



Key: A minor  
piano

# THE WILD RIDER

Robert Schumann

Written by Robert Schumann for his daughters in 1848, The Wild Rider is one of a suite of easy piano pieces.

SEEING AND FEELING THE BEAT AND FORM

A A B A

Robert Schumann was the youngest of five children. Born in 1810, he grew up in a home surrounded by music and books. Robert's interest in music came from attending a concert. His father encouraged this love. His mother wanted him to study law. Robert was assured by his music teacher that he had the ability to become a concert pianist and that is what he decided to be. He worked very hard at playing the piano but one of his hands developed a disability. Robert refocused his passion for music to composing. All of his early work was for solo piano. In 1848, Schumann composed the "Album for the Young," for his three daughters. One of the forty-three pieces is "The Wild Rider," also known as "The Wild Horseman."

The form of The Wild Rider is A A B A. The "B" section is noticeably different.

## Listening and Imagining Music The Wild Rider by Robert Schumann

**1** "Elise, Julie and Marie were sisters. Their father wasn't a teacher or a baker or a soldier. Their father, Robert Schumann, was a composer. He composed some music for each of them. I think that would be very special --to have music written just for you. One of the sisters liked horses. Listen to the music that her father wrote for her."



"The Wild Rider"

**2** "What do you think the riders were doing in the music? What instrument is playing? (piano) Listen again, and let your imagination go for a ride."



"The Wild Rider"

**3** Listen to some of the imagination ideas, then: "Part way through the music, there's a change, a big change. Did you hear it? As you listen this time, pat your knees on the beat as the horses move. When the music changes put your hands in the air. Pat your knees again when it changes back."



"The Wild Rider"

**4** "Excellent listening. Instead of telling me what you think the rider did when the music changed, I'd like you to show me. When I say "Go," find a place where you can move in the classroom. As soon as everyone is quiet, I'll start the music. Ride a horse ---when the music starts, move as if you are on a horse ... BUT, when the music changes, try to show the change in the way you are riding. Remember what you were doing at the beginning, so that you can do it again when the music changes back. Ready to try? "Go!"



"The Wild Rider"

ideas: \*ride with a straight back    \*ride leaning down over the horse's head  
\*ride with one hand throwing a rope    \*pull back on the reins

If this too large a leap for your class, have them remain seated and choose specific actions for each part e.g. Part 1: pat knees Part 2: roll hands around each other. Then try more active movements.

**5** Comment on the way several students moved to show the change, and then went back to their first movements. Try the activity again.



"The Wild Rider"

## New Repertoire



Trot Old Joe  
The Wild Rider



# THE WILD RIDER



Key G, first note B(mi)  
a cappella count-in: 1, 2, Trot...

# Trot Old Joe

United States  
1800s  
arr: LJ Clare



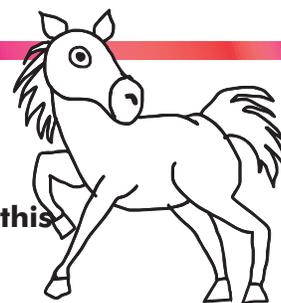
1. Trot Old Joe! Trot Old Joe! You're the ve-ry best horse I know.



Trot Old Joe! Trot Old Joe! You're the ve-ry best horse I know. Whoa Joe!

- |                    |                    |
|--------------------|--------------------|
| 2. Walk Old Joe!   | 5. Whinny Old Joe! |
| 3. Gallop Old Joe! | 6. Run Old Joe!    |
| 4. Rest Old Joe!   | 7. Sleep Old Joe!  |

## Music & Movement/Dance New Song: Trot Old Joe



**1** If you listen very carefully, you'll hear an animal doing something in this next song. Open up your ears ...

(Play the first verse of "Old Joe", music only, from the CD.)

**What kind of animal do you think is in the song?  
What is it doing?**

**2** "Sometimes children who live on farms or ranches have their very own horses to look after. This song is about a horse named Joe. As you listen to it, put the beat on your knees with me." Sing or play "Trot Old Joe." "But sometimes Joe's rider just wanted to enjoy the day. At those times the song went like this. Ready to listen and help with the beat?" Sing "Walk Old Joe." "Oh ---I think I hear someone calling that its dinner time." Sing "Run Old Joe."

**3** After all that walking and running, Joe is hungry too. Help me tell Joe to eat. "Eat Old Joe..."

**4** Excellent singing (or, I'm not sure Joe heard you, let's try that again.)

**5** "Now Joe is very tired. We're going to sing "Sleep Old Joe." Shall we use loud/forte voices or soft/piano voices? What tempo shall we use?"

**6** "And the next morning, Joe was ready to go again. Would you like to ride Joe? Me too. But here we're going to have to pretend to ride Joe. And there's something you need to know about Joe. He only moves when his rider sings! When his rider stops singing, Joe stops too. When I say "Go Joe," find a place in the classroom to begin your ride."

Enjoy a few rounds of rides with Joe varying the tempo with the word sung. If free movement in the classroom is too exciting, students could walk/run etc. in place.

**Dance(A) & Drama(B)**   
**Music(C)** 

**Warm-Ups**(3 minutes)

Body: Stretches  
 Pitch: Sing Shape Cards

**Practice and Review**

Work Page: mapping music changes  
 "The Wild Horseman"

**Music & Movement/Dance**

Old Joe and/or The Wild Horseman

**Optional Ideas**

**A Work Page**  
 \*tempo and horse gaits

**B Rhythm**  
 \*listening/matching activity

**C New Song:** Jig a Jog Gee

**A Work Page**

**1** Engage students in ordering the horse gaits from fastest to slowest. Enjoy the dialogue around whether sleep or rest is slower? This may be done with word cards on the pocket chart, or using a white board.

**2** Help students make the connection between tempo words and a horse's gait. Which gait comes close to matching the Grade One tempo words?

I can do music in Lesson 23 . My name is \_\_\_\_\_

Key G, first note B(mi)  
 a cappella count-in: 1, 2, Trot...

**TROT OLD JOE** United States 1800s  
 arr: LJ Clare

Walk Old Joe!      Whinny Old Joe!  
 Gallop Old Joe!    Run Old Joe!  
 Rest Old Joe!      Sleep Old Joe!

The way that horses move is called their gait. Choose Joe's fastest gait for the top line. Choose Joe's slowest gait for the bottom line.

very fast \_\_\_\_\_ gallop  
 \_\_\_\_\_ trot  
 \_\_\_\_\_ sleep  
 \_\_\_\_\_ run  
 \_\_\_\_\_ walk  
 very slow \_\_\_\_\_ rest

Tempo is the special music word for speed. Some tempos are very fast, some are very slow --just like Old Joe!

**andante    presto    allegro**

Music that is slow and dignified has a tempo that is called \_\_\_\_\_.

Music that is lively and happy has a tempo that is called \_\_\_\_\_.

Music that moves quickly has a tempo that is called \_\_\_\_\_.

If I was riding Old Joe, I'd ask him to go at a \_\_\_\_\_.

When I am singing "Old Joe," the tempo I like to sing is **andante    presto**

**Ask me to sing my favourite verse in Old Joe's song! What tempo am I singing?**

**3** Sing and move to "Old Joe."

**4** Students work individually on the workpage.

# Jig - A -Jog Gee

Key D, first note F#(mi)

a cappella count-in: 1,2,3,4,I want...

England

arr: LJ Clare

2016



1. I want some-one to buy me a po\_\_-ny, Jig jog, jig jog, jig-a jog gee.

2. If some-one will buy me a po\_\_-ny,

3. (repeat verse 1)



Not too fat and not to bo\_\_-ny, Jig jog, jig jog, jig-a-jog gee.

He will be my one and on\_\_-ly,



For I want to go for a ride, all a - round the coun-try-side, with a  
I will feed him ev - er-y day, scent - ed oats and new-born hay, with a



jig jog, jig jog, jig jog, jig jog, jig-a jog gee.

"Gee" tells the horse to turn away from the driver. In England, the driver is to the right, which means a horse told to "gee" will turn left. In Canada, the driver is to the left, which means a horse told to "gee" will turn right. The horses know what to do if trained properly, it's the drivers who get confused if they change countries! (The opposite of "gee" is "haw.")

## New Song: Jig a Jog Gee

**1** In keeping with the "horse theme" this song may be known to some children as its often used as a "on the knee" song for babies and toddlers who get bounced to its beat.

(pat knees, pat hands, pat knees, pat hands) and say "Jig jog, jig jog, jig jog." "Try it with me as we/you listen to this song." Play or sing the first verse.

**2** "Wouldn't it be lovely to have a pony? What kind of pony does the person in the song want? (not too fat, not too bony) What kind of pony would you like?"

**3** "A few of the song words are repeated several times ---jig jog jig jog jig-a-jog gee" (now sing them while doing the knee-hands beat keeper) Jig jog jig jog jig-a-jog gee. Every time you hear those words, sing them with me/with the CD.

**4** Post the words or project the words/music, and invite students to sing with the songvideo.