



marching band  
internalizing the beat, march, culture

# Napoléon

March to the beat with Napoleon's soldiers, but what do you do when the beat is silent?

Key G, first note: G(do)  
a capella count-in: 1,2,3,4, Na...

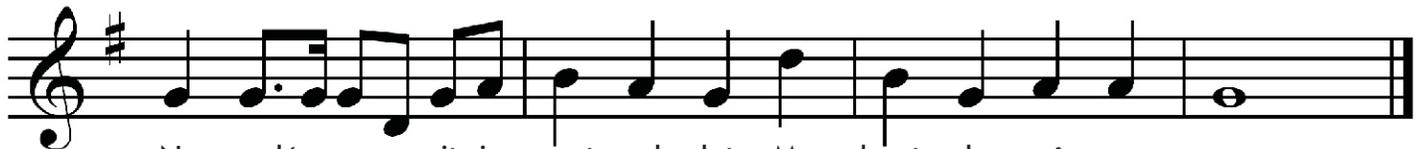
## Napoléon

France  
folksong



Na -po-lé-on a-vait cinq cents sol-dats.

Na -po-lé-on a-vait cinq cents sol-dats.



Na -po-lé -on a-vait cinq cents sol - dats. Mar -chant du mê - me pas.

Na -po-lé-on a-vait cinq cents sol-dats.

Na -po-lé-on a-vait cinq cents

Na -po-lé-on a-vait cinq

Na -po-lé-on a-vait

Na -po-lé-on

Na -po-lé-on a-vait cinq cents sol-dats.

Companion Song: The Grand Old Duke of York

## New Song and March: Napoleon

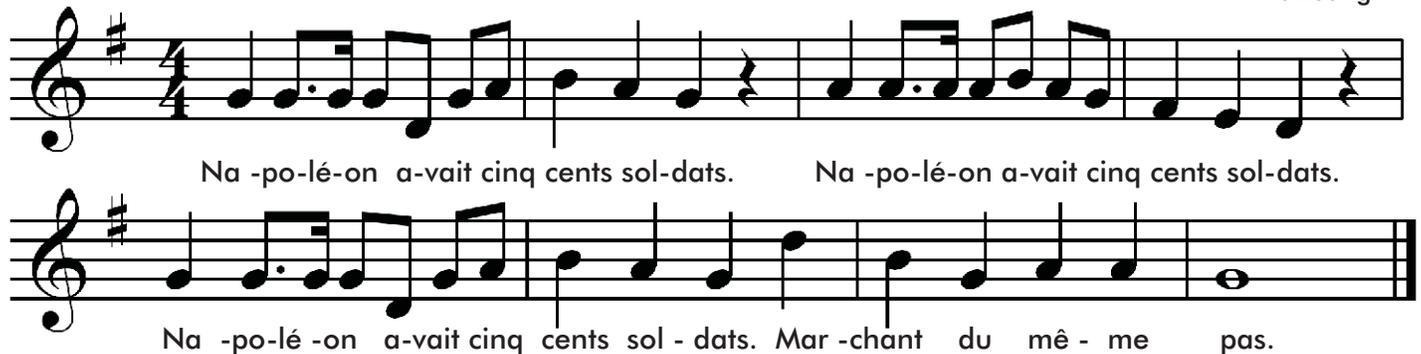
- 1 "While the Duke of York was going up and down hills, in France, the emperor's name was Napoleon (say it en français "Na-po-le-on"). He got to be the emperor by leading a big army and taking over the government. Here's a challenge ---how many times do you hear the name "Napoleon" in this song?" Sing or play the first verse only.

Key G, first note: G(do)

a capella count-in: 1,2,3,4, Na...

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France  
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Na -po-lé-on a-vait cinq cents sol - dats. Mar -chant du mê - me pas.

- 2 "How many times did you hear Napoleon's name? (3 times) Excellent listening. What was Napoleon doing? (oh, really, why couldn't you tell --en français! --why? in France!)

- 3 "The song says that Napoleon had 500 soldiers ---"cinq cents soldats" (sank sawn solda), 500 soldiers. "Cinq cents soldats" --listen again then say it, "cinq cents soldats". Students echo. Count how many times you hear "cinq cents soldats". Sing or play the first verse.

- 4 Show me with your fingers how many times you heard "cinq cents soldats". (3 times) Yes. the first three lines of this song have exactly the same words. Napoleon (the Emperor's name) avait(avay) cinq cents soldats (had 500 soldiers). Listen to the line then be my echo. Napoleon avait cinq cents soldats. (Na-po-le-on avay sank sawn solda). Students echo.

Ready to try singing the first three lines with the mp3 (or me)? (just the first verse)

- 5 The mp3 and mp4 "play the game" of leaving out part of each line, increasing the length of silence until only the name "Napoleon" is sung. Since the breakdown of the words will be more challenging en français it may help to print out the French words on cards and remove the cards one by one until the end of the song. Removing the name "Napoleon" at the end will challenge students to sing the song without the aid of written information. Explain the process, and sing with students the first time through.

Na -po-lé-on a-vait cinq cents sol-dats.  
Na -po-lé-on a-vait cinq cents  
Na -po-lé-on a-vait cinq  
Na -po-lé-on a-vait  
Na -po-lé-on  
Na -po-lé-on a-vait cinq cents sol-dats.

- 6 Now for the fun. Since the soldiers are marching, students march while singing (or listening to the music play). During the silences, students freeze in place! It will probably be a bit of a muddle the first few times, but it is fun.



Songs that repeat with parts left out are excellent practice for internalizing the beat.



## Music & Movement/Dance Song: Napoléon

- 1 "While the Duke was marching his men up and down a hill in England, there was another man in France who was in charge of the armies. He wasn't a King or a Duke --the name people gave to him was Emperor because he conquered several countries. This song about Napoleon only talks about 500 soldiers, even though he had many more than that number."
- 2 "The song is like a game. When the music is playing, you march. But, when the music stops, you freeze in place. Ready to try?" (Ask students to stand and begin moving/marching when the music begins. If your class is particularly rambunctious, you may want to do a trial run with students sitting and moving only their arms/hands with the music. Play through the song once.)
- 3 "Excellent listening and freezing. Now think a bit about both songs we've done today. How is their music similar to each other ---and how is it different?" (Explore ideas --instruments, beat, tempo, dynamics.)

Key G, first note: G(do)  
a capella count-in: 1,2,3,4, Na...

### Napoléon

France  
folksong

Na -po-lé-on a-vait cinq cents sol-dats. Na -po-lé-on a-vait cinq cents sol-dats.

Na -po-lé-on a-vait cinq cents sol - dats. Mar -chant du mê - me pas.

Na -po-lé-on a-vait cinq cents sol-dats.  
Na -po-lé-on a-vait cinq cents  
Na -po-lé-on a-vait cinq  
Na -po-lé-on a-vait  
Na -po-lé-on  
Na -po-lé-on a-vait cinq cents sol-dats.

If your class is finding it difficult to discern where to "freeze" in the song ---print the words on cards and remove them one by one for an early practice. Leaving the syllable breaks in the words is a "musical" way to show the rhythm, and may help with reading the French.

Na -po-lé-on

a-vait

cinq

cents

sol-dats.

## Music & Movement/Dance

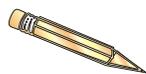
- 1 Choose a dance from the repertoire.
- 2 Play a bit of the dance music.  
Challenge: Name the dance.  
AND Name at least one instrument.
- 3 Ask: "Is this good music for marching?"  
Why? OR Why not?
- 4 Dance the dance.

Ha Ha This-A-Way  
Give Me Joy  
Turkey in the Straw  
Fossil Frolic  
Pass One Window  
Chay Chay Cool-eh  
Holi Ho  
Jump Jim Joe

## Enjoy the Repertoire

Student Choice of Song or Dance

## New Repertoire



The Grand Old Duke of York  
Napoléon

## Just for Fun Try one of these variations on "Napoleon."

### Ideas for Enjoying "Napoléon" cdB-15(16)

1 Once learned, sing this song leaving out either the first (Na) or the last(dats) part of each repetitive line. Always sing the final line with humph - gusto! On succeeding "sings," leave out increasing parts of the song (working either backwards or forwards, but not both at the same time) until only the final line is being sung.

2 Add simple actions to each syllable of the repetitive line.

<b>Na</b>	touch the forehead	<b>po</b>	touch left shoulder
<b>le</b>	touch right shoulder	<b>on</b>	touch left shoulder
<b>a</b>	clap	<b>vait</b>	clap
<b>cing</b>	pat left thigh	<b>cents</b>	pat right thigh
<b>sol</b>	stamp left foot	<b>dats</b>	stamp right foot

3 Substitute the word "dix"(10) for "cing" for the first verse. Count backwards in following verses until the Emperor has "pas de soldats."

10	dix	9	neuf	8	huit
7	sept	6	six	5	cing
4	quatre	3	trois	2	deux
1	un	0	"pas de soldats"		



Hey, he had more soldiers in Spanish!

Na-po-león tenía miiiiiiil soldaos!

Na-po-león tenía miiiiiiil soldaos!

Na-po-león tenía miiiiiiil soldaos!

Marchando al rantamplán.

(Napoleon had one thousand soldiers following the drums)

Na-po-león tenía mil soldaos!



# Time Signatures or Ways to Group Beat Patterns

The **focus** for March and April is on **reading music from staves** (plural for staff). It's time to begin to take the drum movement activity from "doing" to "understanding." Until now, the leader has set a number of beats per pattern, and distinguished the beginning beat by making it accented/stronger, e.g. with 4 beats in a pattern play: ONE,2,3,4,ONE,2,3,4.

There are four commonly used patterns in beginning music.

"marching"	<b>2beats</b>	ONE, 2,ONE,2...	The Grand Old Duke of York
"waltzing" "dancing"	<b>3beats</b>	ONE,2,3,ONE,2,3...	My Bonnie Lies Over
"walking"	<b>4beats</b>	ONE,2,3,4,ONE,2,3,4...	Teddy Bear
"jig" "skipping"	<b>6beats</b> <small>sometimes counted as "2"</small>	ONE,2,3,4,5,6,ONE,2,3... <b>OR ONE ---- Two ----- One...</b>	Vive L'Amour

Link a body movement word (e.g. walking) with a number pattern: walking = 4.

Make a line of symbols, one symbol for each beat.

Now say the pattern to a count of 4.

Show on the beat symbol line, every accented beat.

Draw bar lines immediately before every accented beat.

I find the easiest way to do this is to let my body help make the decision. If I know a song and I'm trying to decide what pattern fits it, I try them out with toe tapping, or walking, or moving my shoulders to a beat.



## Teaching and Activity Use a hand drum for your demonstration.

- WITH CHILDREN SEATED say: I'm going to play and move to some patterns. Each one reminds me of a kind of way of moving. See if you can imagine what I am doing as I move. This pattern is called "3." Play and move to a pattern of 3. Emphasize the "waltz" like quality to the pattern. Children may not know the word "waltz," offer it to them as a kind of dance. Repeat your demonstration with the other basic patterns. For now, leave out the "skipping" pattern.
  - waltzing(3)
  - marching(2)
  - walking(4)
- Invite students to stand and try the movement patterns with you. For the count-in say and play the hand drum e.g. for "3" ONE,2,3,ONE,2,3 ... ask students to quietly say the pattern as they move.
- After all the patterns have been tried at least once, challenge the students to listen to the count-in and then do the movement that meets the pattern. If students find this easy, ask them to say the pattern as well as move.



**Movement Patterns:** Repeat the above exercise until students are experts. The linking of body movement, the image of that movement and the spoken pattern (and eventually a "thinking the pattern numbers") will provide a solid base for both reading and writing music in the future. Try it as a way to have the class line up on the way to lunch, or a brief break from desk work.

- The next step is to be able to sing a song and feel the pattern in the song. Try these two songs and challenge the students to be able to "find" the pattern.

**Lukey's Boat** cdA-14 Key G, starts on D(do), count-in: 1,2,3,4,1,2,3,0 Lukey's...

**My Bonnie Lies Over the Ocean** cdA-50 Key A, starts on E(mi), count-in: 1,2,3,4,5,My...

Ask students to sing the song in their heads and try to "hear" or "feel" the pattern. Take a few guesses. If one of them is correct, then count in and sing the song with the class, moving as it is sung. If none of the guesses are correct, then you sing the song(without doing the count-in as this gives away the answer) and move to it as a hint to the pattern. You may want to practice this before class.