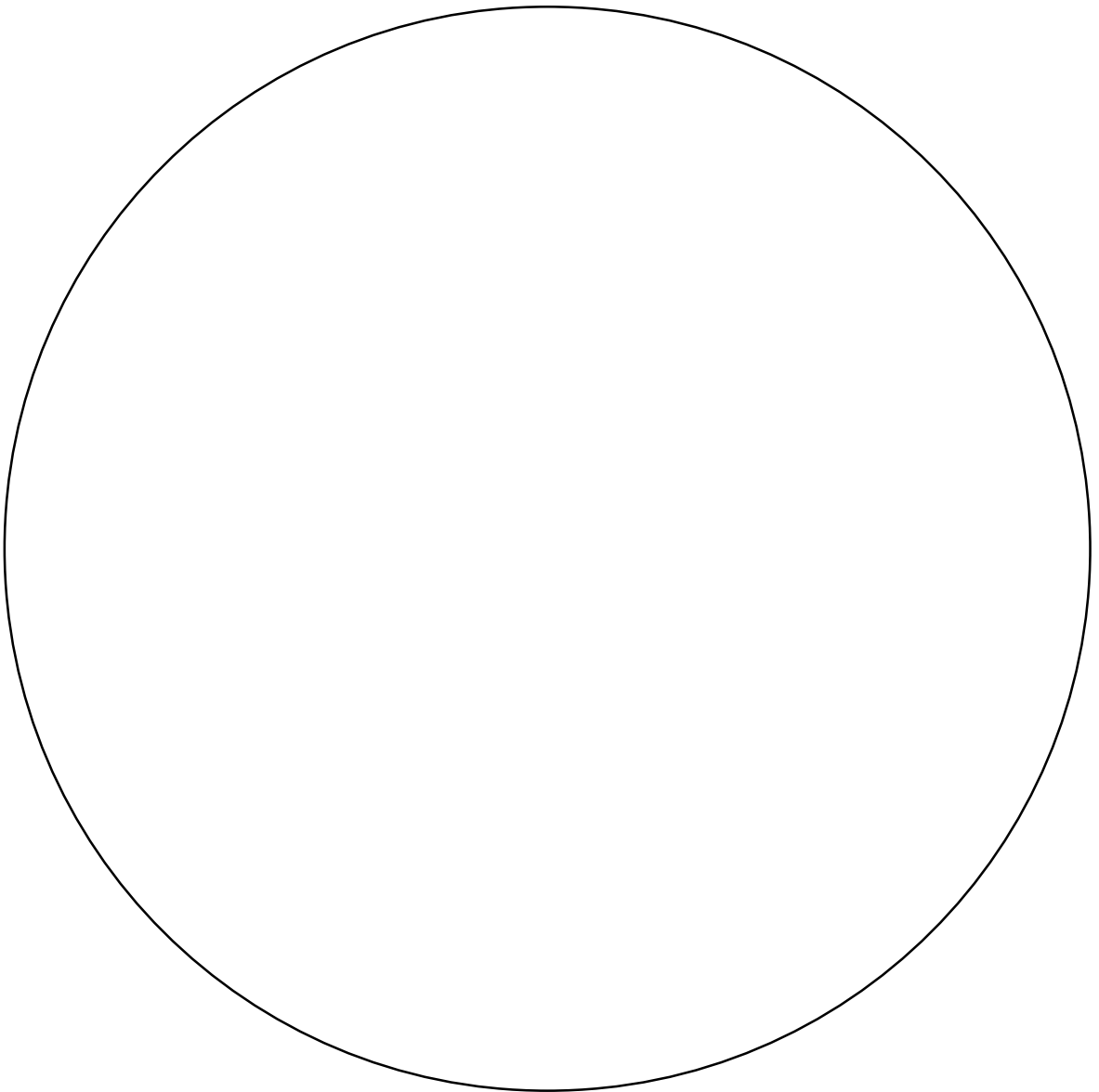
How did this song make you feel? Explain below and tell me if you liked it or not.

LiStENiNg ACTivity I

Name: _____

Date: _____

In the Mandala circle below, draw a picture of whatever you think of when you hear this song. Take your time with your picture.



LiStENiNg ACTivity 1: 7-8

Name: _____

Date: _____

Describe in detail how this song made you feel, and why you drew the picture you drew. Connect the picture to your feelings and the music.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's part of a bound notebook or folder.

LiStENiNG Activity I

Name: _____

Date: _____

Musical terms and definitions:

Rhythm: a strong, regular, repeated pattern of movement or sound. Stressed and unstressed beats (often called "strong" and "weak") and divided into bars organized by time signature and tempo indications.

Tempo: the speed at which a passage of music is or should be played

Tímbre: the character or quality of a musical sound or voice as distinct from its pitch and intensity. (The timbre of a flute is different from a tuba).

Harmony: The combination of multiple musical notes to produce chords that have a pleasing effect (we like the way they sound).

Melody: a sequence of single notes that is musically satisfying.

Instrumentation: combination of musical instruments in a song

Form: how the song is structured (beginning, middle, end)

Dynamics: how loud or soft a song is

LiStENiNG ActiViTy I

Name: _____

Date: _____

Using the definitions of musical terms, describe how this song made you feel, and why you drew the picture you drew.

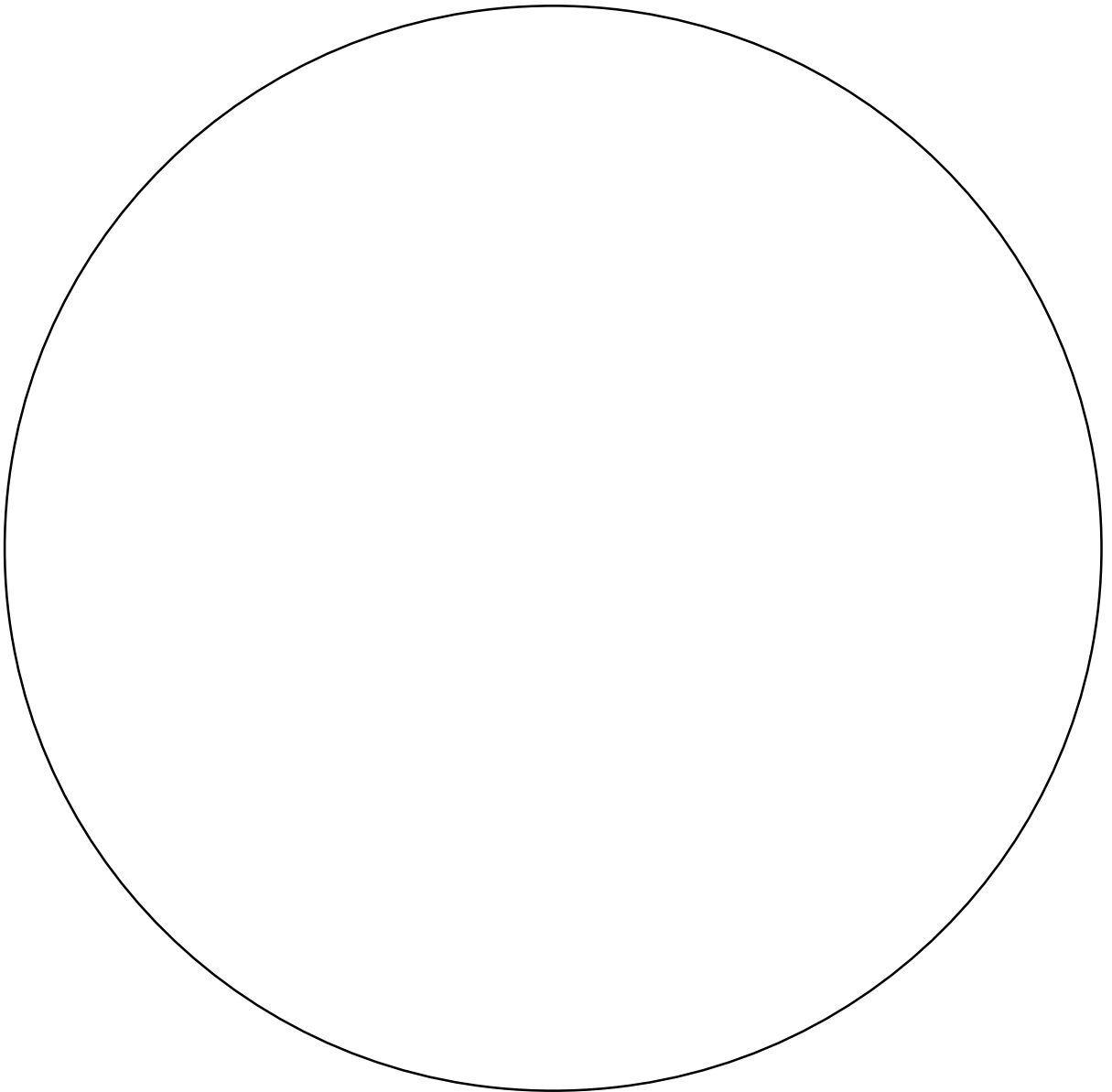
[illegible]

LiStENiNg ACTivity I

Name: _____

Date: _____

In the Mandala circle below, draw a picture of whatever you think of when you hear this song. Take your time with your picture.



LiStENiNG Activity I

Name: _____

Date: _____

Musical terms and definitions:

Rhythm: a strong, regular, repeated pattern of movement or sound. Stressed and unstressed beats (often called "strong" and "weak") and divided into bars organized by time signature and tempo indications. There are ways to describe rhythmic patterns in music.

Strong Beat: the beat stressed in music, usually 1 and 3 (clap and count 1 2 **3** 4, 1 and 3 are the stressed beats)

Weak Beat: the unstressed beat, usually 2 and 4

Syncopation: a temporary displacement of the regular metrical accent in music caused typically by stressing the weak beat (1 2 **3** 4 instead of 1 2 **3** 4).

Tempo: the speed at which a passage of music is or should be played

Tímbre: the character or quality of a musical sound or voice as distinct from its pitch and intensity. (The timbre of a flute is different from a tuba).

Harmony: The combination of multiple musical notes to produce chords that have a pleasing effect (we like the way they sound).

Melody: a sequence of single notes that is musically satisfying.

Texture: texture is how the tempo, melodic, and harmonic materials are combined in a song

Instrumentation: combination of musical instruments in a song

Form: the structure of the song/composition

Dynamics: how loud/soft a song/composition is

LiStENiNg ACTivity 1: 7-8

Name: _____

Date: _____

Using the definitions of musical terms, describe how this song made you feel, and why you drew the picture you drew. Please include up to 5 musical terms from the definition page.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's part of a bound notebook or folder.

LiStENiNg ACTivity 1: 7-8

Name: _____

Date: _____

Describe in detail how this song made you feel, and why you drew the picture you drew, and how it relates to the music. Please include 2-4 paragraphs.

[illegible]

LiStENiNg ACTivity 1: 7-8

Name: _____

Date: _____

[illegible]