



toy piano  
beat, rhythm

## Music Time

Take out the letters and pop in percussion sounds in this piggyback rhyme.

### Music Time

Key G, first note G(doh)  
a cappella count-in: 1 2 3 4 What...

teaching song  
Canada  
LJ Clare 2013

What is my fav'-rite rhyme? Could it be mu-sic time? M U S I C

M U S I C M U S I C Could it be mu-sic time?

Could it be railroad line? ra il r oad  
Could it be lemon lime? l e mo n  
Could it be ...

## New Piggyback Song: Music Time

New words to a very familiar song about a farmer who has a dog named Bingo. The "game" part of the song is to substitute claps for the letters in what ever word is being spelled out.

It's fun ---AND, it practises internalizing the beat. If students clap too quickly, then their voices will come in early on the last line!

Sing the song for your class (Grade Two students love to heard their teacher sing --doesn't matter what kind of voice he/she has.) Chances are at least one student will widen their eyes in recognition of the tune/twist. Even if students aren't familiar with the original song, the melody is very easy to pick up and by the last time (the time with all the claps) students will know it well.

Invite students to sing with you ---your choice as to whether you warn them about the claps or simply do them and let the class follow.

1st verse: sing **MUSIC**  
2nd verse: clap **M** sing **USIC**  
3rd verse: clap **MU** sing **SIC**, etc.

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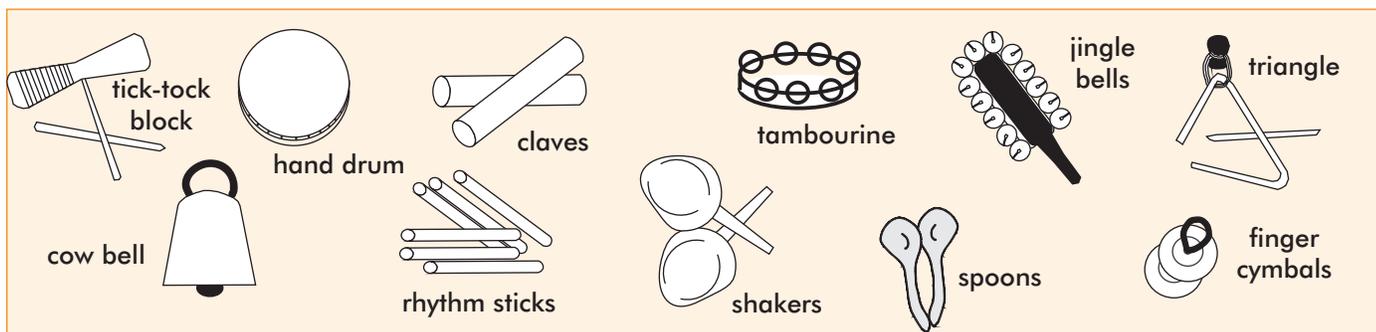
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## Timbre Adding Instruments

This is a perfect song to give students an opportunity to play instruments with instant success. Instead of clapping on the missing letters in **MUSIC**, --have students play a percussion instrument!



Real percussion instruments take many forms around the world and don't always look like the above. Use what's available and improvise extras e.g. use chopsticks instead of rhythm sticks (I prefer their sound it's lighter.); keep empty coffee cans with plastic lids to use as drums; metal spoons and other kitchen utensils make great percussion. With a little imagination every primary classroom can have a set of percussion instruments that allows every student to play something that clangs, bangs or rattles.

# Musical Instruments in the Classroom

First time with instruments this year? ---Take the time to set parameters for their use, and be a stickler for following them. It will make following music lessons more fun for everyone.

My Rules ---(You need to decide on your own rule set.)

1. Instruments are not toys, they will be treated with respect.
2. Instruments are only played when the conductor/teacher says.
3. If a person complains about the kind of instrument they are given, then clearly they don't want to play it, so that instrument goes to a different person AND the original person is left without an instrument to play.



**I am a terror for the first month of instruments.** If I hear a click or ding, then the instrument immediately is taken away from the student ---even if we all need to stop singing/moving to have it happen. I claim I am the only one with instrument ears ---I can tell if it is an honest accident or an incident so students who point to others who play out of turn lose their instruments. If an instrument is used as a play magic wand or sword --then it is lost, --dangerous and not respecting the instrument. Complaints are swiftly dealt with also. No warnings --I have found it prolongs the learning un-necessarily. **I hate to take an instrument away from a child, and I let them know I don't like doing it. But I do DO it.**

## Music & Movement/Dance

### Ha Ha This-A-Way Moving to the Beat with Music Tracks

## Sing! Sing! Sing!

### She'll Be Comin' 'Round the Mountain The Bear Went Over the Mountain

## Work Page

Much of music is done with students together. It's helpful, once in a while, to use a work page to help assess individual learning. What the class as a "whole" knows, may look quite different individually. As in every subject, work pages can also re-enforce learning.

Teaching music all day is exhausting. Student energy is high because its "fun" and they are only there for 40 minutes or so. Teaching music all day makes heavy demands on the voice. It's vital to build in teacher breaks for rest. Keep a few work pages handy for the days when a quiet time is needed for all (teachers and students). Once in a while, plan ahead to use them to help with assessment or learning.

### Beat and Rhythm

Enlarge the page to 11 x 17 and do a few samples with the class as a whole.

When students have finished the beat/rhythm fill-in sections, then they have time to quietly practise saying/singing the rhythm names.

I can do music in Lesson 2b. My name is \_\_\_\_\_

### Teddy Bear

1. Ted-dy Bear Ted-dy Bear  
2. Ted-dy Bear Ted-dy Bear

turn a - -round  
climb the stairs

show your shoe  
turn out the light

touch the ground  
say your prayers

that will do!  
say "Good - night!"

**BEAT**  
Colour in the beats/hearts the word gets.

climb

ground

Teddy

will

stairs

Bear

do

**RHYTHM**  
Make the rhythm symbol for the word as it is done in "Teddy Bear."

	ground	will	Teddy
	Teddy	do	climb

Ask me to read the rhythm names for "Teddy Bear."

**If your class has two music periods a week, then they have already been introduced to playing instruments in school. If this is the first time with instruments this year, take time to set up guidelines BEFORE giving the instruments out.**

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## **Adding Instruments**

**Primary students love to rattle, bang, clang with percussion instruments. Whenever extra time is available ---add instruments to a song for musical mayhem.**

**Use what's available and improvise extras e.g. use chopsticks instead of rhythm sticks (I prefer their sound it's lighter.); keep empty coffee cans with plastic lids to use as drums; metal spoons and other kitchen utensils make great percussion.**

Today's instrument focus is on starting and stopping while singing.

### **1. Experimenting** (and getting the wiggles out)

If space allows, sit students in a circle, or around the edge of the carpet. Place an instrument in front of each student (after reminding them to resist touching until instructed). **"When I say 'Go!' you may pick your instrument up and experiment with it making sounds. While you do that I will be counting to ten with my fingers. Keep an eye on me, because when I reach "ten" I will put my hands on my head. That's the signal for everyone to stop playing and place their instrument back on the floor in front of them. Ready - Go!"**

After the count of ten, wait until its completely quiet. If instruments continue to be played longer than needed, simply walk over and take them away. After the next song, instruments may be given back. Congratulate someone who was attentive.

# 1. Experimenting continues ...

Repeat experimental time. At end, ask a few students to play their instruments (be on the lookout for interesting methods).

# 2. Lukey's Boat

"In our newest song, Lukey's Boat, we clapped for some of the words. Instead of clapping, play your instruments only in the clapping parts ---but don't forget to keep singing. Quietly pick up your instruments so you are ready." Sing a verse of Lukey's Boat. After the verse, give instruments back if needed. "Good playing. Let's try all the verses this time." Sing all the verses to Lukey's Boat.

# 3. The Bear Went Over the Mountain

Divide the class in half. Sing "The Bear Went Over the Mountain" using conducting cues. Students who are singing, play their instruments. When they stop singing because the other group has begun, then they also stop playing their instruments.

Try "The Bear Went Over the Mountain" again. This time instead of dividing the class by geography, hold up an instrument that has metal on it. Ask all the students who have instruments with metal to hold them up. This is group one. They need to watch the conductor's hand with the metallic instruments. Everyone else is in group two. They need to watch the other hand.

After the song, ask students to place the instruments on the mat in front of them. Which kind of group did the students prefer -- divided by kind of instrument or by where they were sitting? Why?

4. Describe to students how the instruments will be returned to their storage places. Note: Its helpful to have most students stay seated until this is finished.

**shakers**



shakers  
maracas

childproof pill bottles with rice, or cereal, or pasta

empty water bottle with something to rattle

**jangly**



tambourine



bells

dollar store tambourine

bells from sewing supply

**beat keeper**



hand drum

coffee cans with plastic lid

shoebox with lid

**metallic sound**



triangle

stainless cutlery



finger cymbals

metal pots

2 tin pie plates



spoons

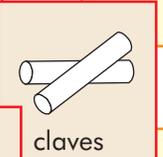
wooden or metal

**wooden sound**

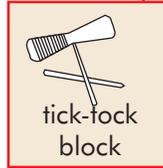


rhythm sticks

chopsticks



claves



tick-tock block

napkin rings

**misc.**



cow bell

toys with squeakers

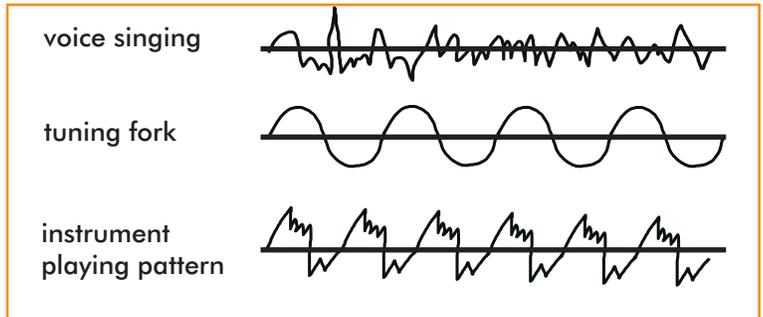


guiro

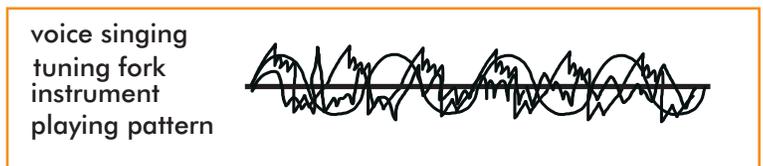
washboard

# Timbre

Timbre in music, refers to the sound or tones that are heard. Combining voices from different people, layers the sound. Add in an instrument or two and again the overall effect is of a more complex sound. Science images of waves show this simply.



Making all three sounds at the same time produces complex sound, layers of sound.



Sometimes when sounds are layered, they produce a dissonance - a tension. I call it "that cringy feeling". Occasionally composers will call for this on purpose, but the usual in music is to layer sounds into harmony.

The simplest way to add timbre in primary is with unpitched percussion -e.g. drums, rhythm sticks, tambourines, bells OR to sing rounds, or partner songs (two songs that may be sung at the same time).

Keyboards, pianos, glockenspiels, xylophones are pitched percussion instruments. If a song is in the Key of C ---then usually its possible to play the name of the Key i.e. "C", on the first beat of each bar without causing terrible dissonance.

Some songs are sung in a Pentatonic Scale --a scale based on 5 notes.

Pentatonic songs may be accompanied by playing any of those notes --this is the basis for simple **orff** arrangements. Choose a few words from the song as a rhythm pattern and assign them notes. Remove bars from the instruments that are not needed --making it an easy success experience for beginning musicians and teachers.

e.g. **Lukey's Boat**  
ti - ti ta  
D G D  
(Key of G, using do(G) and so(D))

	Do	Re	Mi	So	La
Key C	C	D	E	G	A
Key D	D	E	F#	A	B
Key F	F	G	A	C	D
Key G	G	A	B	D	C

**Do Re Mi So La**  
Pentatonic Scale

## Repertoire



### Lukey's Boat

\*add the new song to the repertoire list

Key G, first note G(do)

# Music Time



What is my fav'-rite rhyme?



Could it be mu-sic time?



M U S I C, M U S I C, M U S I C



Could it be mu-sic time?