

Teaching Artist Lesson

The Pony Ride

Developed by: Jeff Jones

Artform(s): Dance/Movement, Music

Description

Take students on an imaginary trip to the farm where they will embark on an exciting pony ride.

Learning Objectives

Students will:

- Name animals found on a farm.
- Use listening skills to follow directions.
- Increase fine and gross motor skills through movement.

Students' Prior Knowledge Necessary For This Experience

- Knowledge of the different animals that may be found on a farm.
- Understand that a farm has land for growing foods to eat and for raising animals.

Vocabulary

Arts Vocabulary:

- Pantomime
- Rhythm: timing in music or clapping.

Curriculum Content Vocabulary:

- Farm: an area of land with buildings that are used for growing crops and tending animals.
- Pony: a small horse.
- Corral: a fenced-in pen.
- Saddle: a seat you put on a horse to ride it.
- Barn: a structure that houses horses and livestock.

Materials Needed

- Props from a farm, e.g., barn, horse, vest, hat, etc.
- Pictures of farm animals.
- "The Pony Ride" by Jeff Jones and the Earthtones. Available on [iTunes](#) or through the artist at YingYang28@Hotmail.com for free.

Lesson Plan

Warm Up

- Welcome students and explain we are going to take an imaginary trip to the farm.
- Through props and pictures, review animals and things you might find on a farm.
- Explain that we are going to go on an imaginary pony ride. Using props, review the items we need to ride the pony, e.g., saddle, hat, boots, vest, bolo tie, etc.

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Main Experience

- Ensure students have space to move. This is going to be an exciting pony ride!
- Begin the song. Encourage students to clap along with the rhythm by counting the beats.
- As the song starts, encourage students to pantomime the actions:
 - Put on a hat.
 - Put on boots.
 - Put on a vest.
 - Put on a western or bolo tie.
 - Open the barn door.
 - Walk your pony out of the barn.
 - Lead it out of the coral.
 - Put the saddle on the pony.
 - Climb up onto the pony.
 - Ride the pony by holding the reins and moving arms up and down, while bouncing up and down. Encourage students to move faster as the tempo of the song sounds faster.
 - Take off your hat and say, "YEE HAW! WOO HOO!"
 - Jump your pony OVER the fence on the count of three. 1-2-3 JUMPI
 - Take the ponies a little faster.
 - Take off your hat and say, "YEE HAW! WOO HOO!"
 - Jump pony OVER a stream.
 - Jump OVER another fence.
 - Now go faster; kids can bounce faster while holding the reins.

Wrap-Up

- As the song slows, begin a cool down:
 - Slow your pony down, saying, "Whoa, pony."
 - Walk your pony back to the barn.
 - Stop your pony.
 - Get off, and take off the saddle.
 - Hang up your hat, take off your boots, and hang up your vest.
 - Lead your pony back to the barn.
 - Feed your pony some oats or hay.
 - Thank your pony for the ride.
 - Shut the barn door and give one more, "YEE HAW!"
- Ask students to recall their imaginary trip to the farm. Suggested questions:
 - What animals did you see on the farm?
 - What did you need to wear to ride your pony?
 - What did you do on your pony ride?
 - How did you feel when you went faster?
- Thank students for visiting the farm.

Intentional Questions

Open-Ended

- What animals can you find on the farm?
- When you imagined your pony, what did it look like?

Problem Solving/Critical Thinking

- How should your movements change when the pony goes faster?
- How else can you describe riding a pony?

Factual Questions

- What did you put on the pony before riding it?
- What did you put on your head before riding the pony?
- What do ponies eat?