



Education Through Music Lesson Plans

KINDERGARTEN

The Conductor

CURRICULUM CONNECTIONS

Social Studies: Identifying roles, discussing the qualities of a leader

Language Arts: Identifying letters, spelling
CONDUCTOR

AIM

Students will understand the role of the conductor by playing Simon Says, following a leader while dancing, actively listening to *Arturo's Baton*, and drawing themselves as a conductor.

MATERIALS

Any distinct instrumental recording that can easily be danced to

Arturo's Baton by Syd Hoff (Clarion Books, 2002)
Worksheet

Baton (or appropriate substitute)

Large picture of an orchestra and a conductor

Paper hat, sash or sign to identify Simon

Stickers

ASSESSMENT

Complete conductor worksheet. Have students identify and circle the leaders. Students should trace the arrow pointing to the conductor, and complete the picture showing themselves as a conductor. Have children spell the word conductor, and print the missing letters.

ENRICHMENT IDEAS

If children are having difficulty keeping a steady beat, try having them pass bean bags back and forth between their hands to a steady beat. Use this activity with the same musical selections you'd like the children to conduct.

Re-read *Arturo's Baton* and identify different instruments from the illustrations.

Have a discussion with the children about self-confidence.

PROCEDURE

1. Introduce Simon Says. Put on the Simon hat, sash, sign etc. Ask students to explain how someone becomes "out." Begin the game with yourself as Simon.
2. Acknowledge the winner and give him/her a sticker. Pick a student to be Simon. Give him/her the Simon hat, sash, sign etc. and start over.
3. Put on CD of musical selection. Tell students you are going to be the leader and they are going to follow you as you move to your musical selection. Move/dance to your musical selection, while students follow you.
4. Ask students about the places they go where there is a leader, someone they have to follow. Guide the discussion and ask questions such as why do we follow certain people? Why is it important to follow these people? What happens if you do not follow these people?
5. Introduce the word conductor. Define it as the person who leads a group of musicians. Give examples of orchestra, band, opera, musicals, etc.
6. Introduce *Arturo's Baton*. Ask the children to try to figure out what a baton is. Read the story and ask comprehension questions along the way.
7. Listen to a simple musical selection, maybe a march, with a strong 1, 2 beat. Before listening, ask the students if they remember what a beat is. Remind them that a beat is a steady pulse. Model for the children how the conductor keeps the beat steady for the musicians. Use a simple tow pattern, up and down. Have children come up and conduct to the recording, or have the children sing a simple song while a student conductor leads them.

Name:

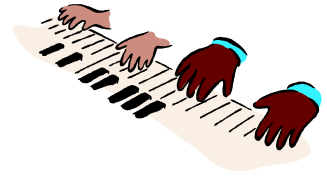
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Music Resource Sheet

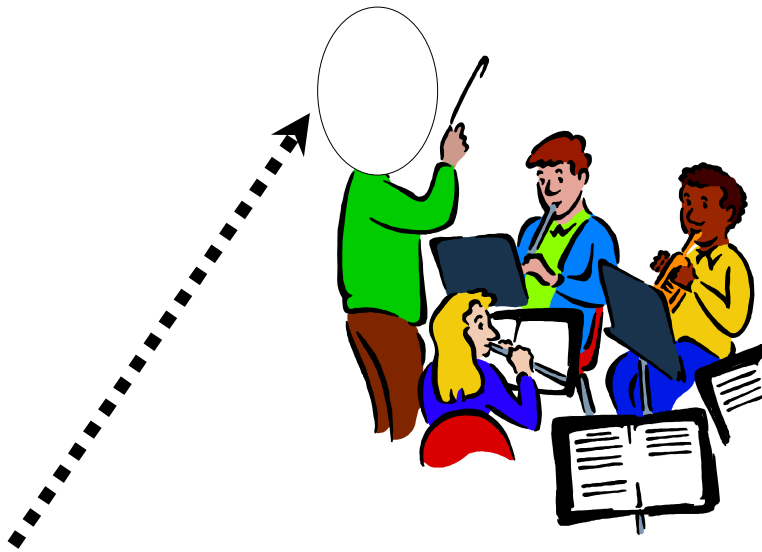
The Conductor



DIRECTIONS: CIRCLE the leader in each picture.



DIRECTIONS: Trace the line to the CONDUCTOR. DRAW yourself as the conductor.



DIRECTIONS: Fill in the missing letters to spell CONDUCTOR.

C	O	N	D	U	C	T	O	R
__	O	N	__	U	C	T	O	R
__	__	N	__	__	__	T	__	R