

Music Education
Kindergarten – Pumpkin Stew

FOCUS: Concept and Skills Emphasized		TERMS
<input checked="" type="checkbox"/> Choreography <input checked="" type="checkbox"/> Composing <input type="checkbox"/> Connections <input type="checkbox"/> Expression <input type="checkbox"/> Form <input type="checkbox"/> Harmony <input type="checkbox"/> History <input type="checkbox"/> Improvising <input checked="" type="checkbox"/> Instruments	<input type="checkbox"/> Listening <input type="checkbox"/> Literacy <input checked="" type="checkbox"/> Melody <input checked="" type="checkbox"/> Performing <input checked="" type="checkbox"/> Rhythm <input checked="" type="checkbox"/> Singing <input type="checkbox"/> Tone Color/Timbre <input type="checkbox"/> Vocabulary	Melody Pitch Rhythm High/Medium/Low Composer
MATERIALS		TECHNOLOGY INTEGRATION
Songs: Pumpkin Stew Instruments: Various unpitched percussion instruments Books: Fun Sheet: Pumpkin Stew Videos: Web Content: Other:		<input type="checkbox"/> Ipad/Stereo <input type="checkbox"/> Television <input type="checkbox"/> IWB <input checked="" type="checkbox"/> Projector Presentation <input type="checkbox"/> Animated Listening Map <input type="checkbox"/> Recording Device <input type="checkbox"/> Computer Centers <input type="checkbox"/> iPads <input type="checkbox"/> Other:
STANDARDS –		
<input checked="" type="checkbox"/> MKGM.1a Sing simple melodies using appropriate head voice <input checked="" type="checkbox"/> MKGM.1b Echo simple singing and speech patterns <input checked="" type="checkbox"/> MKGM.1c Sing various genres, tonalities, meters, and cultures <input checked="" type="checkbox"/> MKGM.1d Sing high/low and upward/downward melodic patterns <input checked="" type="checkbox"/> MKGM.2a Echo simple rhythmic patterns using body/classroom perc. <input checked="" type="checkbox"/> MKGM.2b Perform a steady beat using body/classroom percussion <input checked="" type="checkbox"/> MKGM.2c Perform simple accompaniment patterns on instruments. <input checked="" type="checkbox"/> MKGM.3a Read aloud ¼ note/rest, beamed 1/8 notation <input checked="" type="checkbox"/> MKGM.3b Identify ¼ n/r, beamed 1/8 pattern in response to teacher perf. <input checked="" type="checkbox"/> MKGM.3c Read simple melodic contour representations (ex: rollercoaster) <input type="checkbox"/> MKGM.4a Improvise simple body percussion patterns <input type="checkbox"/> MKGM.4b Improvise soundscapes (ex: weather, animals, sound effects). <input checked="" type="checkbox"/> MKGM.5a Create sound effects/movement for songs, poems, and stories <input checked="" type="checkbox"/> MKGM.5b Create simple rhythmic patterns for ¼ n/r, beamed 1/8 <input type="checkbox"/> MKGM.5c Create new text for familiar melodies.		
LESSON PLAN		
1. Introduce the song to students by talking about what soup is and how it is made. Put the soup in a pot and put it in liquid and it "stewed" for a long time (cooked). Now it is ready to eat. 2. Teach song "Pumpkin Stew" using the PowerPoint presentation. <ol style="list-style-type: none"> First, introduce the lyrics. Echo sing the song. Add motions. On "Pumpkin stew" hold your hands up and down. On "I don't like pumpkins" hold your hands in a circle like you are holding a pumpkin. Move your hands in a circle like you are holding a pumpkin out your left hand in the "what?" or "I don't like pumpkins" part. Echo sing the song while pointing to the big picture of the song. Have students identify why the pumpkins are important. Show visual with all the pumpkins on one page. Show the page where note stems are added to the two pumpkins are connected (they are eating the same soup). Talk about the space at the end of "pumpkin stew" and why it is important. Review that this is our rest! Now show the traditional music notes. Count the notes. Clap the rhythm of the song while singing the song. 3. Instrument playing <ol style="list-style-type: none"> Tell students we are going to make an instrument. 		

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castanets, woodblocks, rhythm sticks, etc. For three). b. Make sure to give instrument playing and safety instructions. c. Practice playing the rhythm of the song on the drums. d. After playing it a time or two, have students trade instruments. e. This can be repeated as needed/desired.	4. Pumpkin Compositions. <ol style="list-style-type: none"> Discuss the word "composer" and "composing" On the melody composition page, draw in your pumpkin stew melodies. Sing the class compositions together. Show how we can't stack two pumpkins on top of each other. 5. Pumpkin Composition sheets. <ol style="list-style-type: none"> Pass out papers and let students create their own melody. They should indicate which one to do or draw in their own composer picture on the back (if desired). 6. When the class is done, play each person's melody on the piano and project it for the class to see. 7. If time, end the class with our sharing time called Music Class. https://www.teacherspayteachers.com/Product/Music-Show-2034572
LESSON PLAN	

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- What is a composer?
- How can we show high and low sounds?
- Can you compose your own melody?



Complete Lesson Plans already written!
Yet, they are still editable for your needs!

My Pumpkin Melody

Directions: Draw the melody.
Remember not to stack notes.

Name: _____

Pump - kin stewl Pump - kin

What shall we put in the pump - k

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My Pumpkin Melody

Directions: Color in the pumpkins to create your pumpkin melody.
Remember not to color stacked pumpkins!

Name: _____

Pump - kin stewl Pump - kin stewl

My Pumpkin Melody

Directions: Color in the pumpkins to create your pumpkin melody.
Remember not to color stacked pumpkins!

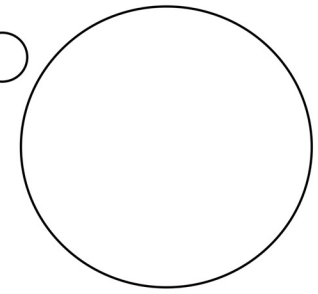
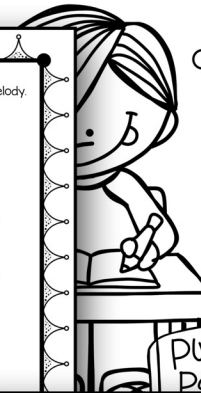
Name: _____

Pump - kin stewl Pump

What shall we put in the pump - kin stewl

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Name: _____



A _____ is someone who

My Pumpkin Melody

Directions: Color in the pumpkins to create your pumpkin melody.
Remember not to color stacked pumpkins!

Name: _____

Pump - kin stewl Pump - kin stewl

What shall we put in the pump

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My Pumpkin Melody

Directions: Draw the melody.
Remember not to stack notes.

Name: _____

Pump - kin stewl Pump - kin

What shall we put in the pump - kin

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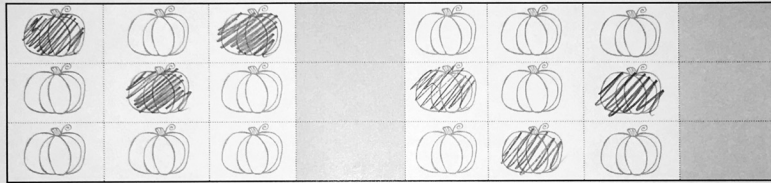
created by Shelley Tomich

Student melody composition worksheet in variations for differentiation.

My Pumpkin Melody

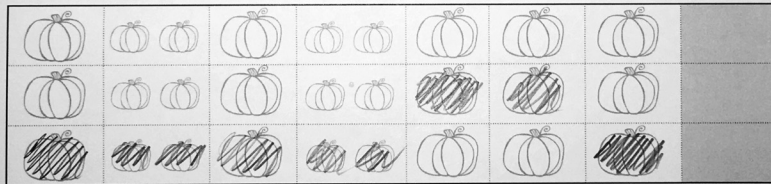
Directions: Color in the pumpkins to create your pumpkin melody.
Remember not to color stacked pumpkins!

Name: Mark Tomich



Pump - kin stewl

Pump - kin stewl



What shall we put in the pump - kin stewl

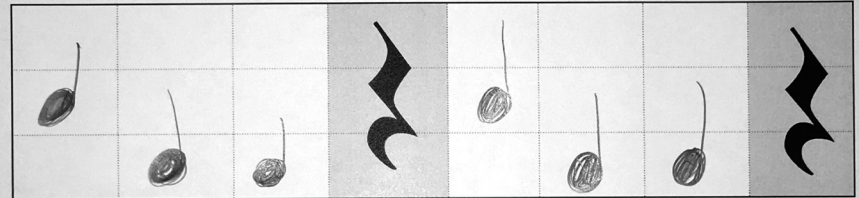


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My Pumpkin Melody

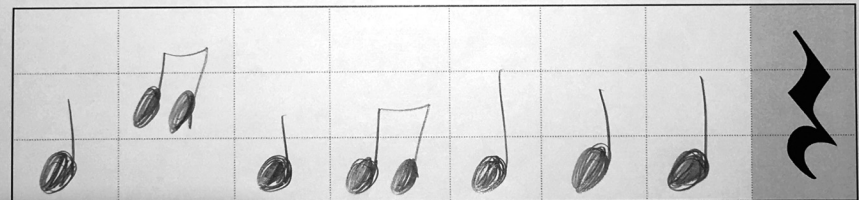
Directions: Draw the music notes for your pumpkin melody.
Remember not to stack notes!

Name: Ernie Tomich



Pump - kin stewl

Pump - kin stewl



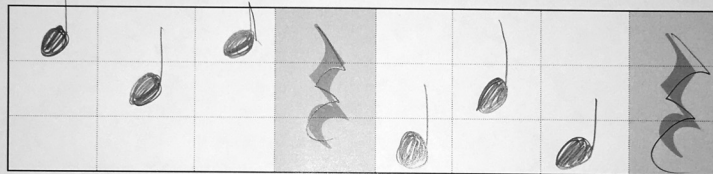
in the pump - kin stewl



My Pumpkin Melody

Directions: Draw the music notes for your pumpkin melody.
Remember not to stack notes!

Name: Julie Tomich

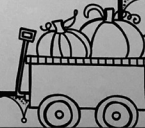


Pump - kin stewl

Pump - kin stewl



What shall we put in the pump - kin stewl



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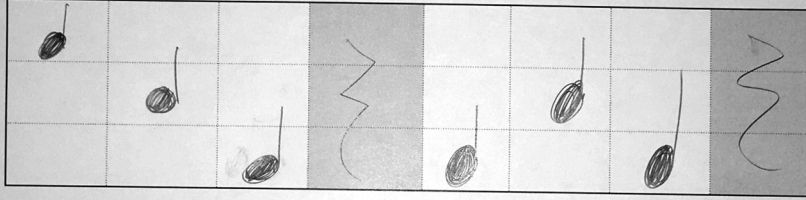
created by
Shelley Tomich

Student sheet examples.

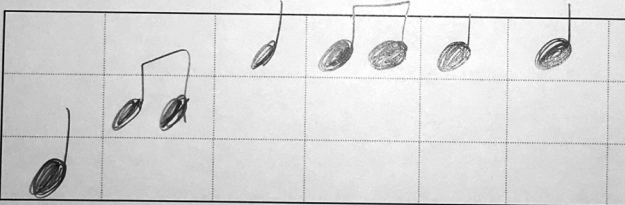
My Pumpkin Melody

Directions: Draw the music notes for your pumpkin melody.
Remember not to stack notes!

Name: Lucy Tomich



Pump - kin stew!



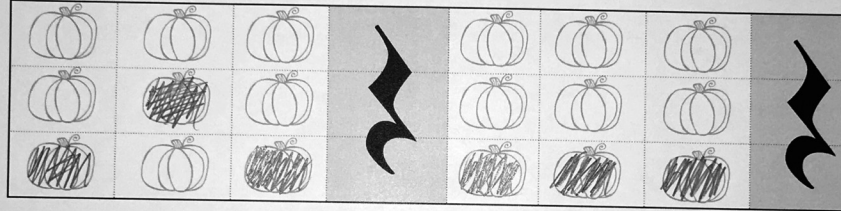
What shall we put in the pump - kin s

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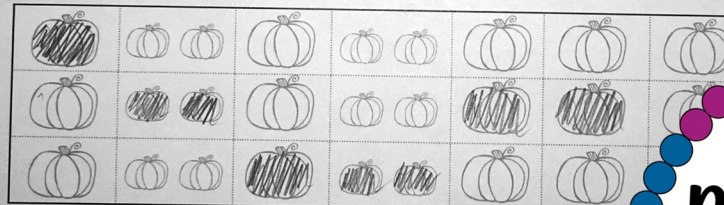
My Pumpkin Melody

Directions: Color in the pumpkins to create your pumpkin melody.
Remember not to color stacked pumpkins!

Name: Sandra South



Pump - kin stew!



What shall we put in the pump - kin

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Shelley Tomich

Student sheet examples.