

Teddy Bear



music literacy
just for fun

What would you like your teddy bear to do? Is it the same as in this song?

Teddy Bear

Key D, first note A(so),
a capella count-in: 1,2,3,4,Teddy ...

England
c. 1920s

arr: LJ Clare



Ted-dy Bear, Ted-dy Bear, turn a - round__.
Ted-dy Bear, Ted-dy Bear, climb up - stairs__.



Ted-dy Bear, Ted-dy Bear, touch the ground.
Ted-dy Bear, Ted-dy Bear, say your pray'rs.



Ted-dy Bear, Ted-dy Bear, show your shoe__.
Ted-dy Bear, Ted-dy Bear, turn out the light__.



Ted-dy Bear, Ted-dy Bear, that will do!
Ted-dy Bear, Ted-dy Bear, say Good - Night.

"Good-Night."



Learning Songs
Primary

Rote

Listen to small part, echo, listen, echo, etc.

Immersion

Listen to song several times, then sing along.



Teddy Bear

Key D, first note A(so),
a cappella count-in: 1,2,3,4,Teddy ...

England
c. 1920s
arr: LJ Clare

New Song: Teddy Bear

- 1 **"I have someone special in here.** (Ahead of time put a stuffed animal/teddy bear in a bag. Pull it out and show it now.) **Listen to what this Teddy Bear does."** Preferred: Play the "A" on the glockenspiel 4 times and sing ... **Teddy Bear ...** Alternate: Play the recorded song and help the Teddy Bear do the actions.
- 2 **"The Teddy Bear did 8 different things. Let's see how many you remember."** Show numbers on your fingers as they name actions. **Good Listening. This time, put the beat on your knees as I sing and you listen."** Sing or Play: Teddy Bear ...
- 3 **"Keep the beat on your knees, but this time sing the words, "Teddy Bear" with me, Careful - --only sing the words "Teddy Bear"."** Sing: Teddy Bear As children sing the words "teddy bear", it will be tempting for them to pat the rhythm --which is 3 pats, instead of the beat --which is 2 pats. If they have difficulty, try having them stand and walk the beat as they sing.
- 4 **"Excellent. Ready to sing the song? Teddy Bear ..."**

If you are using recorded music to teach songs, during this last step, begin the song, then turn the volume on the song down gradually til its inaudible. If you are teaching songs using your voice, begin singing with children, but then stop and let students continue. **It is important for your class to sing without your voice ---in this way they learn to listen to themselves, and will become independent singers.** The class may need your help once or twice as they sing ---but as much as possible, have them sing without you!

Can Do 2 Lesson 2a

Learning Music Concepts Re-learn "Rhythm"(ta, ti-ti, sh) and Learn "ta-a"/half note

1 Place the "Teddy Bear Rhythm" on the pocket chart and/or use the mp4 Teddy Bear movie.
Invite students to sing with the recorded music. If you're not able to show the movie, point to the words and symbols as the song progresses.

2 "Songs have beats, and songs have rhythm. Rhythm is the way the words go."

If you remember the "ta" and "ti-ti" words from last year, raise your hand." (Some students may raise their hands just to save face, however, it will give a feel for how many in the class had music in Grade One.) "Ta" and "ti-ti" are names for rhythms. (Point to their symbols while saying the names.)

3 How many claps does the word "bear" get? (one) How many claps does the word "teddy" get? (two) Hands up when you know another word that gets one clap in this song. (e.g. turn) How many hearts/beats does "turn" get? (one -seen visually on the display) Yes, one beat, one ta." The number of claps a word gets is its rhythm.

Eventually a student will offer one of the words that is on a half note e.g. ground, pray'rs, do, night. Even though these words take two beats to sing, they only receive one clap ---they are one-clap words in singing.

Ask: "How many hearts/beats does "night" get? (two) Yes --two hearts/beats. And when a word has one clap and two heart/beats we call it "ta-a, and it looks like this ." When you see a ta-a, clap once, then move your hands around on the "a," but try to keep your voice smoooooth e.g. "taa"

1 Teddy Bear - Rhythm

ti - ti ta ti - ti ta

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

Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

2 Teddy Bear - Rhythm

ta ta ta - a

turn climb a - -round
the stairs

show your shoe
turn out the light

3 Teddy Bear - Rhythm

ti - ti ta ti - ti ta

Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

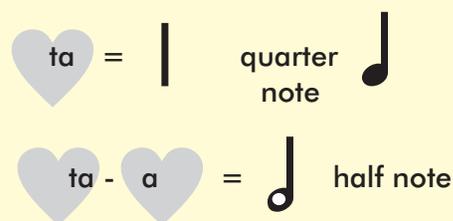
4 Teddy Bear - Rhythm

ta ta ta-a

touch the ground
say your prayers

that will do!
say "Good - night!"

One clap words either have one syllable, or have been shortened into one syllable for singing e.g. instead of saying "pray-ers", sing "pray'rs."

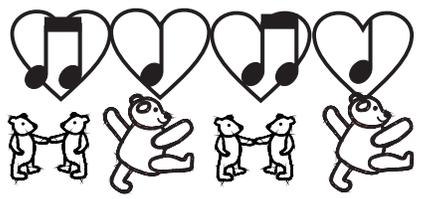


4 How many claps does "Teddy" get? (two) When a word gets two claps and only one heart/beat, then its rhythm name is "ti-ti."

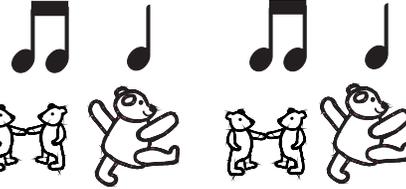
ti-ti =  two 8th notes 

5 "The rhythm has one more thing to tell us. Find the word "shoe." Now look above it. How many beats/hearts does it get? (two) Yes, two --and it looks like it gets two claps doesn't it? BUT ---look at this line that is connecting the first "ta" with the second "ta." (Print a "+" above it.) The line ties the two notes together so that they only have one long clap." (Don't belabour the intricacies of ties/slurs. For now, keep it simple.)

6 Instead of singing the words to "Teddy Bear," we're going to try singing the rhythm names. One, two, ready let's sing ... "ti-ti ta, ti-ti ta, ..." (This time sing without the recorded music, and follow the rhythm symbols on the display music with a pointer.)



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



Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

1 Teddy Bear - Rhythm



tie



slur

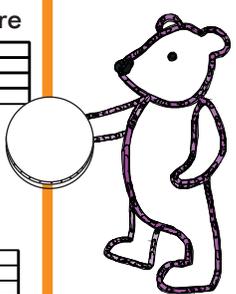
a "tie" is like a + sign
a "slur" means smoothly

a "tie" is always between two notes of the same pitch
a "slur" is between notes of differing pitches

Teddy Bear

Key D, first note A(so),
a cappella count-in: 1,2,3,4,Teddy ...

England
c. 1920s
arr: LJ Clare

The next 4 pages are for use with Can Do 2, Lesson 2 using rhythm symbols and names.

ti - ti ta ti - ti ta

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

Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

1 Teddy Bear - Rhythm

ta ta ta - a

turn a -
climb the -round ____
stairs ____

show your shoe
turn out the light ____

2 Teddy Bear - Rhythm

ti - ti ta ti - ti ta

Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

3 Teddy Bear - Rhythm

ta ta ta-a

touch the ground
say your prayers

that will do!
say "Good - night!"

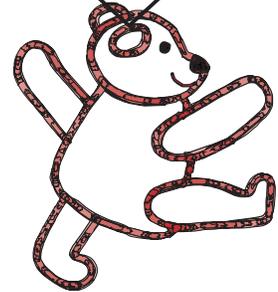
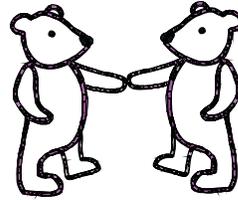
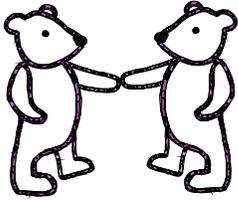
4 Teddy Bear - Rhythm

ti - ti

ta

ti - ti

ta

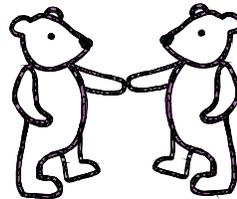
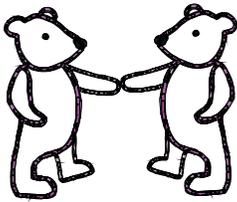


1. Ted-dy
2. Ted-dy

Bear
Bear

Ted-dy
Ted-dy

Bear
Bear



Ted-dy
Ted-dy

Bear
Bear

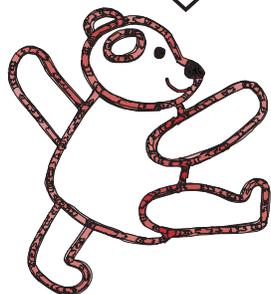
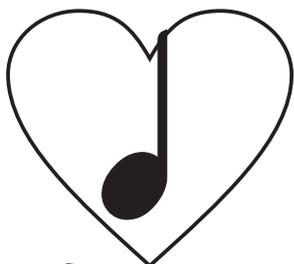
Ted-dy
Ted-dy

Bear
Bear

1

Teddy Bear - Rhythm

ta



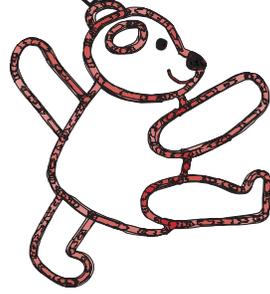
turn
climb

ta



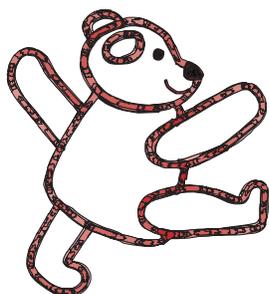
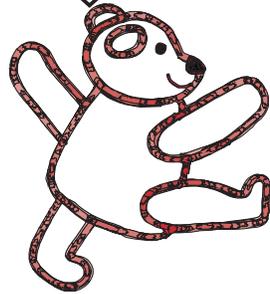
a -
the

ta

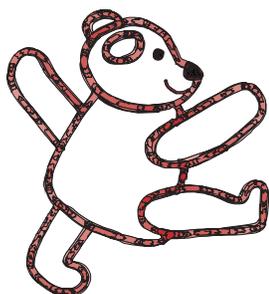


-round _____
stairs _____

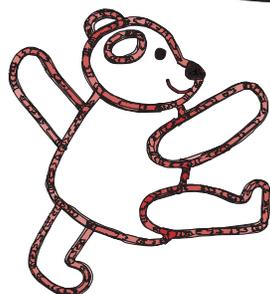
a



show
turn



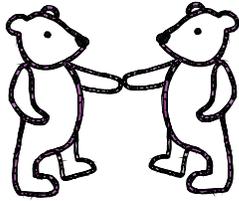
your
out the



shoe
light _____

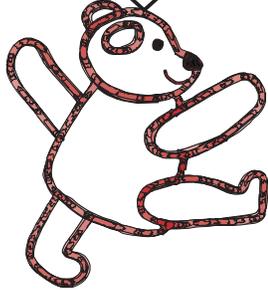


ti - ti



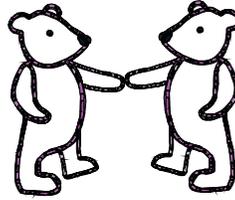
**Ted-dy
Ted-dy**

ta



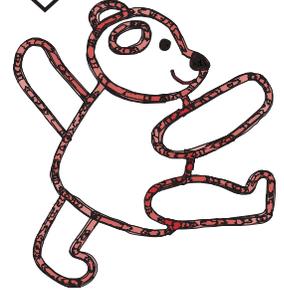
**Bear
Bear**

ti - ti

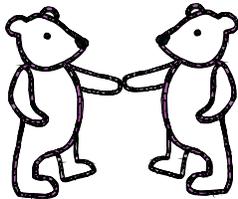


**Ted-dy
Ted-dy**

ta



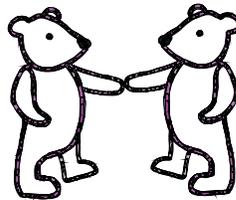
**Bear
Bear**



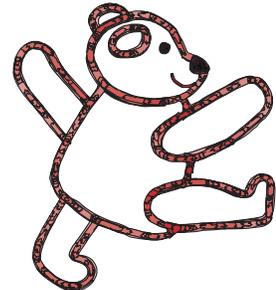
**Ted-dy
Ted-dy**



**Bear
Bear**

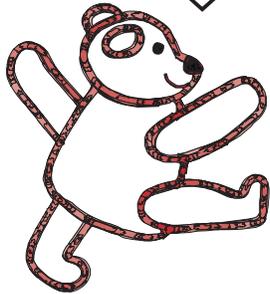


**Ted-dy
Ted-dy**



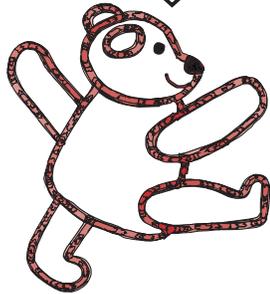
**Bear
Bear**

ta



**touch
say**

ta

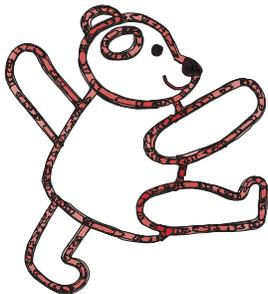


**the
your**

ta-a



**ground
prayers**



**that
say**



**will
"Good**



**- do!
night!"**

Can Do 2 Lesson 2b

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."

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

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Teddy Bear



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



turn a -
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."

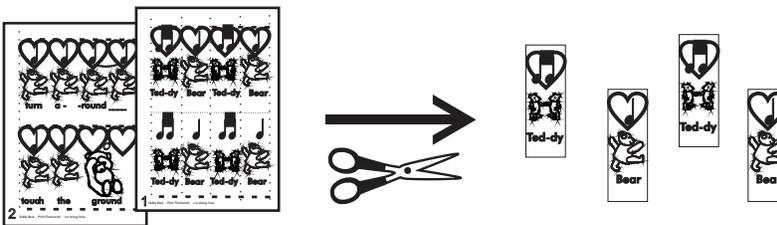
 Bear	ground	will	Teddy
say	Teddy	do	climb

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

Music moves higher(pitch) and lower(pitch) to make melody. Grade One curriculum includes differentiating between higher and lower pitches, and using "solfa" to identify the intervals(spaces) between pitches. "So-mi" is the tune usually heard when calling a child to come in from outside, or in simple nursery songs e.g. "Rain-rain, go-away." Today's lesson moves through the basic Grade One concepts. With the added year of maturity, even Grade Two students who did not have formal music lessons last year will quickly pick up the ideas and exercises.

Prep Ahead of Time

Teddy Bear Display --
Pitch: Pages 1 and 2
need to be cut into
individual flashcards.



1 "Maybe Fuzzy Wuzzy wasn't fuzzy because somebody hugged him all the time and wore out his fuzz? Let's try the Teddy Bear song for Fuzzy Wuzzy." (Sing the Teddy Bear song.)

Teddy Bear Key D, first note A(so) 4/4time
a cappella count-in: 1,2,3,4,Teddy...

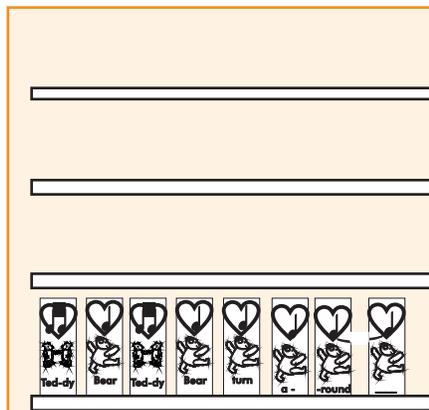
"Excellent singing. Now, take your hand and place it at about your chest height like this." (Demonstrate holding a hand with fingers extended. Sing the words "Ted-dy Bear" moving your hand down a bit for "bear" as the pitch of bear is lower than that for "teddy." Since both syllables of the word "ted-dy" are on the same pitch, move the hand slightly as if pushing the second syllable.)

"This time as we sing Teddy Bear, move your hand up and down with the tune/melody --like a very slow roller coaster (refers to warm-up today). **Ready ..."** (Sing the song again.)

2 The flashcards for the first line of Teddy Bear Figure 1 are going to be used to:

1. connect moving a hand up and down with melody,
2. to writing music.

Place the cards for the first line of Teddy Bear on the pocket chart, leaving at least 3 empty pockets at the top. See Figure 1.

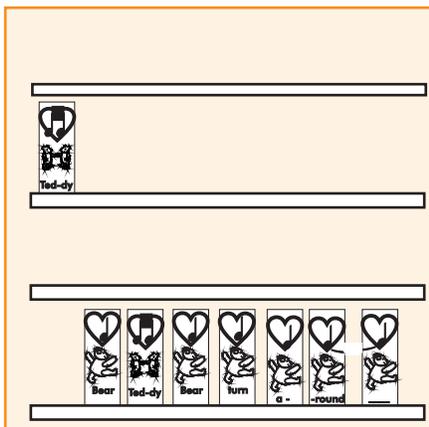


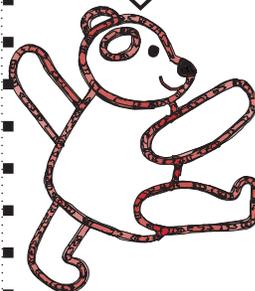
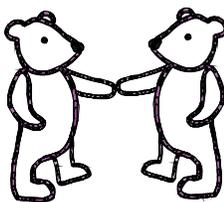
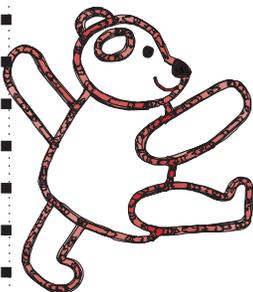
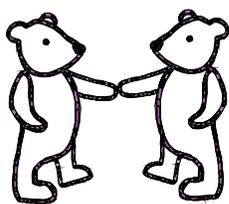
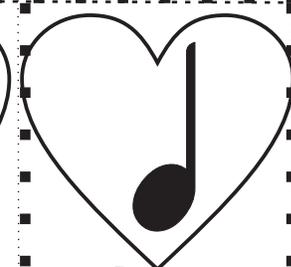
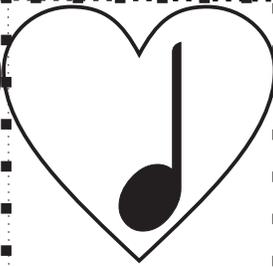
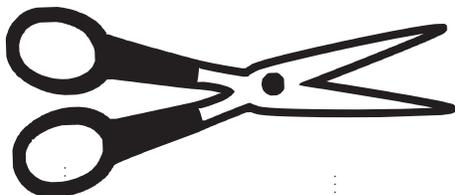
3 Now, take the first card "Teddy" and place it on the middle empty line. Sing "teddy" as you place it there. See Figure 2.

Figure 2

"Sing 'teddy' with me --we'll use our hands again to show the highs and lows we're singing. 'Teddy' Now, is 'Bear' higher or lower? (lower)

Place the 'bear' card on the empty line lower than where teddy is. Continue to work your way through the first line of the song until your display looks like Figure 3.



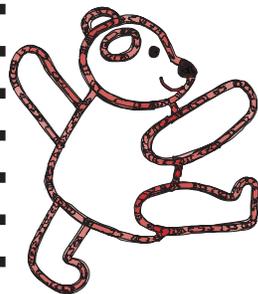
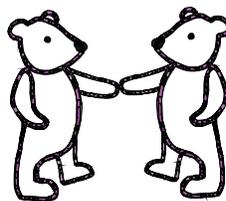
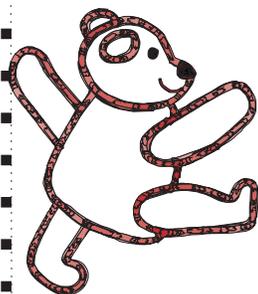
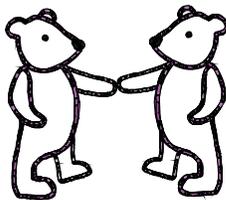


Ted-dy

Bear

Ted-dy

Bear



Ted-dy

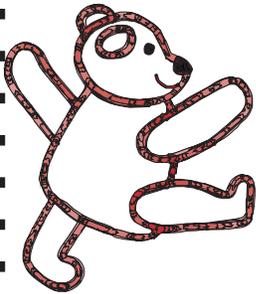
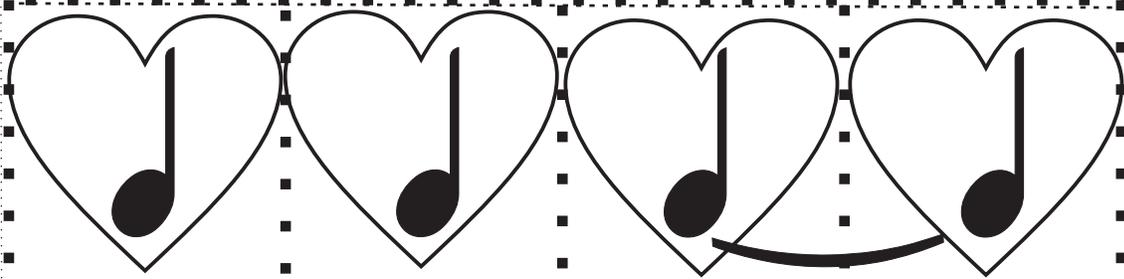
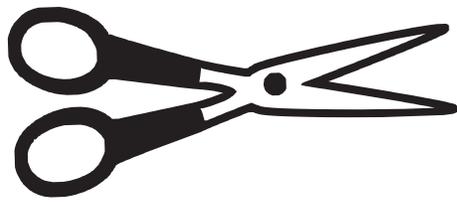
Bear

Ted-dy

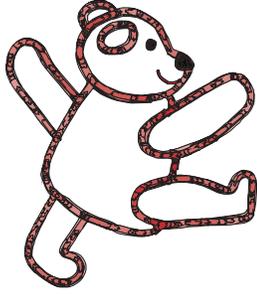
Bear

1

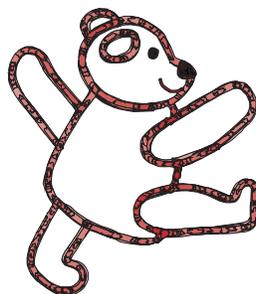
Teddy Bear - Pitch Flashcards cut along lines



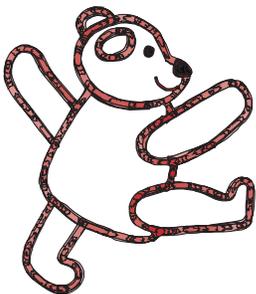
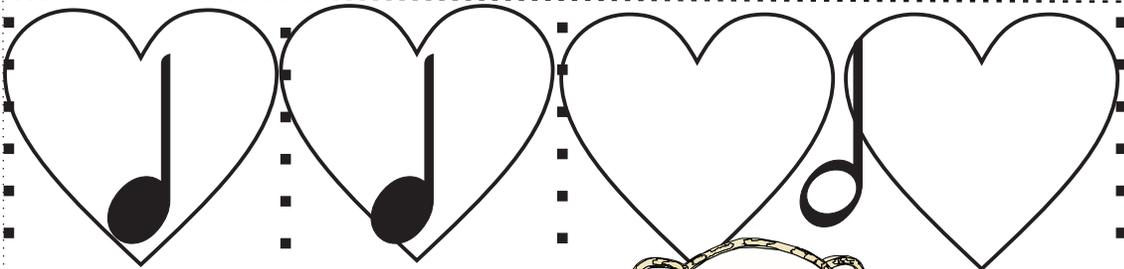
turn



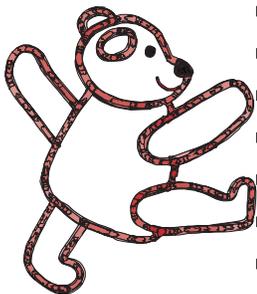
a -



-round



touch



the



ground



Sing the first line of 'Teddy Bear' using a pointer or your hand to follow the flashcards up and down as well as along the line.

"Excellent singing! Some of you may remember from Grade One that there are special names for pitches to help us learn to sing. These words, this line on the pocket chart (indicate the line that has 'teddy' on it) is called 'so' (place the 'so' marker on the line). The hand sign that means 'so' goes at chest level (show) try it with me --- yes, excellent.

(Now either ask for someone who remembers "mi" and "la" or simply re-introduce them on both the pocket chart and with handsigns.

Figure 3

For more information on teaching pitch explore Music Basics/Pitch.

Solfa Information for Teachers

There is a mind-body connection that helps the voice to follow pitch when our hands change with the pitch.

Zoltan Kodaly(Hungary) used ideas he found in a visit to England (Sarah Glover, John Curwen) to develop a systematic way to teach music to children. His work through the 1930s-50s is one base in musical pedagogy for young children. The handsigns used as a visual aid to singing have been found to have a connection to engaging both sides of the brain in learning music.

Key of C

- C do
- B ti
- A la
- G so
- F fa
- E mi
- D re
- C do

Every note in a scale has a handsign. After a year of teaching music, I could use them all easily because I used them most days with at least 4 classes. If you're not teaching music all day it may take a while, but practise with your students and you'll conquer the ones used in this grade.



Key C Songs are written in different Keys. The name of the Key tells where "do" lives for the song.

**Why isn't every song in the Key of C (or A or F)?
Wouldn't it be easier if every song were in the Key of C?**

Well, try playing a "C" on the glockenspiel. Now, using that pitch as the first note, sing "Frère Jacques." Many people find it comfortable/easy to sing Frère Jacques when they start on "C." BUT, some people have higher voices. Play a "G" on the glockenspiel and then sing Frère Jacques using the "G" as the beginning note. Was it too high? Try again using "F" as the beginning note.

Singers need to find a place to sing songs that accommodates the pitch of their voices. Solfa focuses on the spaces, the intervals between notes which makes it easy to change Key.

The musical alphabet runs in a circle from A to G, begins again at A and so on. To move to a higher pitched note, move forward in the alphabet. To move to a lower pitched note, move backward in the alphabet.

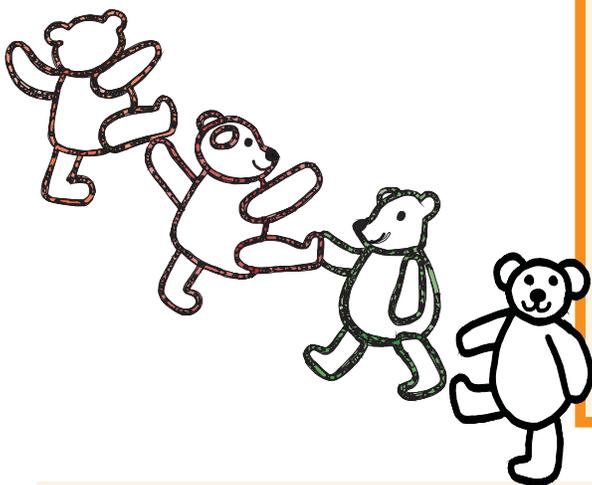
- 5
1. Sing the first line of Teddy Bear using the "so-mi-la" solfa.
 2. Just for fun, sing the same line using "ti-ti" "ta" and "ta-a".

Even though this teaching explanation has been lengthy, the time spent with the class is short i.e. about 5 minutes. Move quickly between the sections.

- 6
- Replace the pocket chart display with the written music for Teddy Bear. (Page size pdfs are included in the song file for Teddy Bear.)

"Not all musicians have pocket charts, so they use lines to show where so, mi and la live in songs. 'Teddy' is still 'so-so'. Let's sing the first line using so-mi-la but looking at sheet music. Ready ...

(Sing the first line. If you are familiar with solfa, continue and sing the rest of the song using solfa.)



Now breathe. Yes there is a lot of information in this lesson if you are new to teaching music. However, for students, most of this is review from last year. Reviewed information is repeated often in the first few months of Can Do 2, so there are more opportunities to re-learn.

The next 4 pages are for use in Can Do 2 Lesson 3a --
relearning solfa on staff lines.

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

5 dy Bear - Pitch

turn climb a-round stairs
show your shoe light

6 dy Bear - Pitch

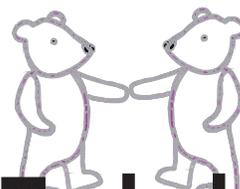
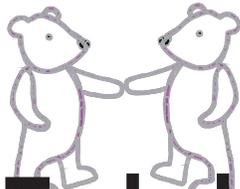
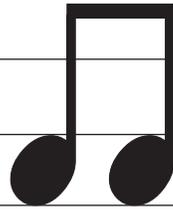
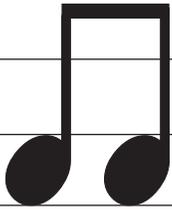
Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

7 dy Bear - Pitch

touch the ground
say your prayers

that will do!
say "Good - night!"

8 dy Bear - Pitch

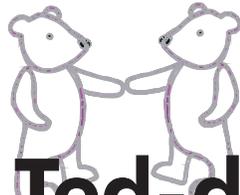
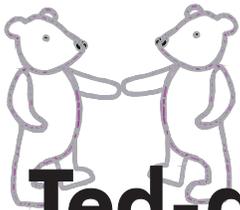
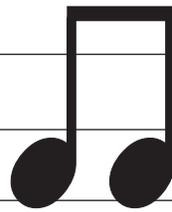
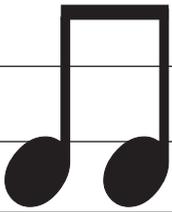


1. Ted-dy
2. Ted-dy

Bear
Bear

Ted-dy
Ted-dy

Bear
Bear

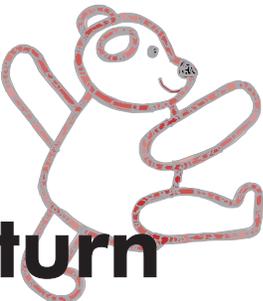


Ted-dy
Ted-dy

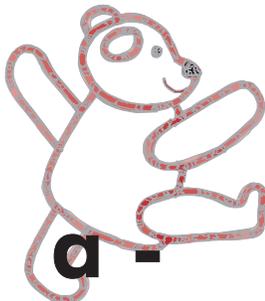
Bear
Bear

Ted-dy
Ted-dy

Bear
Bear



**turn
climb**



**a -
the**



**-round
stairs**



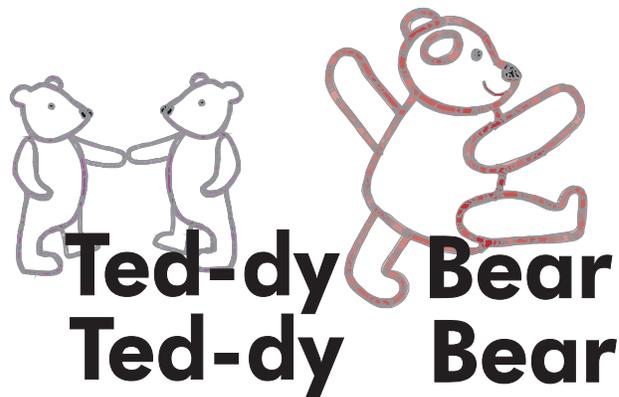
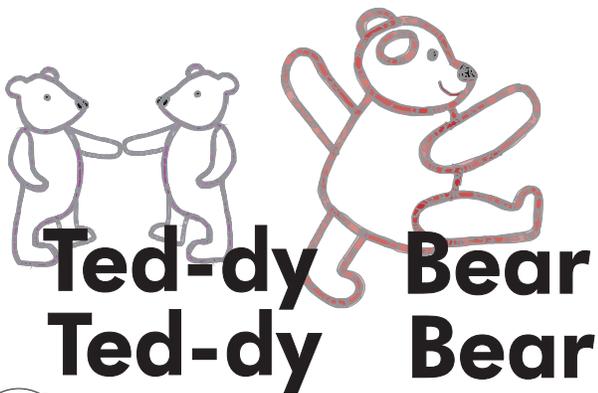
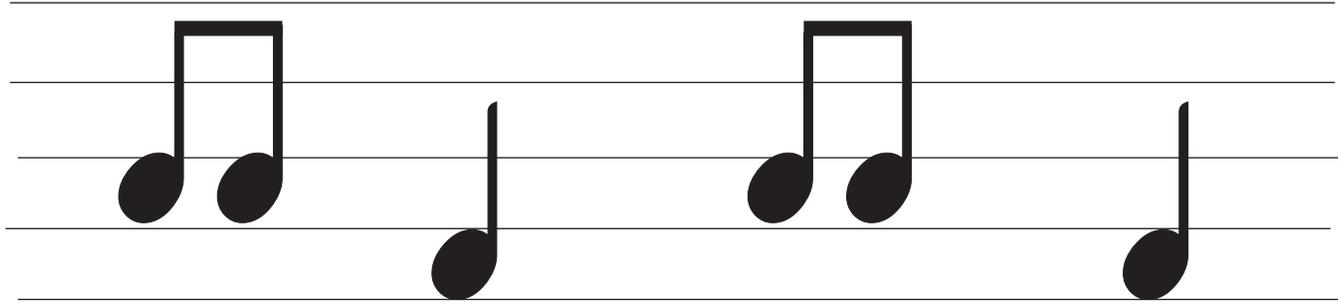
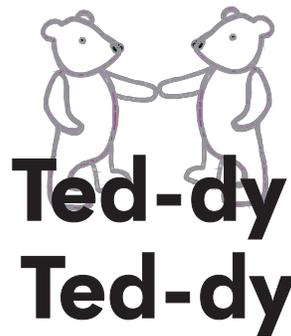
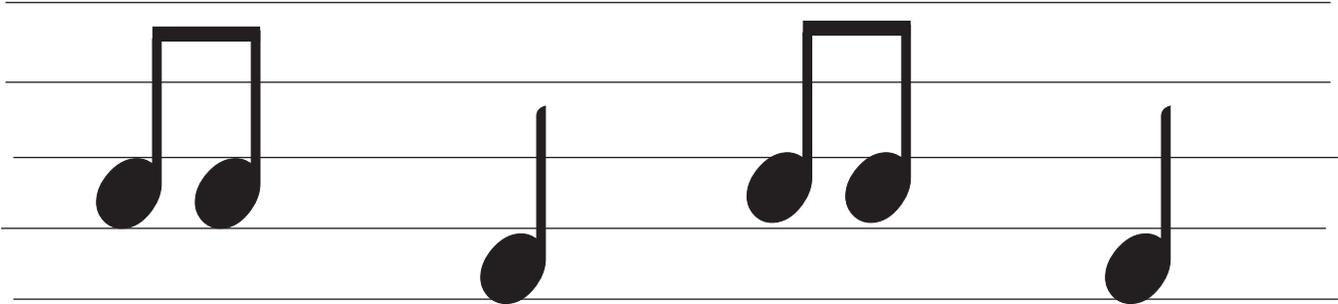
**show
turn**

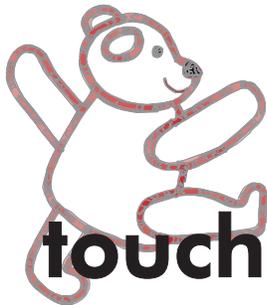


**your
out the**

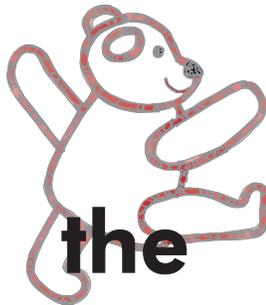


**shoe
light**

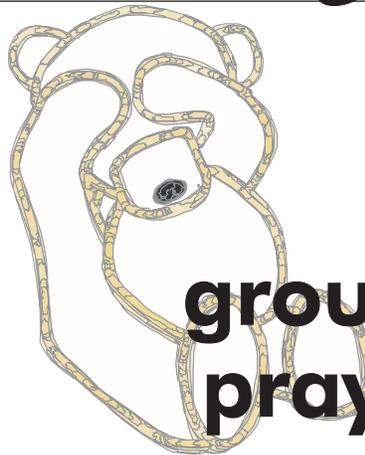




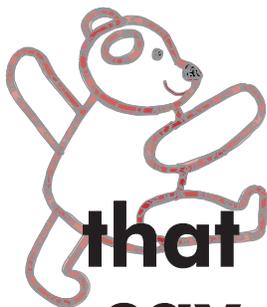
**touch
say**



**the
your**



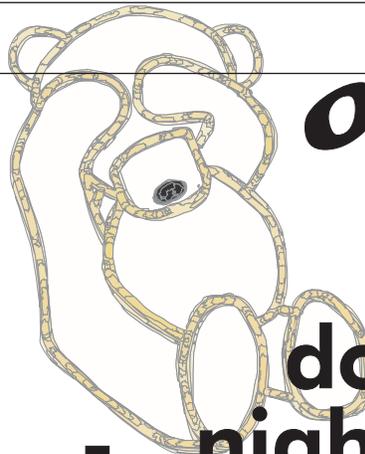
**ground
prayers**



**that
say**



**will
"Good**



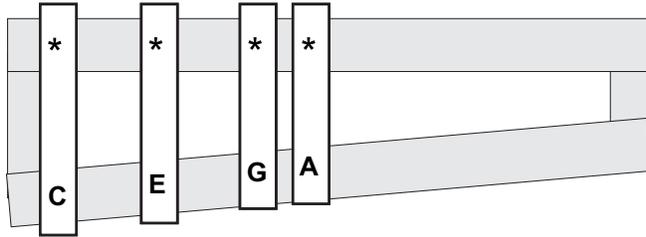
**do!
- night!"**



Teddy Bear

children's song

arr: ljc

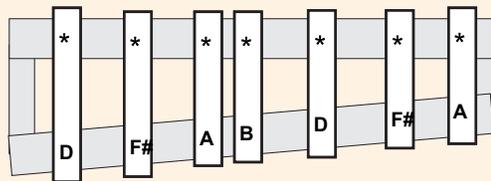


Teddy Bear, Teddy Bear, turn around
 Teddy Bear, Teddy Bear, touch the ground
 Teddy Bear, Teddy Bear, show your shoe
 Teddy Bear, Teddy Bear, that will do

Teddy Bear, Teddy Bear, climb upstairs
 Teddy Bear, Teddy Bear, say your prayers
 Teddy Bear, Teddy Bear, turn out the lights
 Teddy Bear, Teddy Bear, say "good-night"
 "Good-night!"

Please Note: In the curriculum, Teddy Bear is written in the key of D --which is more appropriate for children's voices. In the key of C, however, even the simplest of glockenspiels may be used to accompany the song.

If you have glockenspiels with removable bars that include F# ---please play in the key of D.

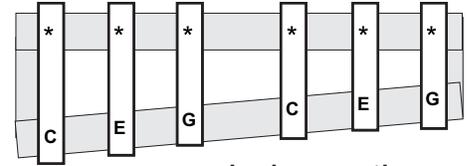


glockenspiel/xylophone notes for the Key of D

Key C Pentatonic $\frac{4}{4}$
 starts on "soh" $\frac{4}{4}$

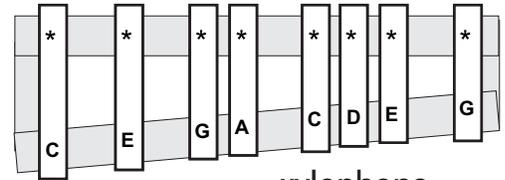
warm-up: play G E G E C
 sing as echos G A G E
 soh la soh mi

introduction: count 1 2 3 4
 play GG E GG E



glockenspiel

one mallet
 play on "**Good Night**"
 taa taa



xylophone

two mallets --any notes
 play on "**bear bear ted-dy bear**"

rhythm sticks
 ti-ti taa
 (Teddy Bear)



*use a stuffed animal to do the actions
 OR have children do the actions



*vary the volume to match the words
 *emphasize expression to match the words