



xylophone beat  
culture, food, composing

# Pancake Tuesday

Christina Rosetti  
c. 1880 England

In England, on Pancake Tuesday, playing with your food is what its all about ---flipping contests, egg races and EATING! Christina Rosetti wrote the words, can you make up a tune to go with them?

## What do "pancakes," "pretzels" and "hot cross buns" have in common?

At sometime in February or early March the Christian period of fasting (Lent) will begin. The date varies as it is based on a lunar calendar (similarly to the Chinese New Year and India's Holi). Lent is intended to be a time for prayer and reflection on one's lifestyle in preparation for the high holiday of Easter which follows.

Many foods and special days in Canadian communities have their origin in relation to Lent (even though the original meaning has mostly been lost). The day or days before Lent (which always begins on a Wednesday) are Mardi Gras (Fat Tuesday) --a time to live it up before the austerity of Lent begins. Pancake Tuesday from England was a way to use up foods that could not be eaten during Lent. Ash Wednesday is the first day of Lent. Pretzels, (flour, water and salt) shaped as praying arms, are a Lenten food. Hot cross buns (marked with the sign of the crucifixion cross) originally were an Easter treat..

# Learning a New Rhythm Symbol Ta-a-a-a (whole note)

**1** "I'm going to make something. See if you can figure out what it is." (Mime the actions for making a pancake. Don't forget to eat it! Ask students for guesses. Mime the actions again as you say:) **"Pancakes are delicious --flour, sugar, yeast and eggs are mixed together. Then some fat is put into a frying pan and the pancake mix is poured in. After one side is fried, then the pancake is turned over."**

**2** "Christina Rossetti lived in England. England has a special day for pancakes - they call it Fat Tuesday, or Pancake Tuesday. When Christina was young she wrote a poem for pancakes. Try the actions with me while I say the poem." (Teacher says poem, all do actions.)

**3** "Ready to try Christina's poem with me? **One, two, ready let's go ..**". (All say the poem with actions.)

**4** "Many religions have special times in the year for prayer and fasting. Christians call their special time Lent. The day before it begins, families want to use up all the foods they won't be able to eat during Lent. Someone had the good idea of making pancakes and frying meat to go with them to use up lots of fat and sugar. Someone else had the very strange idea that it would be excellent to play games with the pancakes. Christina, in England, would have played pancake games with races while holding a frying pan with a pancake in it and pancake flipping contests. Sound like fun eh?"

Preparation: Put the hearts and phrase markers on the pocket chart as shown.









**5** "Look at the pocket chart. How many beats/hearts are in each line? (eight) Watch the pointer as we say the Pancake chant again." (Use a pointer to follow the beats. Emphasize each of the four beats on both "pan" and "can.")

**6** How many beats was the word "pop?"  
 (one) ---"fry"(one)  
 ---"pancake"(two)  
 What about the word "pan"?(four beats)  
 Good counting."

Put the words for "Mix a pancake, stir a pancake, Pop it in the" on the pocket chart. Ask: "What is the time-name for this symbol? (ta) "Pancake" has two beats in it, why does the flashcard have two "ta"s instead of a "ta-a"? (because pancake is a two-clap word as well as a two beat word in this chant)









## Pancake Tuesday

England  
Christina Rossetti  
1880s

<p><i>pretend to pour into bowl,</i></p>  <p>1. Mix a pan-cake,</p>	<p><i>stir contents,</i></p>  <p>Stir a pan-cake,</p>
<i>spoon it into the pan ...</i>	
 <p>Pop it in the</p>	 <p>pan.</p>
<p><i>hold the frying pan,</i></p>  <p>2. Fry the pan-cake,</p>	<p><i>flip the pretend pancake,</i></p>  <p>Toss the pan-cake,</p>
<p><i>move frying pan out as</i></p>  <p>Catch it if you</p>	<p><i>if to catch the pancake</i></p>  <p>can.</p>

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7 Show the flashcard for "pan." **"This is the rhythm symbol for "pan." In the chant "pan" has four beats, and the rhythm symbol is called "ta-a-a-a."** Demonstrate that it is clapped by clapping once, and then keep the hands together and move them outwards three times ---thus showing four beats (one clap and three movements).



ta-a-a-a

(dotted line shows tape line to extend the flashcard size)

8 Place the rest of the flashcards on the pocket chart. (If you like, it's challenging to mix the words up and ask children to try to place them correctly --i.e. in the right order for reading.)

9 Ready to read?  
Count-in quickly: 1,2,3,4,Mix... After the chant has been read ask: What tempo was that? (presto)

Repeat counting-in very slowly (andante).

### Just for Fun!

Play with the flashcards. Change the order of the words --mixing them up. Then count-in and read the mixed up chant. If time allows, give several students an opportunity to rearrange the flashcards and conduct their new chants. (This will help to prepare students to do the composition project which begins next week.)

This is a particularly packed lesson.

If you have two music lessons in a week, then leave this next piece until the second lesson. Time remaining today may be spent enjoying the repertoire with an emphasis on pieces that include movement.

If you have only one music lesson each week, you still may want to tuck this next part into a "for later" file, and take some time to move to music for the rest of today.

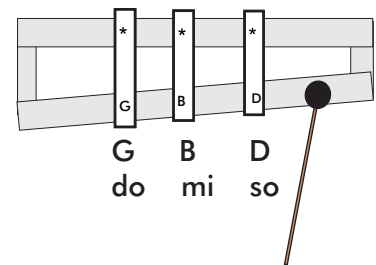
## Composing a Melody Pancake Tuesday

- 1 Indicate the Steps Poster: **"Which steps won't work with Pancake Tuesday?"** (Steps 5 and 6) **"Why?"** because there is no melody/tune/solfa
- 2 **"We're going to make up a tune, to compose a tune for Pancake Tuesday. We need some solfa to work with --let's use a different set from Hot Cross Buns. What were the solfa in Hot Cross Buns? (mi, re, do) Good remembering. Now we're going to use do, mi and so.** (Put the solfa cards on the pocket chart where they can be seen.)
- 3 Play the do(G) mi(B) and so(D) on the glockenspiel. Warm up voices and handsigns briefly.
- 4 Place the "so" card above the word "Mix." (Beginning to sing on "so" in Primary grades makes the transitions easier.)
- 5 Ask a student to come to the pocket chart and place solfa above the other words in the first line. Sing the solfa for the first line. Sing the words to the first line. Continue like this until the song is completed.
- 6 Sing the complete song.
- 7 Remind students that musicians like to try changes. Ask for a student to come up and change the chosen solfa. Sing the new song.



There are many ways to compose melodies. This method allows beginning music teachers and students to record their compositions so that they may be remembered and sung by others.

### Key G



## Pancake Tuesday

England  
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1880s

so

1. Mix a pan-cake, | Stir a pan-cake,

Pop it in the | pan.

2. Fry the pan-cake, | Toss the pan-cake,

Catch it if you | can.

# Music & Movement/Dance

Some classes will whiz through today's lesson easily. Other classes will need more time to work through the steps. If there is time repeat the song-game from last week's lesson. Give several students opportunities to be the leader.

## Chay Chay Cool-eh

### Enjoy the Repertoire Student Choice of Song or Dance

### New Repertoire

**Pancake Tuesday**  
**Hot Cross Buns**

#### What do "pancakes," "pretzels" and "hot cross buns" have in common?

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## Work Pages for Lesson 22b

### Composing and Writing a Melody

#### "Do," "Mi" and "So"

Fill in the missing musical notes "do," "mi" or "so".

If "do" is in a space, then \_\_\_ is in a space, and \_\_\_ is in another space...

If "do" is on a line, then \_\_\_ is on a line, and \_\_\_ is on another line...



#### Mixing Up a Melody

with Pancake Tuesday

Poem by Christina Rossetti

Melody by \_\_\_\_\_



Choose from "so", "mi" or "do".  
Print your choice on the blank lines.  
Now make a note in the correct space.



1. Mix a pan - cake Stir a pan - cake  
2. Fry the pan - cake Toss the pan - cake



Pop it in the pan  
Catch it if you can

### Reading and Playing a Melody

**Hot Cross Buns** England  
Key G, first note B(mi) count-in: 1,2,3,4,Hot... nursery rhyme 1798



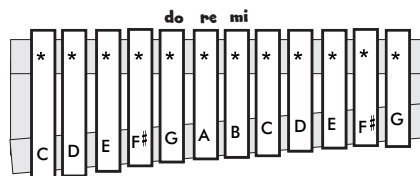
- Hot Cross Buns Hot Cross Buns
- Hot Cross Buns Hot Cross Buns
- Hot Cross Buns Dozens come in twelves
- Hot Cross Buns (repeat verse 1)



One ha'pen-ny two ha'pen-ny Hot Cross Buns  
If you have no daugh-ters give them to your sons.  
If you have no lit-tle elves eat them all your-selves.

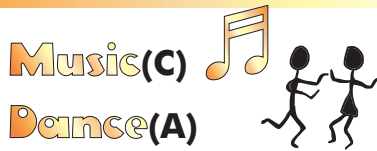
Print the 'do,' 're,' 'mi's on the lines above the notes.  
After you are finished, try singing the song with the solfa (mi-re-do) instead of words.

Now try playing the song on the drawing of the glockenspiel here.  
When you think you are ready,  
ask your teacher if you may try playing the song on the real glockenspiel.



Use a red crayon to colour in the glockenspiel bars needed to play Hot Cross Buns.

The song "When Doh is On a Line..." is a mnemonic for reading "do,mi,so". Sing it with the mp4 before trying this work page. (Tune is the same as Sometimes I Like to sing.



### Warm-Ups (3 minutes)

Rhythm: Reading Rhythm Flashcards

### Practice and Review

If one of the work pages is chosen, re-do the part of Lesson 22a that matches it before students are given the work page.

### Composing a Melody (from Lesson 22a)

### Optional Ideas

#### A Adding Instruments:

Add glockenspiel and/or other percussion instruments to Hot Cross Buns and Pancake Tuesday. (Student decision as to when/when to play).

#### B Enjoying the Repertoire

Vive L'Amour  
Bonhomme, Bonhomme  
Chay Chay Cool-Eh

Work Pages  
see previous page  
for samples

1. Writing "do" "mi" "so" on staff lines.
2. Writing "mi" "re" "do" on staff lines.

## Timbre

### Song and Listening for Instruments

Song: The I Don't Wanna Blues

1. Play the recorded music without vocals.

#### Listening Challenge:

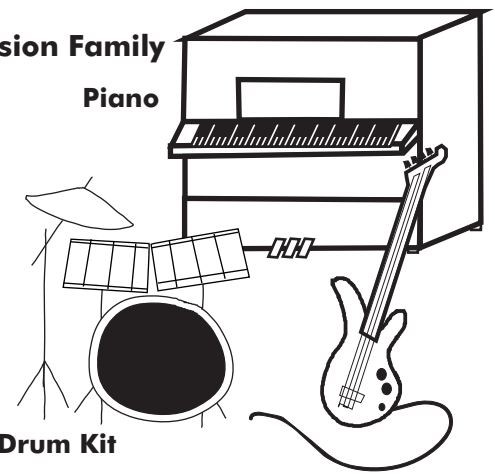
Describe how the musical sound is being made and name the musical instruments.

2. Place the instrument cards on the pocket chart.
3. Play recorded music, students sing along.

Some kind of keyboard instrument, guitars and drum kit are typical of a rock band.


### Percussion Family







Piano



Drum Kit

Electric Guitar



 <b>mix</b>	 <b>a</b>	 <b>pan-cake</b>	 <b>stir</b>	 <b>a</b>	 <b>pan - cake</b>
---	---	--	--	---	--

 <b>pop</b>	 <b>it</b>	 <b>in</b>	 <b>the</b>	 <b>pan</b>
---	--	--	---	---

 <b>fry</b>	 <b>the</b>	 <b>pan - cake</b>	 <b>toss</b>	 <b>the</b>	 <b>pan - cake</b>
--	--	---	---	--	---

 <b>catch</b>	 <b>it</b>	 <b>if</b>	 <b>you</b>	 <b>can</b>
---	--	--	---	---