



# Red, Orange, Yellow, Brown

Key C, first note so(G)  
A cappella count-in: 1,2,3,4,Red...

Canada  
L J Clare  
2010

blowing  
twirling  
winding  
swirling  
dancing  
flutt'ring

Red, or-ange yel-low, brown, leaves are fal-ling down,  
In the park and in the street ev-'ry-where I put my feet.

## New Song: Autumn Leaves

1 "Put the beat on your knees while you listen to a new song."  
(Model the beat keeping as you sing/play one verse of Autumn Leaves.)

2 "What were the leaves doing? ---- Yes, falling down. Now make a picture in your mind of a branch on a tree. The leaves let go of the branch and ... What is a different word from "falling" that could describe what the leaves do?" (Take a few ideas. Choose a word that fits into the rhythm of the song.) "Now use one hand at a time to put the rhythm, the way the words go, on your knees while I sing the new song." (Sing Autumn Leaves substituting the new word for 'falling'.)

3 "Excellent! You're ready to sing the song now ---what word shall we sing for what the leaves do?" (Choose a word. Sing the song ---use a count-in if not singing with the recorded music.)

4 "Today we're going to do something that Jazz Musicians like to do --it's called improvising. Improvising means making music up as you go along. And it's fun. Nobody can tell you that you're doing something wrong ---because every time you improvise, you are the one making up the music and whatever you do is right!"

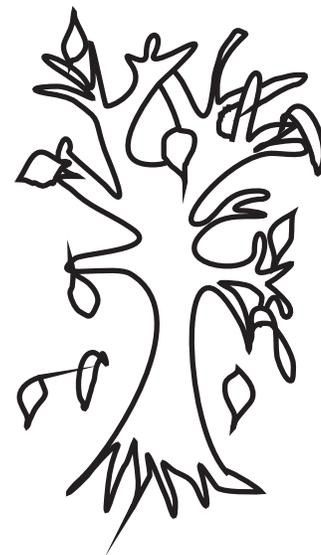
5 "Jazz Musicians will play a song that everyone knows ---like Autumn Leaves. Then one of the musicians has a turn at improvising ---when he or she is finished, then everybody plays the song again.

We're going to use the pattern the Jazz Musicians use.

1 We'll all sing Autumn Leaves.

2 Then, one person will improvise on the glockenspiel while the rest of us softly sing Autumn Leaves using just the word "la.

3 When we finish singing Autumn Leaves to "la" then we'll sing it again using all the words, and that will be the signal for the jazz musician to stop improvising and join us."



6 Students and teacher practice the pattern for singing Autumn Leaves when trying improvisation.

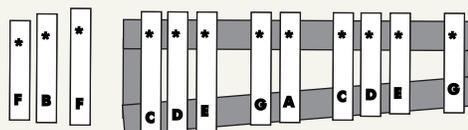
**Autumn Leaves**  
**Autumn Leaves to "la"**  
**Autumn Leaves**

## Teacher Info and Preparation for Improvisation

**Pentatonic Songs:** Autumn Leaves uses only 5 notes in the scale --do, re, mi, so and la. On the glockenspiel remove every "fa" and "ti" --in the Key of C take off the Fs and Bs. Now, no matter which notes you play while singing, they will harmonize(sound good) with the tune. WOW -- it means you can't make a mistake! Even better, it means that children playing an accompaniment to a song won't strike a note that clashes, I think of them as "cringing notes."  
Pentatonic songs lend themselves to improvisation as all choices fit..

**Either now, or before class begins, prepare a glockenspiel to play in the Key of C Pentatonic.**

If you need the support of recorded music, use the "Autumn Leaves Improvising" track.



**Key of C Pentatonic**  
do re mi so la do re mi  
C D E G A C D E

7 My suggestion is that the first person to be the jazz musician be the teacher. You are modeling the method of improvisation, not the exact notes or rhythm to play. It's easier to understand the method from watching/listening than from verbal instructions.

**everyone sings words to Autumn Leaves**  
**everyone sings "la" quietly to Autumn Leaves**  
**(during this time, the jazz musician plays anything)**  
**everyone again sings the words to Autumn Leaves**

While the "la singing" is going on, play any note, any rhythm. You are modelling improvisation. Try it before the lesson, it's easier to do than to think about! The next step is to give students an opportunity to be the "jazz player." Limiting the improvisation to the time of the song sets time boundaries. The improvisation stops when the "la singing" stops. It becomes an interlude --music between verses.

8 Give several children an opportunity to improvise. The glockenspiel may be passed around while words are being sung to the song which will keep the momentum going. Track who has had a turn on the seating plan or a class list.

## Improvising

This activity has several benefits.

1. It helps to internalize the beat of a song.
2. It gives children who are not yet able to keep a steady beat, or to repeat a pattern consistently, a successful experience of playing a musical instrument.
3. It encourages creativity in a forgiving environment.

If you want to try this activity with another song, check at the top of the music for the words "Pentatonic" and the list of bars to use on the glockenspiel, e.g. Teddy Bear. The improvising may be done while the words are sung or as an interlude.

Improvising may also be done using percussion instruments with any song.

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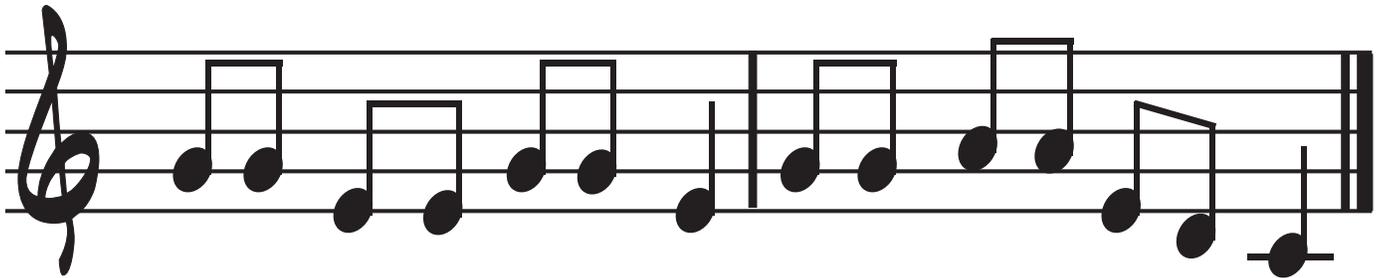
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**in the park and in the street ev-'ry-where I put my feet.**

**falling  
twirling  
swooshing  
plunging  
blowing**