


**PURPOSE**

The purpose of this lesson is to develop students' ability to use their voices in different ways.

**KEY STUDENT OBJECTIVES**

- Recall the four ways to use the voice.
- Name specific situations in which each voice is used.
- Demonstrate the voice types with movements in a song.
- Recall that silence is when there is no sound.

Time	Standard	Classroom Resources	Music in This Lesson
Normal 30-45 min			
	MU.K.C.1.1^MU.K.C.1.2^MU.K.C.1.3^MU.K.C.1.4^MU.K.C.2.1^MU.K.H.2.1^MU.K.H.3.1^MU.K.F.1.1^MU.K.F.3.1^MU.K.O.1.1^MU.K.S.2.1^MU.K.S.3.1^MU.K.S.3.2^MU.K.S.3.3^MU.K.S.3.4^LAFS.K.RL.1.2^LAFS		
Extended 30-38 min			

1 . Whisper, Talk, Shout, and Sing  2-4 min

- Have **Whisper, Talk and Shout and Sing** playing as students enter your classroom.
- Take attendance, if needed.
- During your planning time, we strongly recommend that you review the five assessment items found in the third lesson of this module (lesson 6). This will help you know which points to emphasize as you go through the module.

**Hint:** To get the fastest internet speeds, preview all your screens ahead of time so they are pre-loaded in your computer and close all open windows except for Quaver.



2 . Steady Beat Practice



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### 3 . Voices video



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### 4 . Whisper, Talk and Shout and Sing (Animated Song) ⌚ 6-8 min

- Remaining in their groups, have students listen to the **Whisper, Talk and Shout and Sing** song.
- As they listen, invite groups to stand each time their icon appears on the screen.
- Repeat the song, inviting students to stand, sing, and do the motions they created earlier in the lesson, such as crouch for whisper.
- **Note:** All Quaver songs include lyric highlighting and many include graphics, providing students in the ESE (Exceptional Student Education), ELL (English Language Learners), and MLS (Multiple Learning Styles) spectrums more opportunities for understanding what is presented. For additional information, see ESE, ELL, and MLS Best Practices Guides which can be downloaded from Worksheets in the first lesson of this grade.



The **Whisper, Talk and Shout and Sing** melody is printed at the end of the Lesson Plan. The score and lyrics can be downloaded from Worksheets.

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### 5 . Different Voices ⌚ 5-7 min

- Introduce the whisper, talk, shout and sing icons by creating and demonstrating a movement to go with each voice type.
- **Note:** Click on the right side of the screen to advance to the next slide.
- Use the baby, dog, stage, cheering and birthday party pictures for students to have a collaborative conversation with a partner about voice types.
- Alternatively discuss this topic with the teacher or other adults in smaller or larger groups.
- Encourage students in discussion to use clear definitions (whisper, talk, shout and sing) and carefully formulate explanations as much as possible. Demonstrate to students what a clear explanation sounds like.
- Remind students that the shouting voice is usually not appropriate in school.
- Have students imitate the following chant in a talking voice: "It's not cool, it's not cool, it's not cool to shout in school." (Slide 6) Then, try it in a whispering voice.
- Invite students to name times when they should not use their voice at all, such as when the teacher is talking or when watching a performance.
- Finally, ask students to name a specific situation in which each voice type would be used, such as whispering in the library.



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### 6 . Whisper, Talk and Shout and Sing (Game) ⌚ 4-6 min

- Review the four voice types using the icons on the screen.
- Select Teacher Mode and as the composers appear, point out who they are and what country they're from. (Beethoven - Germany, Vivaldi - Italy, Debussy - France)
- Tell students the composers have "forgotten" what type of voice they're using.
- Invite students to help you drag the composers to the correct boxes.



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## 7. Yes, I Can! (Lyrics)

3-4 min

- Review the **Yes I Can!** song, reminding students to move to the steady beat.
- Experiment with using a different voice type for each question in the song, asking students to identify which voice you have chosen.
- **Note:** You can toggle to singing mode from chant mode.
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## 8. Four Groups

5-8 min

- Divide students into four response groups (whisper, talk, shout, sing).
- Demonstrate how the singing group will respond by singing **Yes I Can!** on the pitches *sol* and *mi*.
- Keeping a steady beat with a drum, chant a question from the song and point to a group who responds with **Yes, I Can!** in their voice type.
- Invite each group to create and demonstrate a movement to go with their voice type: whisper - crouch, talk - phone to ear, shout - hands wide, sing - opera singer.
- Rotate the groups and repeat.

**Variation:** Have each group create a short story incorporating the four voice types. If time, have each group present their story using the four voice types.

The WTSS icons can be downloaded from Worksheets.

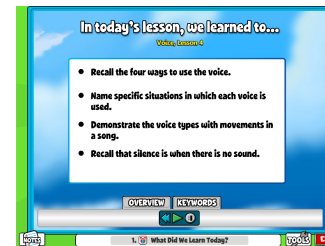


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## 9. What Did We Learn Today?

2-3 min

- Click on the bullet points to highlight and review the learning objectives.



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## 10 . Classical Connections - Voice

🕒 8-10 min

Classical Connections is a way to introduce and use Classical music throughout the Quaver curriculum. Each of the pieces in Classical Connections has been selected to help illustrate the musical concept explored in this module. When appropriate, teachers should demonstrate or model moves for the students and encourage students when movements are student led.

- **La Donna è Mobile (Rigoletto)** - Ask students to stand up and follow your movements as you turn (non-locomotor) ninety degrees each time the singer takes a breath in this piece. During the instrumental section the students can row (integrated) like gondoliers to the beat.
- **Anvil Chorus from Il Trovatore** - Pass out scarves and ask the students to move (integrated) them during the instrumental sections and to hold them in a ball and sway (non-locomotor) when they hear singing voices.
- **Largo al Factotum** - Explain to the students that this song is sung in Italian. Challenge the students to stand up (non-locomotor) whenever they hear the "la la la" sung throughout the piece.

To view the Classical Connections Overview for each grade click on the Curriculum Features button found at the top of the Lesson Selection Menu.

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## 11 . If You're Happy and You Know It (Lyrics)

🕒 8-10 min

Promote students' listening skills and creativity by using their singing voices.

- Invite students to listen to and sing along with the song **If You're Happy and You Know It**.
- Students should listen not only to their own voice, but also the instruments used in the track.
- Invite students to describe the sounds of the instruments they heard.
- Collaborate with students to work out actions that go along with the song.
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The **If You're Happy and You Know It** melody is printed at the end of the Lesson Plan. The score and lyrics can be downloaded from Worksheets.



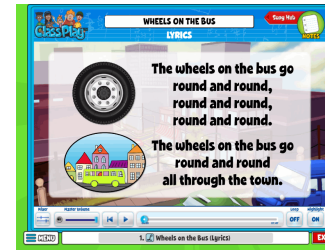
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## 12. Wheels on the Bus (Lyrics)

🕒 8-10 min

Develop students' listening and creating skills as they use their singing voices.

- Invite students to listen to and sing along in their head voice with **Wheels on the Bus**.
- Collaborate with students to create actions that go along with the song.
- Discuss with students if they performed their actions perfectly first time
- Discuss the benefits of continuing to do something even if we do not succeed the first time. (Use tying shoe laces, putting on clothes, or playing in a soccer or baseball team as good examples)
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## 13. March of the Ducks (Lyrics)

🕒 3-5 min

- Ensure the mixer is set to CHANT.
- Have students whisper the **March of the Ducks** song as a review of steady beat.
- Invite them to whisper with an appropriate movement.
- Then ask what is even softer than whispering. (silence)
- Also ask what we mean by "silence." (Silence is when there is no sound at all.)
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## 14. Four Voices to the Beat

🕒 7-9 min

Promote students' ability to improvise over a steady beat using the four voice types.

- Press the green PLAY button, inviting students to move to the beat.
- Teacher should demonstrate rhythmic phrases using different voice types (i.e., "Hi Granny, how are you?"), inviting students to imitate.
- Continue the process using talking, shouting, whispering, and singing phrases. (Give examples of singing phrases with specific pitch patterns.)
- Try adding sounds each time to the QBackBeat loop to make it more interesting.

**Note:** Creatives can be used to extend learning across the ESE spectrum. For more information about the many ways to use QBackBeat, see the Qtorial in the Quaver Lobby.



15. Whisper, Talk and Shout and Sing (Connections) 🕒 7-9 min

Expand students' ability to use various voice types in other areas of life.

- Use the questions on the screen to relate the story of the three bears to the topic of this lesson.
- Try singing the question "Who's been eating my porridge?" instead of speaking it.
- Find a picture book version to enhance the process.
- As time permits with prompting and support, invite a student or students to retell the simple story of The Three Bears including the key facts.



**Lead Sheet**

# Whisper, Talk and Shout and Sing

music & lyrics by Quaver



Andante / Lighthearted ♩ = 110

There's a time, a place for eve-ry - thing, - and eve - ry - thing has its turn.

How we use our voic - es is a les - son we must learn. If your

ba - by broth - er's nap - ping, you would whis - per. If you're  
walk - ing by a li - on, you should whis - per. If you

on the phone to Grand - ma, then you'd talk. If you score the win - ning goal, then you  
meet a chat - ty al - i - en and talk. If you're zoom - ing down a wa - ter - slide, you

run a - round and shout. If you're in a choir, you need to sing. \_\_\_\_\_  
might de - cide to shout. If you're in a rock band, you would sing. \_\_\_\_\_

**2nd X only** Whis - per, talk and shout and sing.

Come on eve-ry - bod-y and sing with me!

These are ways we use our voic - es. Whis - per, talk and shout and

sing. Do you know which one to choose? \_\_\_\_\_

Whis - per, talk and shout and sing. These are all the ways we use our voice.

Whis - per. Talk. Shout. And

Repeat Chorus 2nd X 3 rit. If you're

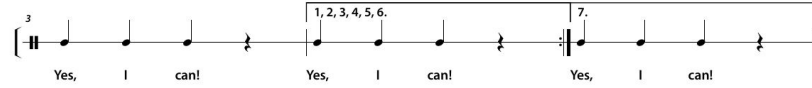
Chant

# Yes, I Can!

music & lyrics by QUAVER



- 1. Can you clap your hands like me?
- 2. Can you pat your knees like me?
- 3. Can you rub your hands like me?
- 4. Can you blink your eyes like me?
- 5. Can you pat your tum like me?
- 6. Can you stomp your feet like me?
- 7. Can you hop a round like me?



Vocal

# If You're Happy and You Know It



Andante / Playfully



1. If you're hap - py and you know it, clap your hands. If you're  
 hap - py and you know it, tap your toes. If you're  
 hap - py and you know it, nod your head. If you're  
 hap - py and you know it, spin a - round. If you're



hap - py and you know it, clap your hands. If you're hap - py and you know it, then your  
 hap - py and you know it, tap your toes. If you're hap - py and you know it, and you  
 hap - py and you know it, nod your head. If you're hap - py and you know it, then your  
 hap - py and you know it, spin a - round. If you're hap - py and you know it, then your



face will sure - ly show it. If you're hap - py and you know it, clap your  
 real - ly wan - na show it. If you're hap - py and you know it, tap your  
 face will sure - ly show it. If you're hap - py and you know it, nod your  
 face will sure - ly show it. If you're hap - py and you know it, spin a -



hands. 2. If you're round.  
 toes. 3. If you're  
 head. 4. If you're



Vocal

# Wheels on the Bus



1. The wheels on the bus go round and round, round and round,  
round and round. The wheels on the bus go round and round  
all through the town. The

- 2. The wipers on the bus go swish, swish, swish, ...
- 3. The doors on the bus go open and shut, ...
- 4. The driver on the bus says, "Move on back!" ...

*(Modulate to G)*

- 5. The babies on the bus go, "Wah, wah, wah!" ...
- 6. The mummies on the bus say, "Shush, shush, shush." ...
- 7. The horn on the bus goes beep, beep, beep, ...

Vocal

# March of the Ducks

La Marcha de los Patos

music & lyrics by QUAVER



1. We are ducks. Ducks are we.  
2. So - mos pa - tos. Pa - tos so - mos.

5  
Quack and wad - dle to the beat.  
Graz - no, an - do al rit - mo.

9  
Quack, quack, quack. Wad - dle, wad - dle, quack.

13  
Quack, wad - dle, quack, wad - dle, quack, quack, quack. 1. 2. quack.

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