

Music In Our Schools Month®
General Music: 1st Grade
2018–2019

“All the Pretty Little Horses”

Children’s Song

LOC Link: <https://www.loc.gov/item/lomaxbib000179/>

Recording: Comanche, Texas (May 7, 1939)

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Overview

The lesson plan launching points contain music examples from the Library of Congress. Throughout these lesson plan launching points, students will explore emotions in music, read written rhythms, and describe how musical accompaniment and movement can enhance a song. Ultimately, students will be able to put together an informance that leads into a culminating performance incorporating their own rhythmic accompaniments and movement.

Prerequisite Skills

For students to be successful in this unit, they will need knowledge of and experiences with the following:

- Maintain a steady beat
- Describe emotions in music
- Demonstrate proper singing and instrument technique
- Read basic musical notation

Instructional Goals/Objectives

Launching Point 1

- Students will listen to “All the Pretty Little Horses” and identify the composer’s intent for the song through it tonality (identify emotions) and lyrics.

Launching Point 2

- Students will be able to compare difference versions of the song and discuss how instrumental accompaniment can influence a song.

Launching Point 3

- Students will be able to use simple accompaniments, movement, and artwork to enhance an informance that leads into a performance of the song.

National Core Arts Standards (2014)

CREATING

Anchor Standard 2: Organize and develop artistic ideas and work.

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Essential Question: How do musicians make creative decisions?

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

***MU:Cr2.1.1a:** With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.*

ANALYZE: Analyze the structure and context of varied musical works and their implications for performance.

Enduring Understanding:

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question:

- How does understanding the structure and context of musical works inform performance?

***MU:Pr4.2.1:** When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.*

PRESENT: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Enduring Understanding:

- Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question:

- When is creative work ready to share?

***MU:Cr3.2.1a:** With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.*

Materials and LOC Resource Links

LOC link: <https://www.loc.gov/item/lomaxbib000179/>

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Launching Point 1

Objective

- I can identify the composer's intent for a song or piece of music by listening to lyrics, tonality, and emotion of the piece.

Essential Questions

- How does the composer use elements such as tempo, tonality, rhythm, and lyrics to write music for a specific purpose?

Specific Performance Standard

- *MU:Cr2.1.1a: With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.*

Procedure & Assessment

- Through group discussion, students will describe the emotion of the song based on how it sounds and discuss what the composer intended the song to be used for.

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Launching Point 2

Objective

- I can read simple rhythms/play a simple accompaniment while singing “All the Pretty Little Horses.”

Essential Question

- Comparing performances of a song with and without accompaniment, how does the song differ? How can adding instrumental accompaniment enhance the composer’s intent?

Specific Performance Standards

- **MU:Pr4.2.1b:** When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

Procedure & Assessment

- Students will read a simple rhythm accompaniment using standard musical notation and through classroom performance, students will be able to perform a simple bourdon accompaniment while singing.

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Launching Point 3

Objective

- I can combine song, movement, and accompaniment to enhance a story or pictures I create.

Essential Question

- How can music and movements be used to enhance a poem or story? How can a story/picture book be used to enhance a folk song?

Specific Performance Standards

- **MU:Cr3.2.1a:** With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Procedure & Assessment

- Using the picture book, “All the Pretty Little Horses,” students will accompany the story and pictures using the song and classroom instruments. Students will be explain to explain their musical choices for each section of the book.

Summative Assessment

- Using the three launching points, the students will successfully present an informance that displays pictures of their interpretations of the song/book (the emotion, visuals to represent what is being described in the song), and perform accompaniments to both the song and book using classroom percussion instruments.

Teacher Talk

Launching Point 1

Before incorporating the book in the lesson, students can draw a picture of what they see when they hear the song, to be displayed with the book at a final informance. Their illustrations can be used to show how they interpret the composer’s emotional intent for the song and the story the song tells.

Launching Point 2

Students can create posters showing the rhythmic notation of the accompaniments they have been practicing.

Launching Point 3

The final informance can be all of these pieces put together and presented with the book.

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“All the Pretty Little Horses”

Lyrics

Hush-a-bye, don't you cry,
Go to sleepy, little baby.
When you wake, you shall have
All the pretty little horses.

Blacks and bays, dapples and grays,
Coach and six-a little horses.

Way down yonder in the meadow
Lies a poor little lambie,
Bees and butterflies buzzing 'round its eyes
Poor little thing's crying, “Mamie!”

Hush-a-bye, don't you cry,
Go to sleepy, little baby.

<https://www.loc.gov/item/lomaxbib000179/> (LOC recording, 1939)

<https://www.youtube.com/watch?v=TJRSb8TVGIQ> (Instrumental)

<https://www.youtube.com/watch?v=KuK1UaEsZzI> (Band arrangement)

<https://www.youtube.com/watch?v=tIt3RsXgYDc> (Harp and vocals)

https://www.youtube.com/watch?v=C7QXidR_Aks (Guitar and vocals)

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Identify the composer’s intent through analyzing musical elements and the emotions of the song.

<p>Describe the song’s musical elements (e.g., tempo, dynamics).</p> <p>[Teacher may want to include clip art/word choices from which students can select depending on depth of knowledge level.]</p>	<p>Describe the emotion of the song, or provide adjectives to describe the song.</p> <p>[Teacher may want to have students draw a picture of what they imagine when they listen to the song.]</p>

Student’s name _____