Dear Educator,

Thank you for choosing the Cleveland Institute of Music. Inside this packet, you will find all of the materials your class will need for your upcoming Science of Sound, Jr. video conference. There is a lesson that needs to be completed prior to the video conference. Please allow at least 1 class period to prepare. If at any time you have questions or concerns, please feel free to contact me. We look forward to “meeting” you!

Sincerely,

Heather Young Mandujano
Distance Learning Education Coordinator
Cleveland Institute of Music
216-368-0874
hly2@cim.edu

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Pre-conference Lesson Plan:

Objective:
- Students will learn/review the songs “John Jacob Jingleheimer Schmidt” and “Ebeneezer Sneezer,” which will be sung as examples during the video conference.

Materials:
- CD (provided by CIM)
- Sheet Music/Lyrics (p. 3-4)
- CD Player

Procedure:
- Teach students the songs “John Jacob Jingleheimer Schmidt” and “Ebeneezer Sneezer” on pp. 3-4 of this packet.
- If your students are unfamiliar with these songs, we suggest using the phrase method to teach them. Sing the first phrase (or play it on the CD), then have the students echo. Repeat for each subsequent phrase.
- If your students need help with the lyrics, you can preface the above step by speaking each phrase and having the students echo you.
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Song Lyrics

John Jacob Jingleheimer Schmidt

John Jacob Jingleheimer Schmidt
     His name is my name, too
     Whenever we go out
     The people always shout,
     “There goes John Jacob Jingleheimer Schmidt!
     Da da da da da da da da!”

Ebeneezer Sneezer

Ebeneezer Sneezer
     Topsy turvey man
     Walks upon his elbows
     Every time he can
     Dresses up in paper
     Every time it pours
     Whistles Yankee Doodle
     Every time he snores
     Oh, Ebeneezer what a man!
John Jacob Jingleheimer Schmidt


Ebeneezer Sneezer

E-be-nee-zer Snee-zer, Top-sy tur-vey man Walks up-on his el-bows Ev’ry time he can Dress-es up in pa-per, Ev’ry time it pours Whist-les "Yank-ee Doo-dle"

Ev’ry time he snores! Oh, Eb e-nee-zer, what a man!
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**During the Video Conference**

*Classroom Set Up:*
Please **choose one** of the following classroom set up options, depending upon your space and student needs:

**OPTION 1:**
- Set up 8 stations around the perimeter of the room with the following:
  - Plastic container half full of water
  - 2 rubber duckies
  - One tuning fork
- Seat students in chairs or on the floor in front of stations.
- Each student needs a copy of the two songs (or lyrics), p. 3 or 4, if they are not memorized.

**OPTION 2:**
- Please divide students into 8 groups before the start of the conference. Seat each group around a table or desk. Each group will need:
  - Plastic container half full of water
  - 2 rubber duckies
  - One tuning fork
  - Lyrics for *John Jacob Jingleheimer Schmidt* and *Ebeneezer Sneezer* if students do not have these songs memorized (pp. 3-4)

*Students will need a small amount of space to stand up near their desk/table.*

*Please discuss with students proper use of the water (it stays in the container, no splashing, etc.) before the video conference starts.*

*Please assist us by calling on students to ask or answer questions.*

**Video conference activities will be selected from the following:**
- **Discussion:** Common Sounds; Loud vs. Soft
- **Song:** *John Jacob Jingleheimer Schmidt* (to demonstrate dynamics)
- **Seeing Sound:** Waves in the water
- **Experiment:** Duckies
- **Experiment:** Tuning Forks
- **Game:** Identifying high and low sounds
- **Song:** *Ebeneezer Sneezer* (to demonstrate pitch)
- **Live performance:** Demonstration of how an instrument makes a sound
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National Standards for Music Education

Creating
Imagine
K
MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour)

Evaluate and Refine
K
MU:Cr3.1.Ka - With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

Grade 1
MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

Performing
Analyze
K
MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

Grade 1
MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

Grade 2
MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Grade 3
MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

Interpret
K
MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent.

Grade 1
MU:Pr4.3.1a Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).

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**Grade 2**
MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

**Rehearse, Evaluate and Refine**

K    MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.

**Grade 1**
MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

**Present**

MU:Pr6.1.Kb Perform appropriately for the audience.

**Grade 1**
MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.
MU:Pr6.1.1b Perform appropriately for the audience and purpose.

**Grade 2**
MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.
MU:Pr6.1.2b Perform appropriately for the audience and purpose.

**Grade 3**
MU:Pr6.1.3a Perform music with expression and technical accuracy.
MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

**Responding**

**Analyze**

K    MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

**Grade 1**
MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

**Grade 2**
MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.

**Grade 3**
MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
Interpret

**K**

**MU:Re8.1.Ka** With guidance, **demonstrate** awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

**Grade 1**

**MU:Re8.1.1a** With **limited guidance**, **demonstrate** and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

**Grade 2**

**MU:Re8.1.2a** Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

**Grade 3**

**MU:Re8.1.3a** Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

Connecting

**Connect #10**

**K**

**MU:Pr4.3Ka** With guidance, **demonstrate** awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent.

**Grade 1**

**MU:Pr4.3.1a** Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).

**Grade 2**

**MU:Pr4.3.2a** Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

**Connect #11**

**K**

**MU:Pr4.2.Ka** With guidance, **explore** and **demonstrate** awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

**MU:Re7.2.Ka** With guidance, **demonstrate** how a specific music concept (such as beat or melodic direction) is used in music.

**Grade 1**

**MU:Pr4.2.1a** With **limited guidance**, **demonstrate** knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

**MU:Pr6.1.1a** With **limited guidance**, **perform** music for a specific purpose with expression.

**MU:Re7.2.1a** With **limited guidance**, **demonstrate** and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose.

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Grade 2  
MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.  
MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

Grade 3  
MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

National Science Education Standards
A. Unifying Concepts and Processes
Grades K-4:
• Evidence, models and explanation

B. Science as Inquiry:
Grades K-4:
• Abilities necessary to do scientific inquiry  
• Understandings about scientific inquiry

C. Physical Science:
Grades K-4:
• Properties of objects and materials  
• Position and motion of objects

Ohio Academic Content Standards- Music
Perceiving/Knowing/Creating
Kindergarten
1CE Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short)  
2CE Explore steady beat and rhythm  
3CE Listen to and explore the music of various styles, composer, periods and cultures  
4CE Explore and identify a wide variety of sounds, including the human voice  
6CE Attend live music performances  
8CE Explore connections between sound and its visual representation

Grade 1
2CE Explore steady beat, rhythm and meter.
3CE Listen to and identify music of various and contrasting styles, composers, periods and cultures.
4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege)
5CE Explore selected musical instruments orally and visually.
6CE Attend live music performances with emphasis on concert etiquette.

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Grade 2

3CE Listen to and identify music of various styles, composers, periods and cultures.
4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege)
5CE Explore selected musical instruments visually and aurally.
6CE Attend live music performances with emphasis on instrument and voice identification.

Grade 3

1CE Visually and aurally, identify the four families of orchestral instruments.
2CE Identify and discriminate between sounds produced by various instruments and the human voice.
3CE Listen to and identify the music of different composers of world cultures.
5CE Identify elements of music using developmentally appropriate vocabulary.

Producing/Performing
Kindergarten

1PR Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).
2PR Demonstrate a steady beat and maintain it while performing.
3PR Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.
4PR Create a wide variety of vocal and instrumental sounds.

Grade 1

2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
3PR Read, write and perform using eighth notes, quarter notes and quarter rests.
4PR Improvise new lyrics to known songs and experiment with digital technology.
7PR Demonstrate audience behavior appropriate for the context and style of music performed.

Grade 2

2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
3PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.

Grade 3

1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.
2PR Follow and respond to the cues of a conductor.
3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.
5PR Sing, move and respond to music from world cultures and different composers.

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7PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.
8PR Read, write and perform in treble clef a extended pentatonic melodies in G, F and C.
9PR Demonstrate appropriate audience etiquette at live performances.

Responding/Reflecting

Kindergarten
2RE Describe how sounds and music are used in our daily lives.
4RE Identify and connect a concept shared between music and another curricular subject.

Grade 1
3RE Communicate a response to music using dance, drama or visual art.
4RE Connect concepts shared between music, other art forms and other curricular subjects.

Grade 2
4RE Interpret music through dance, drama and visual art.
5RE Respond to patterns of same and different phrases in simple poems and songs.
6RE Discuss similarities and differences among the arts including connections between music and other curricular subjects.

Grade 3
2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.

Ohio Academic Content Standards: Science

Physical Sciences

Kindergarten
1. Demonstrate that objects are made of parts (e.g., toys, chairs).
2. Examine and describe objects according to the materials that make up the object (e.g., wood, metal, plastic and cloth).
5. Investigate ways to change how something is moving (e.g., push, pull).

Grade 1
5. Explore the effects some objects have on others even when the two objects might not touch (e.g., magnets).
6. Investigate a variety of ways to make things move and what causes them to change speed, direction and/or stop.

Grade 2
1. Explore how things make sound (e.g., rubber bands, tuning fork and strings).
2. Explore and describe sounds (e.g., high, low, soft and loud) produced by vibrating objects.

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8. Investigate that when parts are put together they can do things that they could not do by themselves (e.g., blocks, gears and wheels).

Scientific Inquiry
Kindergarten
1. Ask "what if" questions.
2. Explore and pursue student-generated "what if" questions.
3. Use appropriate safety procedures when completing scientific investigations.
4. Use the five senses to make observations about the natural world.
7. Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., magnifiers and other appropriate tools).

Grade 1
1. Ask "what happens when" questions.
2. Explore and pursue student-generated "what happens when" questions.
4. Work in a small group to complete an investigation and then share findings with others.
5. Create individual conclusions about group findings.
6. Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., magnifiers, timers and simple balances and other appropriate tools).
8. Use oral, written and pictorial representation to communicate work.
9. Describe things as accurately as possible and compare with the observations of others.

Grade 2
1. Ask "how can I/we" questions.
2. Ask "how do you know" questions (not "why" questions) in appropriate situations and attempt to give reasonable answers when others ask questions.
3. Explore and pursue student-generated "how" questions.
4. Use appropriate safety procedures when completing scientific investigations.
5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?)
6. Recognize that explanations are generated in response to observations, events and phenomena.
7. Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., magnifiers, non-breakable thermometers, timers, rulers, balances and calculators and other appropriate tools).
10. Share explanations with others to provide opportunities to ask questions, examine evidence and suggest alternative explanations.

Scientific Ways of Knowing
Kindergarten
1. Recognize that scientific investigations involve asking open-ended questions. (How? What if?)
4. Demonstrate ways science is practiced by people everyday (children and adults).
Grade 1

1. Discover that when a science investigation is done the same way multiple times, one can expect to get very similar results each time it is performed.
2. Demonstrate good explanations based on evidence from investigations and observations.
3. Explain that everybody can do science, invent things and have scientific ideas no matter where they live.

Grade 2

1. Describe that scientific investigations generally work the same way under the same conditions.
2. Demonstrate that in science it is helpful to work with a team and share findings with others.