

Music 441W
Jason Adams Lesson Plan
Turkey Blues – Crane Dance – Oliver Von Oran (Time-Travel)

Learner Objectives:

- Students will be able to sing a blues melody in traditional American form.
- Students will be able to perform and embody rhythm and expression through Aboriginal-inspired movement.
- Students will Experience classical form and technological innovation through Beethoven's life and works.

National Core Standards:

MU:Cr1.1.3a: Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context

MU:Pr4.2.3a: Demonstrate understanding of expressive qualities (dynamics, tempo) to convey intent (e.g., Crane Dance tempo and energy shifts).

Pennsylvania Arts Standards:

9.1.3.A: Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.3.B: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts

Required Materials:

- Guitar
- Slide deck of songs/videos: Leadbelly, Beethoven facts, Metronome creation.
- Oliver Von Oran (Ollie with a composer's wig on)
- Ollie's Machine
- Song: "Turkey Blues"
- Song/video: "Red Bird" - <https://www.youtube.com/watch?v=tnZPHzPjtr8>
- Song/Video- "Crane Dance" - https://www.youtube.com/watch?v=U2vzsSmqGg8&list=RDU2vzsSmqGg8&start_radio=1
- Brolga Video: <https://www.youtube.com/watch?v=IRdvwbBAEYo>
- Song: "Oliver the Time-Traveler"
- 5th Symphonie Scarfs: <https://www.youtube.com/watch?v=IsHoLGk0ETc>
- Beethoven Bird: <https://youtu.be/QmRbc1FmH6U>
- 6th Symphony 2nd movement (minute 10) : https://www.youtube.com/watch?v=IiONuZmUp8E&list=RDliONuZmUp8E&start_radio=1

-Bird calls with Symphony instruments: <https://www.youtube.com/watch?v=qV-N3Luf9mE>

Task Analysis – Turkey Blues

1. Teacher gains the attention of the students. “What holiday is coming up?”
2. Students: “Thanksgiving”
3. “What is your favorite thanksgiving food?”
4. “Stuffing!” ... “Gravy”...”Turkey!”...
5. “Yummy, those are some delicious foods for the table. I bet it makes some turkeys feel real blue. Listen to my song and tell me how the turkey feels.”
6. Sings Turkey Blues
7. “How does the turkey feel?”
8. “Sad, that he might get eaten.”
9. “Yeah, that’s why he’s singing the blues. Listen to my song again and tell me how many times I say chicken?”
10. Sings Song
11. “How many times did I sing ‘chicken’ in the song?”
12. “Five!”
13. “Excellent, friends. Listen one more time and after each time I sing “chicken” clap three times like this...”
14. Sings “Wish I was a chicken” clap, clap, clap ... “Good”
15. Sings song
16. Students clap after each chicken (even the one in the middle phrase)
17. “Now repeat after me.”
18. Sings “Wish I was a chicken”
19. Students Repeat
20. Sings “Wish I was a chicken”
21. Students repeat
22. Sings “A chicken is still kickin””
23. Students repeat
24. Sings “Wish I was a chicken”
25. Students repeat
26. “A turkey’s fate, is on a plate.”
27. Students repeat
28. “Wish I was a chicken”
29. Students repeat
30. “Great friends, lets sing the whole song together”
31. All sing
32. “Now you’re singing the blues.”

Transition: Redbird

33. “Just like thanksgiving is a traditional American holiday, the Blues is an American music style brought to us by the African-American community of musicians. A musician named

Huddie William Lead Better or “Leadbelly” wrote music and performed with his incredible voice and his 12-string guitar. Listen to his bird song...”

34. Plays recording of “Redbird”
35. “What birds do you know that are red or have some red on them?”
36. Discuss... cardinals, woodpeckers, macaws maybe...
37. “Well, I know of a certain bird that lives in Australia...”

Task Analysis: Crane Dance

38. Teacher: “The Brolga is a type of crane.”
39. Plays Brolga video
40. “Do you know anything about the indigenous-humans that live on the continent of Australia?”
41. “No” ...
42. Shows world Map and map of Australia
43. “The Aboriginal people are like the Native American indigenous tribes that exist here in America, but in Australia. There is archeological evidence in Australia of humans dating to around 40,000 years ago. They have what is considered to be the oldest instrument in the world. The didgeridoo or Yadaki as it is known in their language.
44. Listen to this piece of music and quietly raise your hand when you hear a change in the music.”
45. Play track.
46. “What changes did you hear when you raised your hand?”
47. Discuss answers.
48. “This Australian Aboriginal song is a dance song depicting the Cranes, or specifically the Brolga an Australian Crane. Cranes have a unique way of stepping with long legs and finding their food with long necks and beaks. They can fly around in big circles and scoop down to land with their large wings”
49. “Under you chair is a crane chart. Listen again and try to do a two-finger tap on this picture chart with the clapstick sound. Move to the next picture when you hear a change in the music.”
50. Play track.
51. Observe/assess tapping to music structure shifts
52. “This song and dance depicts the movements of Brolga Cranes, like the crane images on our music chart.”
53. Help children find their own standing spaces in the room. Invite them to move how they think cranes would move. Reminding students of mindfulness in our movement and space around others...
54. “They stand and walk with their long legs. How do they take steps?”
55. “They scoop up food with their long necks and beaks. How would this movement look?”
56. “Cranes soar through the sky with their huge wings. We can move in a circle together with our arms out like wings.”
57. “And they swoop down to the ground to land with their wings spread. How can you swoop to a stopped position?”
58. “Let’s try your Brolga Crane motions with the music. Just like our Crane chart.”

59. Play track.

Transition:

60. "Let's see how close we were to the original dance."
61. Show the full video.
62. "How about that, you all danced an Aboriginal Crane dance!"
63. "Do you know who else imitated birds in their musical compositions?"
64. "Taylor Swift?"... "Ed Sheeran?"... "Beethoven?"
65. "Yes, Beethoven! In his sixth symphony, the 'pastoral'."
66. Teacher: "Should we time-travel with Ollie to meet Beethoven? There is no knowing what we could learn..."
67. Students: "Yeah!! We've been begging for this for weeks now?"
68. "Okay, repeat after me."

Task Analysis: Oliver von Oran Time Traveler

69. "Oliver the time traveler"
70. Students repeat
71. "Will take us all into the past"
72. Students repeat
73. "Oliver the Time Traveler will take us all into the past"
74. Students repeat
75. "Meet composers, sing their songs and"
76. Students repeat
77. "Melodies and have a blast"
78. Students repeat
79. "Meet composers sing their songs and melodies and have a blast"
80. Students repeat
81. Sings whole song
82. Students repeat
83. Machine activates: Out comes Oliver Von Oran
84. "Students Rejoice!!!"
85. "Oliver Von Oran welcome, you look very distinguished. To what time have we traveled?"
86. Brings up slide with Beethoven image and few facts...
87. "Ludvig Von Beethoven! He was born in December of 1770 in Bonn, Germany. Lived much of his life in Vienna Austria as a virtuoso piano and organ performer and composer of many famous musical works, operas, and including 9 symphonies. Class, do you know what Beethoven's favorite fruit is?"
88. Students: "No"...or possibly "Bananas!" with inference to Ollie...
89. Teacher: sings "Ba-na-na-nas!" to symphony 5.
90. "Beethoven composed 9 symphonies, before we get to our birds in #6, let's check out #5.
91. "Everyone, grab a scarf. We will follow the musical ideas in the 5th Symphony with them and the images in this video."
92. Plays scarf tracing video

93. "Fantastic friends. Does anyone have a favorite movement from that?"
94. "Yeah".....
95. Next Slide with. Backyard Beethoven Bird
96. "Wow that bird is imitating the 5th Symphony. Well Beethoven imitates birds his 6th Symphony. He even marks in the score which bird is being imitated. He uses the whole orchestra to paint the musical picture of nature and the outdoor, daily life, of the people. It is now known as the Pastoral.
97. Next Slide with movement 2
98. "Listen to this piece and raise your hand when you think you here a bird?"
99. Listen to minute 10 through the end.
100. "Amazing friends, can any of you make bird calls?"
101. "Yeah, check this out!..."
102. Next slide with movement 2 instruments vs bird calls.
103. "Check out the instruments as they compare to the real bird sound..."
104. "Now let's see if we can figure out what Beethoven is imitating in the second movement of his 8th symphony..."
105. Next slide
106. "It is not a bird. Have a listen."
107. Plays a minute or so...
108. "Any ideas on what the orchestra is supposed to sound like here?"
109. Students: "No Clue"... "A zebra?" ... "tell us"
110. Brings out a Metronome
111. "Do we know what this is?"
112. "Yeah, it's a metronome" ... or "NOPE"
113. "You've heard the digital version of this and used it a lot..."
114. Plays the metronome
115. "It's a metronome just like with your rhythm randomizers. Guess what though?"
116. Next slide...
117. "Beethoven was friends with Johann Maelzel, the guy who ended up with all of the credit for patenting, marketing, and producing the metronome for musicians in 1815."
118. "Let's compose and play some music together like Beethoven."
119. "Can I have a brave friend who would come to the board and compose a one measure rhythm like we did last week for us?"
120. Picks student – asst large notation of their composition
121. "Let's all try clapping and speaking this rhythm... one two three four"
122. All play
123. "Great. Now let's do a few times in a row, keep repeating it. One two three four"
124. All play 4 or 5 times
125. "Now for our symphony...I need 5 volunteers to be our metronomes using boom whackers..."
126. Hands out only C, D, G boom whackers
127. Picks students
128. "I need 5 volunteers that will play our ostinato rhythm on rhythm sticks"
129. "I need 3 friends to quickly and quietly get their recorders to make bird sounds"
130. "Everyone else will sing Ollies song."
131. "We will layer these parts in and keep repeating until our symphony comes to life!"

132. "First our metronome. One two three four..."
133. Student with boom whackers play
134. "Now add our rhythm stick ostinato... one two three four"
135. "Birds gently add a few bird calls...just a few here and there as you are improvising your bird imitations."
136. Music is building
137. "Singers ready to sing? One two three four"
138. All remaining students join singing Ollies song (fruit or time-travel)

Closure/Transition:

139. "Wholy Moley friends, we better get back to 2025 so you can make it to your next class on time. You all created some tough rhythms and played them so well!"
140. "Oliver, send us back to 2025."
141. All sing time travel song to activate the machine (maybe review is needed)

Adaptations/Accommodations for Special Needs:

Students can remain in their personal mobility options and be moved by a friend or para. They can have an instrument appropriate for their needs when performing.

Assessment:

Students perform American blues melody.

Students demonstrate understanding of musical, rhythmic, and melodic changes and contour through movement.

Students compose and perform a Beethoven-inspired mini symphony.

"Time-Travel"

Oliver the time trav'ler

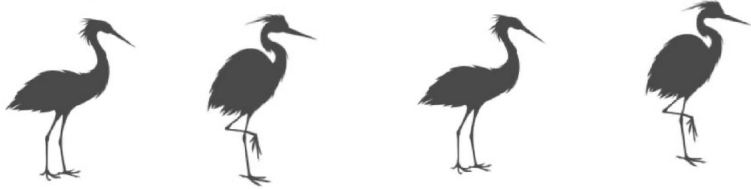
Will take us all into the past

Learn composers, songs, and melodies

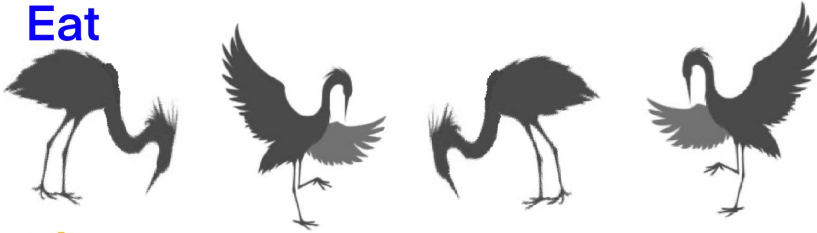
And we'll all have a blast!

Crane Dance

Step



Eat



Fly



Swoop
To Land



Ollie Orangutan

Jason Adams

Part

$\bullet = 90$ All sing

Ol-lie O-rang-u-tan wants to eat his fruit. Ol-lie O-rang-u-tan Loves Ba-na-nas! Ooo!