



A Wise Old Owl

Music Skills

Listening
Performing own part
Listening to other parts
Audiation
Composing
Improvising (creating within boundaries)

Classroom Skills

Listening
Staying on task
Being part of a team
Inner hearing
Creating
Following rules

A Wise Old Owl

A wise old owl lived in an oak
The more he saw the less he spoke
The less he spoke the more he heard.
Why can't we all be like that wise old bird?

1. Choose a poem with a clear pulse or beat.
2. Create motions to go with each line of the poem.
(Students often have the best ideas!)
3. Students learn and perform the poem with motions.
4. When students can comfortably perform the poem and motions you are ready for the following activities:

Sequencing

Create picture cards that illustrate each line of the poem.

Students put the cards in the correct order.

Students say the poem while tapping the beat on each card.

Solo Recitation

Distribute the cards among students. The student who holds card #1, recites the first line of the poem. The student who holds card #2 recites the second line, etc. When a complete recitation is finished, students give their cards to a new set of students and the activity repeats.

Recitation Super Challenge

Mix up the cards. Place them down out of order. Students recite each line of the poem that corresponds with the order of the picture cards.

Audiation = Inner hearing

Place picture cards in order on a flat surface.

Students say the poem and perform motions.

Turn card #2 face down.

Teacher demonstrates: Say the poem or sing the song beginning with card #1.

Say or sing "in your brain" when you reach card #2.

Say or sing cards #3 and #4 out loud.

Teacher discusses the word "audiate" (to say, sing, or hear music in your mind).

Teacher explains that when a face down card is reached, students should audiate that portion of the poem.

Students say poem and "audiate" card #2.

Continue the activity by turning another card (#3) face down and repeating the poem.

Turn over another card (#4) and recite the poem. (Tell students that they have to watch you to know when to start! Give a clear signal by taking a rhythmic breath to get the group going.)

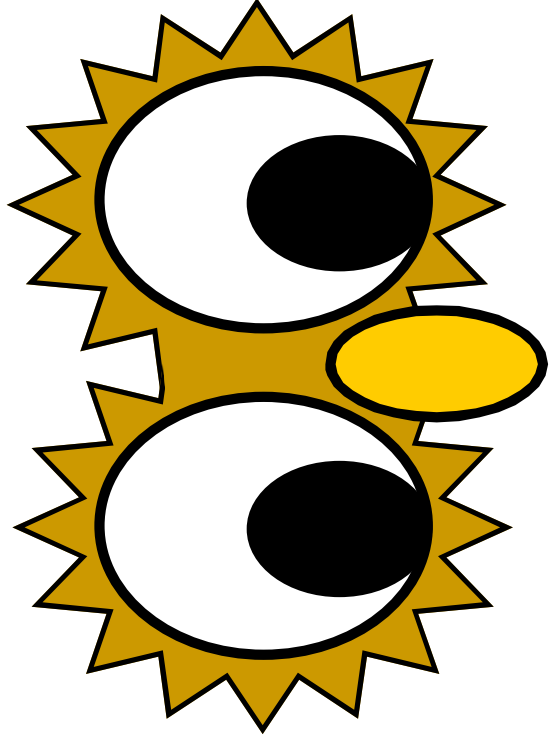
Turn all the cards face down!

Orchestration

Once students can audiate the entire poem, distribute small percussion instruments (drum, jingle bells, sticks, triangle, etc.) or find items in the classroom that make sounds (pencil tapping a book, fingers scratching a waste can, plastic tiles to shake in a bag, etc.).

Assign a sound to each line of the poem (let students choose). Students perform an orchestration by playing their instrument while audiating their assigned line of the poem.

Create a performance piece by allowing children not playing instruments to create whole body motions to go with each line of the poem.



Shhhhhhh!