

## OSP MacPhail – Austin Partnership, Lesson Overview – Amanda Breininger

Each lesson will include the following:

- ROUTINE ACTIVITIES– Songs/poems we repeat and reinforce throughout the year
- REVIEW ACTIVITIES – Review and expansion of the past few weeks’ material
- NEW ACTIVITIES– New songs/poems, dances, games, story-telling, instruments – some combination of these will be presented as new material each week, integrated as best as possible with what we review.

### ROUTINE UTILITY SONGS:

***Hello Toodala!***

***Here we go Uppity Up***

***Clap Your Hands (La la la song)***

***Do as I’m Doing***

***Play-N-Stop***

***Find a Hand and Clap Clap Clap***

***The More we Get Together***

***I Hold my Hands up High***

***My Fingers are Starting to Wiggle***

***Someone is Hiding***

***It’s Time to Say Goodbye***

### AUSTIN LEARNING THEMES:

Sept/Oct Family

Nov Community

Dec Seasonal/Holiday

Jan Winter

Feb Weather

Mar/Apr Springtime

May Movement

## **FALL UNIT 1 (Sept/Oct): "Family"**

### **Goals:**

Social-emotional skills – caretaking, bonding, emotion identification

Body awareness skills – large and fine motor, labeling, vocabulary

Impulse control skills

Musical skills: Steady beat competency, vocal exploration (singing together, singing independently, call and response singing)

Instrument focus: Percussion family (instruments are in families)

### **New Material:**

We will introduce most of our routine songs that will cycle through the year (not ALL routine songs will happen every lesson!)

***Finger Family***

***Baby-o***

***Where is Thumbkin***

***Head, Shoulders, Knees, and Toes***

***Grey Squirrel***

***Shake my Sillies Out***

***Hop Old Squirrel***

## **FALL UNIT 2 (November): "Community"**

### **Goals:**

Social-emotional skills – emotion identification, thankfulness

Body awareness skills – large and fine motor, labeling, vocabulary

Impulse control skills

Counting, emergent math: counting visually and aurally

Musical skills: Emotions in music, ensemble music playing and singing

Instrument focus: Percussion: exploring the difference between SHAKE TAP and SCRATCH (sound discrimination and musical timbre)

### **New Material:**

***Good Day***

***If You're Happy and you Know it***

***The story of my Feelings***

***Pretty Leaves are Falling Down***

***Pumpkins in a Patch***

***Little Apples***

***Apples Apples in a Tree***

***Apple Pie Song (Walking through the Green Grass)***

***Let's be Thankful***

***Turkey poem***

***1, 2, 3, 4***

***Apples and Bananas***

### **FALL UNIT 3 (December): “Holiday”**

#### **Goals:**

Social-emotional skills – celebrating together

Body awareness skills – large and fine motor, moving up and down

Musical skills: Texture in music: bumpy and smooth contrasts, pitch moving high and low, Aurally understanding high and low sounds

Instrument focus: Percussion family, focusing on malleted percussion Orff Instruments (xylophone, metallophone)

#### **New Material:**

*Down, Down soft and Bright (snow song)*

*Frosty the Snowman*

*I’m a Little Snowman*

*Jingle Bells*

*Deck the Halls*

### **FALL UNIT 4 & 5 (January + February- 6 weeks total): “Winter → Weather”**

#### **Goals:**

Social-emotional skills: Imitating outdoor play – independent play activities and group activities, managing surprises (snowball games, musical accents)

Body awareness skills: Winter clothes and appropriate and safe dressing

Musical skills: Accents: Musical surprises, High and low pitch contrasts and moving by steps and jumps, piano and forte contrast

Instrument focus: Piano (percussion & string family), orchestral strings: violin, viola, cello, harp (celtic)

#### **New Material:**

*Down, down*

*What Shall we do on a Snowy Day?*

*Grizzly Bear*

*Sky Bears*

*Story: 3 Bears*

*Mary wore her red dress*

*Snow is a-comin’*

*Windy Weather*

*Tiddly POM*

*Little Winds*

*Vivaldi Cloud listening game*

### **SPRING UNIT 6 (March/April): “Springtime”**

#### **Goals:**

Social emotional skills: Adjusting to new seasons, empathy (helping “shy” bunnies feel comfortable)

Pattern recognition

Musical skills: Pitch – listening for high and low and visualizing the location of pitch; Sound discrimination – listening for melody shapes and textures, removing words and recognizing a melodic pattern; Review of staccato = bumpy and legato = smooth  
Patterns and Math: counting, sorting, adding and removing, groups of numbers  
Instrument focus: Wind Family: Pan pipes, whistle assortment, slide whistle, flute, saxophone, Brass Family: Baritone, French Horn, Trumpet

**New Material:**

*Spring Is Here*

*Windy Weather*

*Fly Away*

*2 little Birdies*

*Hop Along Little Bunny*

*Out in the Garden Where the Cabbages Grow*

*In Our Garden*

*A Little Seed is Planted*

*Here is the Beehive*

*5 Little Ducks*

*All the Little Ducklings*

**SPRING UNIT 7 (May): “Movement”**

**Goals:**

Social-emotional skills: Group dance – working together and taking turns

Locomotor skills: Continuation of movement words (twirl, jump, walk, hop, etc.), Homolateral movement, cross lateral movement

Impulse control skills: learning to control our body movements

Musical skills: Sound discrimination: identifying musical sounds, instruments, and using musical vocabulary, connecting musical mood with movement, connecting song lyrics with movement

Group dance: ensemble skills, patience and listening, working with our classmates

Instrument focus: REVIEW of families with new instruments: Brass (Trombone) and Folk String (Dulcimer, Banjo), Wind (Oboe, bassoon), Percussion (Ocean drum, rhythm sticks)

**New Material:**

*Here is the Sea*

*Floating Down the River*

*Two in a Boat*

*Airplane, Airplane*

*Take you Riding in my Car, Car*

*Wheels on the Bus*

*Train is a Comin’*

*I’ve been Working on the Railroad*