



Mama Don't 'Low No Singing

piano, clarinet, trumpet, trombone, banjo

Oh that Mama ---with a wink and a grin cause Mama is apt to join right in to this rollicking tune. Plenty of opportunities to add new ideas or use as a lead in to generating classroom guidelines for what is allowed this year.

Mama Don't 'Low No Singing

Key G, first note do(G)

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

bluegrass

United States

arr: LJClare, 2014



Ma-ma don't 'low no sing-ing _____ 'round here _____.
Ma-ma don't 'low no fid-ling _____ 'round here _____.



Ma-ma don't 'low no sing-ing _____ 'round here _____.



We don't care what Ma-ma don't 'low, gon-na sing out hap-py a-ny how!
If you haul a fid-dle a - round bet-ter take that fiddle get out - a town!



Ma-ma don't 'low no sing-ing _____ 'round here _____.

A bluegrass staple now played across many genres (Dixieland, Rock, etc.) the roots of this song go back deep into the Appalachians. When it was growing up, this song could have been played on fiddle, bagpipe or jug band ---any instrument reflecting the celtic roots of pioneers who settled in the mountains. Variations on words are as wide as the variations on tune.

mp4 "teaching" includes a clip from old tv show with bluegrass singers

mp4 "instrumental" includes idea generators for creating a class version

1. singing clarinet

2. clapping trumpet

3. stomping trombone

4. wiggling banjo

5. giggling trombone

Focus: participation, acceptance, review/relearn

With music, a new school year doesn't necessarily mean all new music. Good songs may be sung and enjoyed again and again and again. A familiar song gives comfort, relaxation, enjoyment AND an opportunity to practise --which is essential for music learning. Songs that were introduced in Grade Two, may be sung for enjoyment and/or to review basics and/or to offer new creative ways to add instruments, movement or voices. The spiral in music learning moves outwards and up into new musical experience, then circles back to the familiar before moving outwards again.

Canada is a wonderful eclectic place of people from around the world. Songs are a way to enjoy our cultural mix and our shared experience of families moving from one place to another, pioneering in a new environment.

Songs are also a way to build community, --singing songs about the life we share in this country and world is a celebration and remembering of who we are. I have intentionally built in opportunities to sing Canadian folk songs, and songs about Canada --those learned in Grades One and Two as well as new ones for Grade Three.

My hope is that out of the wide repertoire offered, every student will find at least one to two "keepers" ---songs that will stay with them as they grow older, offering comfort and enjoyment through the seasons of their lives.



Music(C)

C1.1 song: **Mama Don't 'Low No Singing**

gr.2: **Sometimes I Like to Sing**

gr.2: **Warm-Up "Hellos"**

C1.2 apply musical elements when singing/moving
moving with the beat

element focus: **beat = steady pulse**

relearn: **conducting cues**

Introduction to Music



Usually music begins with a brief warm-up activity. But today, just because its the first day, begin with the most important part of primary music --SINGING!

New Song: **Mama Don't 'Low**

1

Gather students on the carpet. Place a finger in front of your lips. Cup your ears and say quietly **"Open up your ears and your mind to listening."** Launch right into the first verse of "Mama" --feel the music with your shoulders, smile, and the students will feel it with you.

Music Time Expectations

"Mama might not allow singing around here ---but I do. Singing and music are wonderful ways to enjoy life. As a community of singers we need to work with each other to make music period as wonderful as it can be."

Take a few minutes to name basic expectations for music class. Elicit ideas from students to expand on the basics.

- | | |
|---|---|
| *everybody participates in singing | (Everyone participates in gym, everyone sings.) |
| *every voice is different
AND every voice is welcome | (Laughing at someone trying to make music is a kind of bullying.) |
| *music can be fun
AND the way to keep it fun | is to use ordinary class rules for behaviour
---listening to each other
---raising hands to speak |

(If you are a traveling music teacher, ask students to explain their classroom routines to you re washroom, emergency drill etc. If students are traveling to you, outline the classroom emergency plan and your washroom/drink routines.)

Mastering basic musical elements, concepts and vocabulary is the focus of Grade 3 curriculum. Throughout September and October, CanDo curriculum offers opportunities to nudge dusty memories and/or learn musical concepts that may not have been fully assimilated last year. A few new elements and concepts will be introduced during the first semester. The rest of the year is most time is spent integrating ideas with music practice and on pre-literacy skills.

If students are able to leave Grade 3 with an enjoyment of participating in music and a firm grasp of the basics, then you will have given them a rich gift. Grade 4 music begins with a swift plunge into formal written music that needs a grasp of the basics to ensure success.

Review/Relearn Conducting Cues

- Hold your hand up in front and close the thumb with the fingers (a standard music signal for stop). **"You remember this, don't you? When the conductor does this, what do you do?"** (stop singing/playing) **Excellent memories. Let's try it out. I'm going to sing "one, two, three, four"** (or play "C" on a glockenspiel four times) **then you begin singing the Alphabet Song. When you see the conductor's stop sign, stop singing as quickly as possible. Ready, listen ...** (sing a few letters with students to help them get started)



conductor
music leader

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
I can sing the alphabet, yes you heard me that's what I said (rhymes with "zaid").

- Repeat the exercise a few times. Choose a student conductor to lead once or twice.

(You may need to sing the first few letters of the alphabet to encourage students to sing, but stop singing as soon as possible. There is a short dvd Alphabet Song segment demonstrating both methods of beginning a song that may be used for learning. Students will develop their singing voices more effectively when the teacher is NOT singing. If students need help staying together, or remembering words, try mouthing the words without voicing them. In this way the music leader (you) will be better able to hear student singing and rest your own voice.)

