









Activity	Ballet of the Unhatched Chicks	Mussorgsky	Pre K – Gr. 3		
Learning Intentions	<ul style="list-style-type: none"> • Sing expressively, matching pitch • Identify and arrange eggshells for section A, with various four beat rhythm patterns using quarter notes, quarter rests, eighth notes and a whole note. • Accompany with simple movement and instrumental play on homemade instruments • Dynamic terms <i>piano</i>, <i>forte</i>, and introduction to the terms; legato, staccato and crescendo • Introduce students to classical music and <i>Ballet of the Unhatched Chicks</i> by Mussorgsky • Introduce students to the composer Mussorgsky • Audiation (Inner hearing) • Form A B A (ternary) 				
Materials Needed	<ul style="list-style-type: none"> • Found Sounds: pot/container, homemade shaker, strainer (something scratchy sounding), metal bottle/pot lid, wooden spoons • Music map and story • <i>Ballet of the Unhatched Chicks</i> by Mussorgsky instrumental version. <i>Fun with Composer's</i> version (available online) or orchestral version available on iTunes. • Recommended Children's book: <i>Where do Chicks Come From?</i> by Amy Sklansky 				
Process	<ul style="list-style-type: none"> • Read students the story of Charli and the Chicks • Show students children's book <i>Where do Chicks Come From?</i> – taking time to look at the chick's growth inside the egg and the 21 day (gestation time) before it hatches. Discuss how this would feel on day 21. • Demonstrate the sounds heard by playing section A on the hand drum, shaker and claves. • Discuss how chicks might move to that sound. Add in actions • Demonstrate how after the chicks broke out of their eggshells, they stretched their muscles and did a happy dance. Then they realized their mama and papa weren't there and got back into their shells. Ask students to join you the second time. Return to section A. • Review it from the beginning with the music with lyrics and then orchestral music. • Discuss -add in instruments to each phrase in the sections as demonstrated in the video. • Introduce the music map having students conduct in the air to the music. Discuss how the map reflects the music. Distribute maps at the end of class. • Introduce students to the composer Mussorgsky. Distribute colouring image at end 				
Extensions					
Assessment	Skills:	All the time	Sometimes	I have trouble	
	I can				
	I can				
	I can	