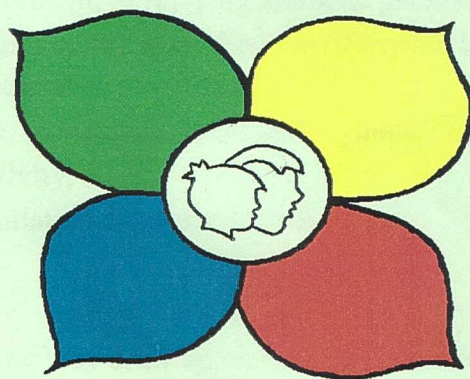


# ACTIVITY PLAN

## CENTRAL KINDERGARTEN



VÉSZTŐ

28<sup>th</sup> APRIL 2015

## Activity Plan

**Activity coordinator:** Gabriella Kincsesné Fekete, kindergarten teacher

**Location:** Central Kindergarten, Sunshine Group

**Areas of activity:** Singing, music, singing games

**Date:** 28<sup>th</sup> April 2015

**Age group:** mixed (age 4-6)

### Content of the activity:

- Mit játszunk lányok... (*What do we play, girls?*, children's song)
- Ennek a kislánynak... (*This little girl*, children's song)
- Elvesztettem zsebkendőmet... (*I lost my handkerchief*, children's song)
- Gyerekek, gyerekek ... (*Children, children*; children's song)
- Ekeke-pekete... (children's song)
- Listening to music: Vivaldi's Four Seasons -Spring (fragment)
- Closing the session within dependent, creative movement with ribbons to the music that has been listened to

### Skill Development Material:

- independent, clear singing, creating and holding of spatial formations, practicing synchronized group movement, developing aesthetic game movements
- improving sense of rhythm by the individual use of rhythm instruments and the forming of rhythm orchestras
- improving inner hearing, recognizing tunes and rhythms, "tune hiding"
- improving musical creativity,
- nurturing talent, differentiating by musical skills

### Goal of the Activity:

Complex musical skill development by drawing on the known nursery rhymes and singing games, picking out children with outstanding skills from play groups, improving musical creativity, community formation.

### Objectives of the Activity:


- Improving singing ability by practicing clear singing and singing with a correct starting pitch and tempo, independently and with the guidance of kindergarten teachers.
- Musical hearing development: tune recognition after humming of inner motif, rhyme recognition after characteristic rhythm.
- Improving sense of rhythm with a graduated approach:







- by connecting steady meter and rhythm in a known nursery rhyme (Children, children...)
- by accentuating duple meter
- with the game called rhythm echo (kindergarten teacher-child, child- the group, one child-another child)
- Improving musical creativity with a mood-setting game of singing names
- Social skills and movement development

### Introduction of the Activity:

Practicing of the musical material, familiarizing ourselves with rhythm instruments, reciting nursery rhymes, circle games, echo games.

Description of the Activity	Reflection
<p>1. Calling to play</p> <ul style="list-style-type: none"> <li>• What do we play, girls?... ÉNÓ 142. (lsfmrđ)</li> </ul> <p>Method: motivation with a known song</p>	<p>Motivating, known singing game intended to call to play. It calls to join a common musical activity by creating a spatial formation independently to practice the connecting of steady meter and movement</p>
<p>2. Introduction by the singing of names</p> <p>Method: tune improvisation (question-answer)</p> <p>Question:</p> <p>s  s m s m s</p> <p>Hogy hív - nak ? or Hogy hív - nak?</p> <p>s m s</p> <p>What's your name?</p> <p>Answer: Children introduce themselves by singing.</p>	<p>Developing musical improvisation and creativity through the singing of names. In the case of more skillful children, it may be accompanied by movement as well.</p>
<p>3. Singing of known nursery rhymes</p> <ul style="list-style-type: none"> <li>• Gyerekek, gyerekek.. ÉNÓ 32. Children, children...</li> </ul> <p>Method: co-operative practice (kindergarten teacher-group; kindergarten teacher-child; one group-another group; one child-another child))</p>	<p>The practicing of steady meter and nursery rhyme rhythm with a known nursery rhyme, then speaking out loud both while forming groups –with instrumental accompaniment. Accentuating duple meter with playful movements.</p> <p>Improving inner hearing with tune hiding (hiding the 2nd and 4th line/motif of</p>

	thenursery rhyme)
<p>4. Practicing of a singing game</p> <ul style="list-style-type: none"> <li>• Ennek a kislánynak... ÉNÓ 100. (s f m r d)</li> </ul> <p>This little girl... ( s f m r d)</p> <p>Method: gaining of experience, common game</p>	<p>Connecting clear singing, steady meter and movement via the singing game.</p>
<p>5. Rhythm echo game</p> <p>Method: question-answer</p> <p>Stages:</p> <ul style="list-style-type: none"> <li>• kindergarten teacher-child</li> <li>• child-the group</li> <li>• one child-another child</li> </ul> <p>Lyrics:</p> <p>   O - da kinn süt a nap.  /The sun is shining outside./ </p> <p>   Csi - pog - nak a ma - da - rak.  /The birds are tweeting./ </p> <p>   Jó na - pot kí - vá - nok.  /Good day!/ </p> <p>   Szép jó na - pot kí - vá - nok!  /Good day!/ </p>	<p>Providing consistent improvement of sense of rhythm by the ensuring of graduation during the game.</p> <p>Children independently create rhythm motives, thus improving their musical creativity.</p>
<p>6. Recognition of known singing game after an instrumental tune (flute) and recognition of known nursery rhyme after rhythm</p> <ul style="list-style-type: none"> <li>• Elvesztettem zsebkendőmet... ÉNÓ 88. ( s m r d)</li> </ul>	<p>Improving inner hearing by the accentuation of characteristic motives of known singing game and nursery rhyme.</p> <p>Practicing clear, steady-paced singing through a singing game.</p>

<p>I lost my handkerchief.... (sol mi re do)</p> <ul style="list-style-type: none"> <li>• Ekeke, pekeke... ÉNÓ 23.</li> </ul> <p>Method: Presentation, tune recognition, practice</p>	<p>Improving sense of rhythm by connecting tune and aesthetic movement.</p>
<p>7. Motivation game: „Musical gravels”</p> <p>Method: explanation, presentation, practice with the guidance of kindergarten teachers</p>	<p>Community formation, improvement of sense of rhythm, steady meter, illustration of quiet and loud.</p>
<p>8. Forming of a rhythm orchestra</p> <ul style="list-style-type: none"> <li>• Mi szél hozott kisfutár? ÉNÓ 253. What brings you here, tiny messenger? –new song</li> <li>• Bársony ibolyácska ... ÉNÓ 149. Velvet violet ...new song</li> </ul> <p>Method: musical skill development based on dialogue, presentation</p>	<p>Improving sense of rhythm, teaching children the love of music, community formation.</p> <p>Forming of an instrumental rhythm orchestra.</p> <p>Playing known singing games with instrumental accompaniment.</p> <p>Differentiation: playing a call-and-response song with the more talented children, then the whole group plays together.</p>
<p>9. Vivaldi's Four Seasons - Spring (fragment)</p> <p>Method: listening to music</p>	<p>Teaching children the love of music, development of active listening.</p> <p>Closing of the session by listening to a fragment of Vivaldi's Spring.</p>
<p>10. Transition from the activity to playing</p> <p>Method: creative movement to music</p>	<p>Back to playing: creative movement to the last section of the musical material with rainbow ribbons</p>