

piano, tambourine  
folksong, peace

# This Little Light of Mine

United States  
folksong

Check out the video for ideas to shine the light further in our world.

## This Little Light of Mine

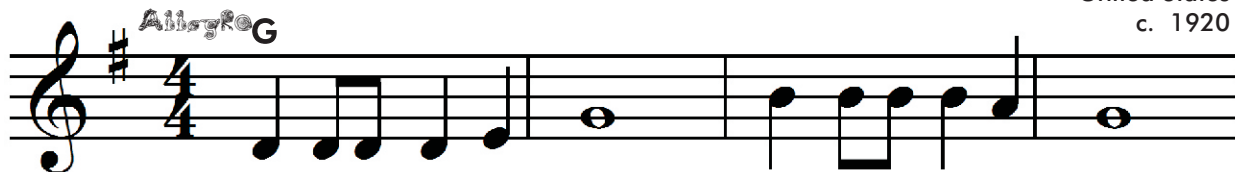
Key G, first note D(low so)

a cappella count-in: 1,2,3,4,This little ...

Harry Dixon Loes

United States

c. 1920



This lit-tle light of mine. I'm gon-na let it shine.  
\* Ev-'ry-where I go. I'm gon-na let it shine.  
I'll take this light a-round the world. I'm gon-na let it shine.



This lit-tle light of mine. I'm gon-na let it shine.  
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This lit-tle light of mine. I'm gon-na let it shine. Let it  
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shine. Let it shine. Let it shine

If you have access to the web in your classroom, this video  
gives a very different musical flavour to this familiar song.

<http://vimeo.com/4527956>



## New Song: This Little Light



**NB:** Even though the words of this song are simple and repetitive, the melody changes. It is important for children to listen to the song in its entirety before attempting to sing. **ALSO:** Because the words are repetitive, if you ask the children to "echo" sing one line, they are just as apt to sing the melody of the following line. Try the format below which depends upon the children learning the song in its entirety (by immersion) i.e. without echoing each line.

**1** "Sometimes, in a big storm, or in the summer when everybody has their air conditioner on, the lights flicker and go out. It's called a power failure. Has this ever happened to you when it's dark outside?" (Listen to children's stories.) "What does it feel like? What were the things you couldn't do? What did you do? The song today sings about "light." Listen and count how many times you hear the word "light." (Sing the song once. Starting note "D", count-in: 1,2,3,4,This little ...)

**2** "How many times did you hear the word "light?" (3) "This time, while you listen, put the beat gently on your knees, one hand at a time." (Sing the song, modelling the beat.)

**3** Place the display music for This Little Light on the pocket chart --note: use the copy without words.

"I'm going to sing part of the song while we keep the beat. Follow the music with your eyes. When I stop, someone will come up and point to the place where the words stopped singing.

"Watch and listen while I show you."

(Demonstrate with a count-in to set the beat. Instead of keeping the beat on your knees, tap the paper with a pointer or one hand for the count-in, then follow the notes. Remember that it's the beat you are keeping and don't get caught tapping twice on "ti-ti" --it only takes one beat! e.g. Sing/tap: "This little light" ---Where is the word "light?"

Repeat several times.

**4** "Excellent work. Ready to sing the song? (By now students have heard the tune several more times.) Listen for the count-in." (Class sings the first verse.)

**5** "We know that sometimes at school children get bullied. When someone bullies you, it feels like you are in a dark place. How could we take our light to someone who is being bullied? (Encourage students to think of the school's protocol re bullying.) When we help someone, it makes their world feel brighter and happier. That's the kind of light that's in this song ---and every single one of us has light to shine and to share.

Written in 1920 by Harry Dixon Loes, this song quickly became a popular Christian-faith song. There is no evidence that it was derived from a spiritual or plantation song. The "little light" probably comes from the Gospel of Matthew or Luke where Jesus says, "A person who lights a candle does not put it under a basket, but on a candlestick so that others may see it." and "You are the light of the world." Actions for the song usually have children holding one finger in front, as if it were a candle.

Bringing "light" to the world is a theme common to many world religions. In the past few decades, this song has been sung often as a song of hope at multicultural gatherings.

# This Little Light of Mine

Key G, first note D (low so)  
a cappella count-in: 1, 2, 3, 4, This little ...

Harry Dixon Loes  
United States  
c. 1920

**Allegro G**

This lit-tle light of mine. I'm gon-na let it shine.  
\* Ev-'ry-where I go. I'm gon-na let it shine.  
I'll take this light a-round the world. I'm gon-na let it shine.

**C G**

This lit-tle light of mine. I'm gon-na let it shine.  
\* Ev-'ry - where I go. I'm gon-na let it shine.  
I'll take this light a - round the world. I'm gon-na let it shine.

**B7 Em**

This lit-tle light of mine. I'm gon-na let it shine. Let it  
\* Ev-'ry -where I go. I'm gon-na let it shine. Let it  
I'll take this light a-round the world. I'm gon-na let it shine. Let it

**G D7 G**

shine. Let it shine. Let it shine \_\_\_\_\_ . -----.

- 6** Put the display copy of the song with words on the pocket chart. Point to Verse 2 and say/sing ... **"Everywhere I go, I'm gonna let it shine. In the music here, there's a star ---what do you think it tells us to do? (If no one thinks of the answer ---which is that this verse starts later, on the second beat in the bar, with a rest ---then ...)** **"Listen while I sing this verse to find out.** (Sing part of the second verse after giving yourself a count-in to set the beat and pointing to the notes.) **What happens at the beginning of this verse? (explore answers) It's easier to sing than to explain, so let's try singing. Wait for the count-in ...** (If students find it too challenging to simply wait for the second beat, try putting a "clap" in on the first beat.)

- 7** Sing the whole song adding the actions.

## Actions

### "this little light of mine"

hold a finger in front of yourself, chest height as if it is a candle

### " \* ev'rywhere I go"

reach out with your "candle" to touch other "candles"

### "I'll take this light"

make a large circle with your "candle" as if circling the world

# November

## Lesson

# 9b

**Focus:** music literacy --reading staff lines



Expectations and curriculum goals are the same as in the "a" lesson each week.

### Warm-Ups(3 minutes)

**Body:** Stretches(see Lesson 1)

**Rhythm:** Reading Rhythm Flashcards

### Optional Ideas



#### Work Page

Exploring Written Music



#### Timbre:

Adding Instruments to "This Little Light"



#### New Song

Poppies Are For November  
I've Got Peace Like a River

### Practice and Review Singing

All Together/Let's Make Peace

Key G, first note D(low so)

a cappella count-in: 1 2 3 4 All...

### Music & Movement/Dance

Student Choice

## A Work Page


1. Today, use the display copy of This Little Light that doesn't have the words to put on the pocket chart. Sing the whole song once.
2. Repeat the "find the word" exercise from the first lesson this week (#3 under New Song).
3. Place the "words only" copy of verse 1 on the pocket chart. Choose a word from the song -- any word. Ask for a volunteer to come up to the pocket chart music and point to where the word goes. Sing the song with the class to find out if it is the correct place. Repeat several times.
4. With students at desks, give out the work page.
5. Ask students to follow the written music with a finger as everyone sings the first verse. Walk around the classroom as this is done to survey how many students have the idea of matching notes with words.
6. If matching notes with words is a struggle for many students, then complete the rest of the work page by doing it first on the display copy for each word. Give students time to print the word on their papers. Then go on to the next word, etc.



If matching notes with words goes well in the class  
--challenge students to find the circled words, and print them  
under the music.


I can do music in Lesson 9. My name is \_\_\_\_\_

**This Little Light of Mine**  
Harry Dixon Loos  
United States  
c. 1920



Find the place in the music for the words that are circled.  
Print each word on the line under its musical note.

This little light of mine, I'm gonna let it shine  
This little light of mine, I'm gonna let it shine  
This little light of mine, I'm gonna let it shine  
Let it shine, let it shine, let it shine.



Ask me to sing you the song  
and tell you where my light can shine!

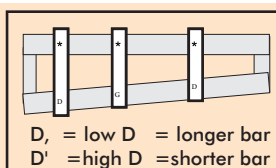
## 8 Timbre: Adding Instruments in "This Little Light"

Key G first note D(low so)  
a cappella count-in: 1 2 3 4 This...

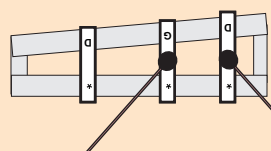
1 Place the word with words on the pocket chart. Sing the song through once with the actions.

2 Show students the **glockenspiel**. Take off the notes that are not needed. (As I take off the notes, I simply say ---"these notes are not needed today, and taking them off makes it easier to play the instrument.")

3 In preparation for playing the instrument, everyone in the class practises using their hands as mallets, and their knees as notes. Demonstrate with the glockenspiel on your lap --FACING THE STUDENTS. Play the low D (the larger one) with your right hand, the G with your left hand, then the high D (the smaller one) with your right hand which has **CROSSED OVER** the other hand, then back again to the G with your left hand.



**playing a glockenspiel**  
low notes(longer bars) to the left

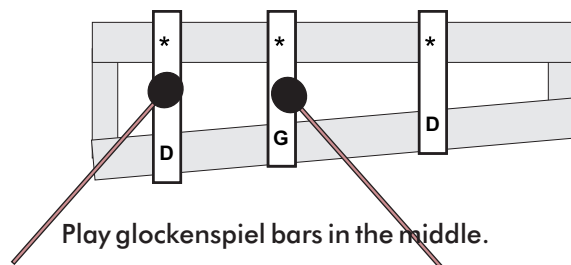


**demonstrating**  
instrument faces the students,  
on your lap, it will look like this to you.

4 Everyone sings and practises to play the glockenspiel(pretending there is an instrument). While the class is singing/practising watch for someone who is able to follow the pattern and keep to the beat. Choose this person to be the first player.

**Note:** If a student comes to play the glockenspiel and has difficulty keeping the beat DO NOT try to move their hands/wrists for them. Help them to feel the beat by lightly tapping on their shoulders. It is more important for children to want to play another time than to get it perfect this time.

### glockenspiel (from German for "bell play")



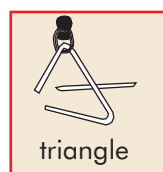
Play glockenspiel bars in the middle.



This lit-tle light of mine \_\_\_\_\_ ...

The notes will be played on the beat in a cross-over pattern ---low middle high middle. Or, a simpler pattern would be alternating between two notes (G and one of the Ds).

### unpitched percussion



triangle



spoons



finger cymbals

Add a "metallic - ringing" percussion instrument to be played every time the word "shine" is sung.

In all perfect worlds, students would mirror your demonstration i.e. use their right hand on the G, and left on the Ds. However, it's Grade Two, and still relatively early in the year. Since it makes a good accompaniment to play the notes either way ---I'd probably let students go with their first instincts as to which hand to use for the cross-over. Later in the year when the class has practised mirroring actions is the time to ask for an exact copy. For now, the focus is playing on the beat and alternating notes beginning with a D.


# Learning Music Concepts Numbering Staff Lines

- 1 Place the display music on the pocket chart. Sing the song once through.

**This Little Light of Mine**

Key G, first note D (low so)  
a cappella count-in: 1,2,3,4, This little ...

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United States  
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This lit-tle light of mine. I'm gon-na let it shine.  
\* Ev-'ry-where I go. I'm gon-na let it shine.  
I'll take this light a-round the world. I'm gon-na let it shine.

- 2 Ask students to:
  1. Find a word under a "ti-ti."
  2. Find a word under a "ta-a."
  3. Find a word under a "ta."

- 3 "When you climb a ladder, where do you start? (at the bottom) As you go up the ladder, do you get higher or lower?(higher)

"It's the same way with the lines and spaces on a musical staff. The line at the bottom is number one, and at the top, the line is number five. What else do you know that goes with five? (hand-fingers)

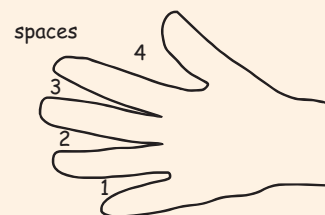
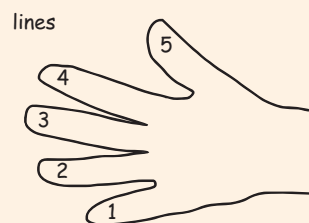
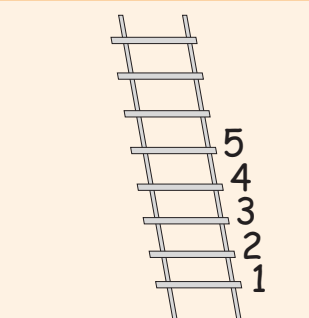
Yes! Hold a hand in front of you with the palm facing your chin. Is the thumb closest to the ceiling?(yes) Pretend that the fingers on your hand are the lines on a musical staff. Spread them out so there are spaces in between them. Start with the finger closest to the floor, the baby finger -- it's number one. Ready to count up. Every time we say a number, lightly hold/pinch the end of your finger. Here we go .... 1 2 3 4 5.

- 4 "I'm going to say the number of a musical line. Lightly pinch the finger that is the same as the musical line. (Demonstrate for one or two lines and then proceed to give students an opportunity to practise counting up the fingers on one hand.)

- 5 Repeat Steps 3 and 4 for numbering the spaces. They also start at the bottom with the first space being number one and the last space being number four.

- 6 Turn student attention to the display music of This Little Light. Place a hand against the staff lines to show how each has five fingers/lines. "When rhythm symbols are written on staff lines they get little circles or heads added to them to show which line or space they belong to. With the little circles on them, now they may be called notes. Find a word that has a note on line number three .... etc. to give practise transferring the counting to staff lines.

Students have been looking at music written on staff lines with a treble clef through Grade One and two months in Grade Two. A few students may know these conventions from taking piano lessons. Today is the day to "officially" name these symbols for all students.



I can do music in Lesson 9 . My name is \_\_\_\_\_

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Find the place in the music for the words that are circled.  
Print each word on the line under its musical note.

1 2  
This little light of mine, I'm gonna let it shine  
3  
This little light of mine, I'm gonna let it shine  
4 5  
This little light of mine, I'm gonna let it shine  
6  
Let it shine, let it shine, let it shine.



**Ask me to sing you the song  
and tell you where my light can shine!**



# This Little Light of Mine

Harry Dixon Loes  
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c. 1920

*Allargo*

