

Lesson Plan Title

Beating With the Life Cycle of a Pumpkin

Grade Level

1st

Subject Area

Science

MSCCRS

L.1.2 Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.

L.1.2.1 Investigate, using observations and measurements (non-standard units), flowering plants (pumpkins, peas, marigolds, or sunflowers) as they change during the life cycle (i.e., germination, growth, reproduction, and seed dispersal). Use drawings, writing, or models to communicate findings.

Art Form

Music

MSCCR Creative Arts Standards

MU: Cr3.1.1 Refine and complete artistic work.

Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU: Pr6.1.1 Convey meaning through the presentation of artistic work.

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- a. With limited guidance, perform music for a specific purpose with expression.
- b. Perform appropriately for the audience and purpose.

Duration

1 Hour

Materials

Index cards

Markers

Objectives

TSW identify the life cycle of a pumpkin

TSW use facts about the life cycle of a pumpkin to create and perform a musical rap.

Vocabulary

Seed
Sprout
Vine
Flower
Blossom
Green pumpkin
Orange pumpkin
Tempo - the speed of the music
Adagio (slow tempo)
Moderato (medium tempo)
Allegro (fast tempo)

Lesson Description

TTW ask the students, “Do you know how a pumpkin grows”? TSW give various answers. TTW show the video (in the resources section below) about the life cycle of a pumpkin. After viewing the video, TTW go over the vocabulary words that were in the video. TTW then ask the students, “Can you remember what happened first?” Second.. and so on through the life cycle. TTW then ask the students, “What did you notice about the music in the video?” TTW introduce music vocabulary and the meanings of each. TTW discuss the change in the tempo throughout the song (it gets faster and faster as the song goes on). TTW explain/relate how the change in tempo relates to the changes that take place during the life cycle of a pumpkin. TTW review the song/stages of the life cycle.... “First you have the seed... then a little sprout...then a whole bunch of vines come tumbling out...then you have the flower... then the green pumpkin... then the big orange pumpkin starts the whole thing again.”

TTW provide adjective cards (teacher made on index cards). TTW divide students into six groups (for each stage of the life cycle). TTW give each group a set of cards that have adjectives listed about their specific stage of the life cycle.

Seed: hard, oval, white, flat

Sprout: green, small, short, fresh

Vines: curly, leafy, wiry, long

Flower: yellow, pretty, bright, fragile

Green pumpkin: green, small, round, hard

Orange pumpkin: orange, big, ribbed, heavy

The groups will act out each stage of the life cycle using the adjective cards. TSW decide which way to present/chant the life cycle using the cards.

- For example: The group of students who get the Seed Stage index cards can decide what order they want to describe/rap their stage as. Hard, oval, white, flat OR Flat, oval, hard, white OR white, flat, hard oval. Every time they change the order of the index cards, their rap will change (thus they are “composing” and creating a new musical work).

TTW then say “How can we add music to our life cycle stages?” TTW ask the students, “What would your life cycle stage look like in slow tempo (adagio)? Medium tempo (moderato)? Fast tempo?(allegro)” and TSW model their stages in each tempo, moving at the speed of each tempo.

TTW remind students, “the music in the song changes tempos like we just changed our tempos while modeling the life cycle of a pumpkin using the adjective cards.”

TTW then play a medium speed drum backing track aloud for the students. TTW begin with 16 counts and at a medium speed. TSW model each life cycle stage using adjective cards to the drum backing tracks. TTW then change the drum backing speeds (72 bpm, 85 bpm, 100 bpm) bpm= beats per minute and have the students act out their adjective cards/life cycle stages accordingly with each bpm speed (slow, medium, fast).

TTW allow each group to perform individually for the class.

TTW wrap up the lesson by reviewing the stages of the pumpkin life cycle and the music vocabulary. TTW allow students to reflect on the learning experience through group discussion.

Recommended Resources

Extended Learning Activities

The students could generate the adjective cards prior to the music lesson (instead of the teacher making them for the students). Students could tap pencils, water bottles, books, or other objects on desks as they perform their life cycle stage rap.

Sources

Youtube.com- The Pumpkin Life Cycle Song <https://www.youtube.com/watch?v=ifLMJLN-A9w&feature=youtu.be>

Tips

You can search on youtube different drum backing tracks to play aloud.
https://www.youtube.com/watch?v=jZ-W_2oAwDU

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