

*Happy* by Pharrell Williams

National Standards:

6. Listening to, analyzing, and describing music.

Ohio State Standards:

6CE – Identify elements of music using developmentally appropriate vocabulary

4PR – Sing, move, and respond to music from world cultures and different composers

Concept:

Most music fits within a steady beat.

Objective:

Students will move to the steady beat.

Students will create own motions for the steady beat.

Students will lead in motions.

Students will follow others in chosen motions.

Materials:

White board

White board marker

*Happy* by Pharrell Williams

iPod/sound system to play song with

Procedure:

1. Draw a smiley face on the board
  - a. Ask students what their first reactions are to this face
2. Play music at 2:13
  - a. Have students follow me in steady beat
    - i. Begin with a golf clap, move to feet, move to a motion like the sun
    - ii. Based upon assessment, if needed, give example of one motion within the steady beat and one not in the steady beat and ask the difference
  - b. Tell students this is the chorus of the song and occurs the most frequently
3. “That last example is something that makes me happy...the sun! Think for 45 seconds about a motion that represents something that makes you happy, fits into the groove of the song, and that we can follow to a steady beat. “
4. Play song example at 2:13 and give students time to try out their own motion
5. By count of 8, have students find themselves in an oval
6. During the chorus of the song, we are going to go around the oval and mimic each others’ motions. This is going to go by much faster than we expect! (Change on “happy”)
7. Practice without music once

8. Practice with music
9. There are four times in this song that something other than the chorus is heard. During these times, we are going to move around the circle with our feet moving at the same rate as before. However as long as your hands are to yourself, they may interact with the music in anyway you choose.
10. Talk through plan of song
  - a. Not-chorus section one: groove around the oval with other motions if you'd like
  - b. Chorus: I will lead with first motion and everyone in oval will follow. Then we will go around the circle and have a new motion leader on the word "happy" and when I point to you
  - c. Not-chorus section two: groove around the oval with other motions if you'd like
  - d. Chorus: Person who we left off with will start; I will point to new leaders
  - e. Bridge/Not-chorus section three: groove around the oval with other motions if you'd like
  - f. Chorus
  - g. Chorus
  - h. Quick not-chorus four
  - i. Chorus
  - j. Chorus
11. Turn on song and use gestures to help cue in individuals
12. Compliment group on observable things done well

Questions: Was the steady beat fast or slow? How did this affect our gestures? Did this make it harder or easier? How did it feel to get to be the leader? How did it feel to have to figure out what the leader was doing and be a good follower?

Evaluation (Formative/Summative): Watch for how students are interacting with the music in relation to keeping the steady beat. Watch to see if keeping the steady beat becomes easier as the tempo and groove become more internalized.

Extension: Add in discussion of form. Have students analyze form. Have students learn clapping part throughout the song. Have students identify what is different about the verses and the bridge.

Reference:

<http://www.musicnotes.com/sheetmusic/mtdFPE.asp?ppn=MN0119660&ref=google>

<http://www.azlyrics.com/lyrics/pharrellwilliams/happy.html>