

Naomi Craig  
Dan Mills Elementary School  
Nashville, TN 37216

Lesson Plan: Japanese Hand Game Song “Se, Se, Se”--focus grade level-second

Level/Class: Melodic Pitches- mi, so, la.

Rhythmic Elements- quarter, eighth, dotted eighth and sixteenth notes-quarter rest.

Theory-repeat sign.

This song/game is appropriate for Kindergarten, first and second grades using the melodic elements and steady beat. Third and fourth grade may include the rhythmic elements.

Source and Materials: “Share The Music” teacher's manual, grade 2, pg. 46-47, 1995 edition and the companion “Big Book”, grade 2, pg. 100-101.

Objectives: The students in the second grade classes will learn to sing the song “Se, Se, Se” independently accapella. They will be able to perform the hand game with a partner. They will compare the similarities and differences between the Japanese and American versions of “Paper, Rock, Scissors.” Cultural differences will be evident in the appropriate reactions of the winners and losers. Cultural similarities will be seen in the common use of melodic pitches mi, so, la in children's music. They will be able to retain both versions in their repertoire by reviewing in future classes and practice at home.

Assessment: Students will be informally assessed by their participation in class. Formal assessment of their vocal accuracy of the melody will be done in the fourth class period.

Class Periods: The song/game will be taught over four classperiods inserting it into the Kodaly framework that I use in my music classes. No more than 15 minutes of each 30 minute classperiod should be devoted to this particular song. It is by continuing with a variety of music each class period that the students will have learned enough repertoire to compare and relate one to the other.

Procedures:

Day 1: Intro/warm up- 2 minutes- include review of “It's Raining” for melodic pattern to prep for “Se, Se, Se.”

Game-5 minutes-teach the American version of “Rock, Paper, Scissors.” Students compete against the teacher as a group, standing and giving a high five to each other if they win. Then pair off and play against each other cheering and clapping if they win.  
Closure-1 minute- teacher sings solo of “Se, Se, Se” and plays melody on recorder

Day 2: Intro/warm up- 2 minutes-include “It's Raining.”

Teaching A New Song: 5 minutes- teach “Se, Se, Se” by rote using melodic elements and

keeping a steady beat with tapping fists.

Game- 5 minutes- use the “Big Book” pg. 101 only to learn the Japanese version of the game being sure to include the appropriate behaviors for winning and losing. Perform the words as a chant only.

Day 3: Intro/warm up- 2 minutes- Review “Se, Se, Se” singing and melodic elements, steady beat, recognize melody without the words vocally and from the recorder.

Game- 5 minutes- Using the “Big Book” pg. 100-101 -sing and play “Se, Se, Se” with teacher playing vocal support on the recorder.

Closure- 1 minute -Discuss the differences between the Japanese and American versions of the game/song “Se, Se, Se.”

Day 4: Intro/warm up- 1 minute - use “loo” and melodic syllables to recognize and perform “Se, Se, Se.”

Assessment- 5 minutes - Test individual vocal accuracy on the song.

Game- 5 minutes- Students pair off and perform either or both versions of the game.

Extensions: Give children the following web address <http://web-japan.org/kidsweb/index.html> and encourage them to do research on their own.

Using a large flip chart, designate a page for each class and let them draw an outline of Japan. Have them write information they have learned about Japanese children as a result of studying the song/game “Se, Se, Se” on the chart. If they do individual research, add this to the chart.