



# March

**Focus:** Rhythm Counting  
and Rhythm Musical Math

Lesson A each week covers core material. Year goals are met by completing Lesson A material.

Lesson B offers additional ideas for review, practice or enrichment.

There are 3 weeks of lessons and learning provided for March (allowing for the week of March Break).

## 24A

**C1.1 song:** Maple Syrup Rag

**element focus:** duration  
pitch

**C1.5 demonstrate an understanding of musical notation**

## B

**C1.1 song:** Whether the Weather (round)

**element focus:** duration  
pitch

**C1.5 demonstrate an understanding of musical notation**

## 25A

**C1.1 chant:** Ooey, Gooey Mud et al

**element focus:** rhythm

**C1.5 demonstrate an understanding of musical notation**

**individual work:** rhythm counting  
matching rhythms with words

## B

**C1.1 chant/round:** Thunder Crashes  
chant: Mud On My Shoes  
revisit: Rain, Rain  
Ev'rybody Sing Spring  
If All the Raindrops

**element focus:** duration - metre

**composition prep:** words, rhythm and beat

## 26A

**C1.1 song:** Sweetly Sings the Donkey

**C1.5 demonstrate an understanding of musical notation**

**individual work:** words/rhythm/beat

## B

**C1.1 song:** Tingalayo

**C1.5 demonstrate an understanding of musical notation**

**element focus:** pitch

## Song List

Sweetly Sings the Donkey  
Tingalayo  
Maple Syrup Rag  
Mud On My Shoes  
Ooey Gooey Mud  
Whether the Weather  
Thunder Crashes

## Revisited Song List

Rain, Rain  
Ev'rybody Sing Spring  
If All the Raindrops

# March

Week One

Lesson **24**<sup>A</sup>

**Focus:** Metre and Musical Alphabet Intro

March

Week One Lesson 24

Page 261



## Music(C)

**C1.1 song:** Maple Syrup Rag  
**chant:** Mud On My Shoes

**C1.5 demonstrate an understanding of musical notation**

**element focus:** duration  
pitch

There are 3 weeks of lessons and learning provided for March(allowing for the week of March Break).

## Warm-Ups(3 minutes)



**Body:** Breathing -Flame Flickering

**"Imagine a candle, lit in front of you. Now try to make the flame flicker WITHOUT blowing it out."**

Give a count-in of:

|    |         |          |         |
|----|---------|----------|---------|
| 1  | 2       | ready    | breathe |
| in | through | the nose | and     |
| 1  | 2       | .....    |         |

**1st Time:** as long as possible

**2nd Time:** until the conductor counts to 4

**3rd Time:** until the conductor counts to 8

Repeat.



**Pitch:** Solfa Scale

Warm-Ups using the whole scale give students opportunities to hear, see and sing all the usual intervals that are a part of most music.

The scale was introduced in January Lessons ---post a visual of the scale as seen here to aid students.

If you are wanting some help in guiding students along the different pitches, try one of the following.

**Songs:** I Like to Play With Colour  
I Know a Little Puppy  
I Know a Little Pussy

**Warm-Ups:** mp3s and/or mp4  
Scale in Key of C  
Scale in Key of D  
Scale in Key of F  
Scale in Key of G

The prepared Warm-Ups make use of handsigns as well as other visuals.



**Key C**

**C**

**B**

**A**

**G**

**F**

**E**

**D**

**C**

|  |    |
|--|----|
|  | do |
|  | ti |
|  | la |
|  | so |
|  | fa |
|  | mi |
|  | re |
|  | do |

## Concept Focus Musical Languages

Grade 4 music will plunge students deep into the world of reading music using A,B,Cs (helpful for playing musical instruments) instead of "do,re, mi's" (helpful for singing). Now is time to lay a foundation for next year's tasks i.e. musical pre-literacy.

Expectations met in this curriculum for pre-literacy are:

1. Music has more than one written language.
2. "do-re-mi's are for singers"  
"A, B, C's" are for playing musical instruments  
and the music alphabet only has 7 letters ABCDEFG
3. Music languages go up and down AND around and around.
4. "Do, re, mi's" can move around on staff lines/spaces.  
"A, B, C's" live on the same lines/spaces all the time.

Grade 3 students are not expected to develop competency in naming lines and spaces of a musical staff with alphabet letters. In pre-literacy, they are expected to understand that lines/spaces have alphabet names, that the alphabet names correspond to the alphabet letters on the bars of orff instruments and that the G-line is circled by the G-clef(treble clef).

### Learning Music Concepts Music has more than 1 language.

#### Musical Languages Go Up and Down, and Around and Around

1 "If you can speak English, put your hands up Okay, hands down. Now, if you can speak French, put your hands up. Hmm, hands down. French and English are Canada's two official languages, but Canadians speak more than just two languages, don't we? (Name a few languages that you know children in your class are able to speak ... or --that their families, or grandparents might speak.)

**Music Languages**

2 "Canada and music are a little bit the same. Canada has two main languages. Music has two main languages. We've been singing with one of those languages (sing or say "do re mi") The "do re mi" language is called Solfa. Singers use Solfa. It makes it easier to learn new songs, and to sing songs in tune.

**Solfa is for Singers**

#### How many Solfa are there?

do re mi fa so la ti do  
1 2 3 4 5 6 7 8

Use a hand or finger to show each direction as it is named.

(If students say "8", remind them that low do and high do are both "do"!

"If we sing "do re mi" are our voices getting higher or lower? (yes, higher)

Hands up if you remember the special word for getting higher ... (ascending)

"Music languages don't just go one direction. Music languages can go up, can ascend, but they also can do --what? (take answer) Yes --go down, descend.

"Solfa can go up and down, AND around and around.

I'm going to set a beat, and point with my finger to show the direction, when you are ready, start saying the Solfa with me. (Try this several times. Begin with "do" the first time. The next time begin with "so" ---and continue saying the Solfa until you get back to "so" i.e. don't stop at "do".)

If I'm aware there are students who take piano lessons, I say something like this next: "If you are lucky enough to be taking piano lessons then you probably know the answers to all my next questions. Please let the rest of the class do some hard thinking and try answering. It's going to be hard not to blurt out answers, but you can do it!

**3** "If you play a musical instrument, there's another music language that is very useful. Think about the glockenspiel, or a xylophone. Do their bars say "do, re, mi"? No. Hands up if you remember what the bars have for names. (Take an answer.) **Yes!, alphabet letters.**

Instrument players use an alphabet to help them remember how high and low they need to play.

**A, B, C's**

**Music Alphabet**

**"Count while I say the musical alphabet letters, ready?"**

A (1) B(2) C(3) D(4) E(5) F(6) G(7) A(8) B(9) C(10) D(11) E(12) F(13) G(14) A(15) B(16) C(17) D(18) E(19) F(20) G(21) A(22) B(23) C(24) D(25) E(26) F(27) G(28) A(29) B(30) C(31) D(32) E(33) F(34) G(35) A(36) B(37) C(38) D(39) E(40) F(41) G(42) A(43) B(44) C(45) D(46) E(47) F(48) G(49) A(50) B(51) C(52) D(53) E(54) F(55) G(56) A(57) B(58) C(59) D(60) E(61) F(62) G(63) A(64) B(65) C(66) D(67) E(68) F(69) G(70) A(71) B(72) C(73) D(74) E(75) F(76) G(77) A(78) B(79) C(80) D(81) E(82) F(83) G(84) A(85) B(86) C(87) D(88) E(89) F(90) G(91) A(92) B(93) C(94) D(95) E(96) F(97) G(98) A(99) B(100) C(101) D(102) E(103) F(104) G(105) A(106) B(107) C(108) D(109) E(110) F(111) G(112) A(113) B(114) C(115) D(116) E(117) F(118) G(119) A(120) B(121) C(122) D(123) E(124) F(125) G(126) A(127) B(128) C(129) D(130) E(131) F(132) G(133) A(134) B(135) C(136) D(137) E(138) F(139) G(140) A(141) B(142) C(143) D(144) E(145) F(146) G(147) A(148) B(149) C(150) D(151) E(152) F(153) G(154) A(155) B(156) C(157) D(158) E(159) F(160) G(161) A(162) B(163) C(164) D(165) E(166) F(167) G(168) A(169) B(170) C(171) D(172) E(173) F(174) G(175) A(176) B(177) C(178) D(179) E(180) F(181) G(182) A(183) B(184) C(185) D(186) E(187) F(188) G(189) A(190) B(191) C(192) D(193) E(194) F(195) G(196) A(197) B(198) C(199) D(200) E(201) F(202) G(203) A(204) B(205) C(206) D(207) E(208) F(209) G(210) A(211) B(212) C(213) D(214) E(215) F(216) G(217) A(218) B(219) C(220) D(221) E(222) F(223) G(224) A(225) B(226) C(227) D(228) E(229) F(230) G(231) A(232) B(233) C(234) D(235) E(236) F(237) G(238) A(239) B(240) C(241) D(242) E(243) F(244) G(245) A(246) B(247) C(248) D(249) E(250) F(251) G(252) A(253) B(254) C(255) D(256) E(257) F(258) G(259) A(260) B(261) C(262) D(263) E(264) F(265) G(266) A(267) B(268) C(269) D(270) E(271) F(272) G(273) A(274) B(275) C(276) D(277) E(278) F(279) G(280) A(281) B(282) C(283) D(284) E(285) F(286) G(287) A(288) B(289) C(290) D(291) E(292) F(293) G(294) A(295) B(296) C(297) D(298) E(299) F(300) G(301) A(302) B(303) C(304) D(305) E(306) F(307) G(308) A(309) B(310) C(311) D(312) E(313) F(314) G(315) A(316) B(317) C(318) D(319) E(320) F(321) G(322) A(323) B(324) C(325) D(326) E(327) F(328) G(329) A(330) B(331) C(332) D(333) E(334) F(335) G(336) A(337) B(338) C(339) D(340) E(341) F(342) G(343) A(344) B(345) C(346) D(347) E(348) F(349) G(350) A(351) B(352) C(353) D(354) E(355) F(356) G(357) A(358) B(359) C(360) D(361) E(362) F(363) G(364) A(365) B(366) C(367) D(368) E(369) F(370) G(371) A(372) B(373) C(374) D(375) E(376) F(377) G(378) A(379) B(380) C(381) D(382) E(383) F(384) G(385) A(386) B(387) C(388) D(389) E(390) F(391) G(392) A(393) B(394) C(395) D(396) E(397) F(398) G(399) A(400) B(401) C(402) D(403) E(404) F(405) G(406) A(407) B(408) C(409) D(410) E(411) F(412) G(413) A(414) B(415) C(416) D(417) E(418) F(419) G(420) A(421) B(422) C(423) D(424) E(425) F(426) G(427) A(428) B(429) C(430) D(431) E(432) F(433) G(434) A(435) B(436) C(437) D(438) E(439) F(440) G(441) A(442) B(443) C(444) D(445) E(446) F(447) G(448) A(449) B(450) C(451) D(452) E(453) F(454) G(455) A(456) B(457) C(458) D(459) E(460) F(461) G(462) A(463) B(464) C(465) D(466) E(467) F(468) G(469) A(470) B(471) C(472) D(473) E(474) F(475) G(476) A(477) B(478) C(479) D(480) E(481) F(482) G(483) A(484) B(485) C(486) D(487) E(488) F(489) G(490) A(491) B(492) C(493) D(494) E(495) F(496) G(497) A(498) B(499) C(500) D(501) E(502) F(503) G(504) A(505) B(506) C(507) D(508) E(509) F(510) G(511) A(512) B(513) C(514) D(515) E(516) F(517) G(518) A(519) B(520) C(521) D(522) E(523) F(524) G(525) A(526) B(527) C(528) D(529) E(530) F(531) G(532) A(533) B(534) C(535) D(536) E(537) F(538) G(539) A(540) B(541) C(542) D(543) E(544) F(545) G(546) A(547) B(548) C(549) D(550) E(551) F(552) G(553) A(554) B(555) C(556) D(557) E(558) F(559) G(560) A(561) B(562) C(563) D(564) E(565) F(566) G(567) A(568) B(569) C(570) D(571) E(572) F(573) G(574) A(575) B(576) C(577) D(578) E(579) F(580) G(581) A(582) B(583) C(584) D(585) E(586) F(587) G(588) A(589) B(590) C(591) D(592) E(593) F(594) G(595) A(596) B(597) C(598) D(599) E(600) F(601) G(602) A(603) B(604) C(605) D(606) E(607) F(608) G(609) A(610) B(611) C(612) D(613) E(614) F(615) G(616) A(617) B(618) C(619) D(620) E(621) F(622) G(623) A(624) B(625) C(626) D(627) E(628) F(629) G(630) A(631) B(632) C(633) D(634) E(635) F(636) G(637) A(638) B(639) C(640) D(641) E(642) F(643) G(644) A(645) B(646) C(647) D(648) E(649) F(650) G(651) A(652) B(653) C(654) D(655) E(656) F(657) G(658) A(659) B(660) C(661) D(662) E(663) F(664) G(665) A(666) B(667) C(668) D(669) E(670) F(671) G(672) A(673) B(674) C(675) D(676) E(677) F(678) G(679) A(680) B(681) C(682) D(683) E(684) F(685) G(686) A(687) B(688) C(689) D(690) E(691) F(692) G(693) A(694) B(695) C(696) D(697) E(698) F(699) G(700) A(701) B(702) C(703) D(704) E(705) F(706) G(707) A(708) B(709) C(710) D(711) E(712) F(713) G(714) A(715) B(716) C(717) D(718) E(719) F(720) G(721) A(722) B(723) C(724) D(725) E(726) F(727) G(728) A(729) B(730) C(731) D(732) E(733) F(734) G(735) A(736) B(737) C(738) D(739) E(740) F(741) G(742) A(743) B(744) C(745) D(746) E(747) F(748) G(749) A(750) B(751) C(752) D(753) E(754) F(755) G(756) A(757) B(758) C(759) D(760) E(761) F(762) G(763) A(764) B(765) C(766) D(767) E(768) F(769) G(770) A(771) B(772) C(773) D(774) E(775) F(776) G(777) A(778) B(779) C(780) D(781) E(782) F(783) G(784) A(785) B(786) C(787) D(788) E(789) F(790) G(791) A(792) B(793) C(794) D(795) E(796) F(797) G(798) A(799) B(800) C(801) D(802) E(803) F(804) G(805) A(806) B(807) C(808) D(809) E(810) F(811) G(812) A(813) B(814) C(815) D(816) E(817) F(818) G(819) A(820) B(821) C(822) D(823) E(824) F(825) G(826) A(827) B(828) C(829) D(830) E(831) F(832) G(833) A(834) B(835) C(836) D(837) E(838) F(839) G(840) A(841) B(842) C(843) D(844) E(845) F(846) G(847) A(848) B(849) C(850) D(851) E(852) F(853) G(854) A(855) B(856) C(857) D(858) E(859) F(860) G(861) A(862) B(863) C(864) D(865) E(866) F(867) G(868) A(869) B(870) C(871) D(872) E(873) F(874) G(875) A(876) B(877) C(878) D(879) E(880) F(881) G(882) A(883) B(884) C(885) D(886) E(887) F(888) G(889) A(890) B(891) C(892) D(893) E(894) F(895) G(896) A(897) B(898) C(899) D(900) E(901) F(902) G(903) A(904) B(905) C(906) D(907) E(908) F(909) G(910) A(911) B(912) C(913) D(914) E(915) F(916) G(917) A(918) B(919) C(920) D(921) E(922) F(923) G(924) A(925) B(926) C(927) D(928) E(929) F(930) G(931) A(932) B(933) C(934) D(935) E(936) F(937) G(938) A(939) B(940) C(941) D(942) E(943) F(944) G(945) A(946) B(947) C(948) D(949) E(950) F(951) G(952) A(953) B(954) C(955) D(956) E(957) F(958) G(959) A(960) B(961) C(962) D(963) E(964) F(965) G(966) A(967) B(968) C(969) D(970) E(971) F(972) G(973) A(974) B(975) C(976) D(977) E(978) F(979) G(980) A(981) B(982) C(983) D(984) E(985) F(986) G(987) A(988) B(989) C(990) D(991) E(992) F(993) G(994) A(995) B(996) C(997) D(998) E(999) F(1000) G(1001) A(1002) B(1003) C(1004) D(1005) E(1006) F(1007) G(1008) A(1009) B(1010) C(1011) D(1012) E(1013) F(1014) G(1015) A(1016) B(1017) C(1018) D(1019) E(1020) F(1021) G(1022) A(1023) B(1024) C(1025) D(1026) E(1027) F(1028) G(1029) A(1030) B(1031) C(1032) D(1033) E(1034) F(1035) G(1036) A(1037) B(1038) C(1039) D(1040) E(1041) F(1042) G(1043) A(1044) B(1045) C(1046) D(1047) E(1048) F(1049) G(1050) A(1051) B(1052) C(1053) D(1054) E(1055) F(1056) G(1057) A(1058) B(1059) C(1060) D(1061) E(1062) F(1063) G(1064) A(1065) B(1066) C(1067) D(1068) E(1069) F(1070) G(1071) A(1072) B(1073) C(1074) D(1075) E(1076) F(1077) G(1078) A(1079) B(1080) C(1081) D(1082) E(1083) F(1084) G(1085) A(1086) B(1087) C(1088) D(1089) E(1090) F(1091) G(1092) A(1093) B(1094) C(1095) D(1096) E(1097) F(1098) G(1099) A(1100) B(1101) C(1102) D(1103) E(1104) F(1105) G(1106) A(1107) B(1108) C(1109) D(1110) E(1111) F(1112) G(1113) A(1114) B(1115) C(1116) D(1117) E(1118) F(1119) G(1120) A(1121) B(1122) C(1123) D(1124) E(1125) F(1126) G(1127) A(1128) B(1129) C(1130) D(1131) E(1132) F(1133) G(1134) A(1135) B(1136) C(1137) D(1138) E(1139) F(1140) G(1141) A(1142) B(1143) C(1144) D(1145) E(1146) F(1147) G(1148) A(1149) B(1150) C(1151) D(1152) E(1153) F(1154) G(1155) A(1156) B(1157) C(1158) D(1159) E(1160) F(1161) G(1162) A(1163) B(1164) C(1165) D(1166) E(1167) F(1168) G(1169) A(1170) B(1171) C(1172) D(1173) E(1174) F(1175) G(1176) A(1177) B(1178) C(1179) D(1180) E(1181) F(1182) G(1183) A(1184) B(1185) C(1186) D(1187) E(1188) F(1189) G(1190) A(1191) B(1192) C(1193) D(1194) E(1195) F(1196) G(1197) A(1198) B(1199) C(1200) D(1201) E(1202) F(1203) G(1204) A(1205) B(1206) C(1207) D(1208) E(1209) F(1210) G(1211) A(1212) B(1213) C(1214) D(1215) E(1216) F(1217) G(1218) A(1219) B(1220) C(1221) D(1222) E(1223) F(1224) G(1225) A(1226) B(1227) C(1228) D(1229) E(1230) F(1231) G(1232) A(1233) B(1234) C(1235) D(1236) E(1237) F(1238) G(1239) A(1240) B(1241) C(1242) D(1243) E(1244) F(1245) G(1246) A(1247) B(1248) C(1249) D(1250) E(1251) F(1252) G(1253) A(1254) B(1255) C(1256) D(1257) E(1258) F(1259) G(1260) A(1261) B(1262) C(1263) D(1264) E(1265) F(1266) G(1267) A(1268) B(1269) C(1270) D(1271) E(1272) F(1273) G(1274) A(1275) B(1276) C(1277) D(1278) E(1279) F(1280) G(1281) A(1282) B(1283) C(1284) D(1285) E(1286) F(1287) G(1288) A(1289) B(1290) C(1291) D(1292) E(1293) F(1294) G(1295) A(1296) B(1297) C(1298) D(1299) E(1300) F(1301) G(1302) A(1303) B(1304) C(1305) D(1306) E(1307) F(1308) G(1309) A(1310) B(1311) C(1312) D(1313) E(1314) F(1315) G(1316) A(1317) B(1318) C(1319) D(1320) E(1321) F(1322) G(1323) A(1324) B(1325) C(1326) D(1327) E(1328) F(1329) G(1330) A(1331) B(1332) C(1333) D(1334) E(1335) F(1336) G(1337) A(1338) B(1339) C(1340) D(1341) E(1342) F(1343) G(1344) A(1345) B(1346) C(1347) D(1348) E(1349) F(1350) G(1351) A(1352) B(1353) C(1354) D(1355) E(1356) F(1357) G(1358) A(1359) B(1360) C(1361) D(1362) E(1363) F(1364) G(1365) A(1366) B(1367) C(1368) D(1369) E(1370) F(1371) G(1372) A(1373) B(1374) C(1375) D(1376) E(1377) F(1378) G(1379) A(1380) B(1381) C(1382) D(1383) E(1384) F(1385) G(1386) A(1387) B(1388) C(1389) D(1390) E(1391) F(1392) G(1393) A(1394) B(1395) C(1396) D(1397) E(1398) F(1399) G(1400) A(1401) B(1402) C(1403) D(1404) E(1405) F(1406) G(1407) A(1408) B(1409) C(1410) D(1411) E(1412) F(1413) G(1414) A(1415) B(1416) C(1417) D(1418) E(1419) F(1420) G(1421) A(1422) B(1423) C(1424) D(1425) E(1426) F(1427) G(1428) A(1429) B(1430) C(1431) D(1432) E(1433) F(1434) G(1435) A(1436) B(1437) C(1438) D(1439) E(1440) F(1441) G(1442) A(1443) B(1444) C(1445) D(1446) E(1447) F(1448) G(1449) A(1450) B(1451) C(1452) D(1453) E(1454) F(1455) G(1456) A(1457) B(1458) C(1459) D(1460) E(1461) F(1462) G(1463) A(1464) B(1465) C(1466) D(1467) E(1468) F(1469) G(1470) A(1471) B(1472) C(1473) D(1474) E(1475) F(1476) G(1477) A(1478) B(1479) C(1480) D(1481) E(1482) F(1483) G(1484) A(1485) B(1486) C(1487) D(1488) E(1489) F(1490) G(1491) A(1492) B(1493) C(1494) D(1495) E(1496) F(1497) G(1498) A(1499) B(1500) C(1501) D(1502) E(1503) F(1504) G(1505) A(1506) B(1507) C(1508) D(1509) E(1510) F(1511) G(1512) A(1513) B(1514) C(1515) D(1516) E(1517) F(1518) G(1519) A(1520) B(1521) C(1522) D(1523) E(1524) F(1525) G(1526) A(1527) B(1528) C(1529) D(1530) E(1531) F(1532) G(1533) A(1534) B(1535) C(1536) D(1537) E(1538) F(1539) G(1540) A(1541) B(1542) C(1543) D(1544) E(1545) F(1546) G(1547) A(1548) B(1549) C(1550) D(1551) E(1552) F(1553) G(1554) A(1555) B(1556) C(1557) D(1558) E(1559) F(1560) G(1561) A(1562) B(1563) C(1564) D(1565) E(1566) F(1567) G(1568) A(1569) B(1570) C(1571) D(1572) E(1573) F(1574) G(1575) A(1576) B(1577) C(1578) D(1579) E(1580) F(1581) G(1582) A(1583) B(1584) C(1585) D(1586) E(1587) F(1588) G(1589) A(1590) B(1591) C(1592) D(1593) E(1594) F(1595) G(1596) A(1597) B(1598) C(1599) D(1600) E(1601) F(1602) G(1603) A(1604) B(1605) C(1606) D(1607) E(1608) F(1609) G(1610) A(1611) B(1612) C(1613) D(1614) E(1615) F(1616) G(1617) A(1618) B(1619) C(1620) D(1621) E(1622) F(1623) G(1624) A(1625) B(1626) C(1627) D(1628) E(1629) F(1630) G(1631) A(1632) B(1633) C(1634) D(1635) E(1636) F(1637) G(1638) A(1639) B(1640) C(1641) D(1642) E(1643) F(1644) G(1645) A(1646) B(1647) C(1648) D(1649) E(1650) F(1651) G(1652) A(1653) B(1654) C(1655) D(1656) E(1657) F(1658) G(1659) A(1660) B(1661) C(1662) D(1663) E(1664) F(1665) G(1666) A(1667) B(1668) C(1669) D(1670) E(1671) F(1672) G(1673) A(1674) B(1675) C(1676) D(1677) E(1678) F(1679) G(1680) A(1681) B(1682) C(1683) D(1684) E(1685) F(1686) G(1687) A(1688) B(1689) C(1690) D(1691) E(1692) F(1693) G(1694) A(1695) B(1696) C(1697) D(1698) E(1699) F(1700) G(1701) A(1702) B(1703) C(1704) D(1705) E(1706) F(1707) G(1708) A(1709) B(1710) C(1711) D(1712) E(1713) F(1714) G(1715) A(1716) B(1717) C(1718) D(1719) E(1720) F(1721) G(1722) A(1723) B(1724) C(1725) D(1726) E(1727) F(1728) G(1729) A(1730) B(1731) C(1732) D(1733) E(1734) F(1735) G(1736) A(1737) B(1738) C(1739) D(1740) E(1741) F(1742) G(1743) A(1744) B(1745) C(1746) D(1747) E(1748) F(1749) G(1750) A(1751) B(1752) C(1753) D(1754) E(1755) F(1756) G(1757) A(1758) B(1759) C(1760) D(1761) E(1762) F(1763) G(1764) A(1765) B(1766) C(1767) D(1768) E(1769) F(1770) G(1771) A(1772) B(1773) C(1774) D(1775) E(1776) F(1777) G(1778) A(1779) B(1780) C(1781) D(1782) E(1783) F(1784) G(1785) A(1786) B(1787) C(1788) D(1789) E(1790) F(1791) G(1792) A(1793) B(1794) C(1795) D(1796) E(1797) F(1798) G(1799) A(1800) B(1801) C(1802) D(1803) E(1804) F(1805) G(1806) A(1807) B(1808) C(1809) D(1810) E(1811) F(1812) G(1813) A(1814) B(1815) C(1816) D(1817) E(1818) F(1819) G(1820) A(1821) B(1822) C(1823) D(1824) E(1825) F(1826) G(1827) A(1828) B(1829) C(1830) D(1831) E(1832) F(1833) G(1834) A(1835) B(1836) C(1837) D(1838) E(1839) F(1840) G(1841) A(1842) B(1843) C(1844) D(1845) E(1846) F(1847) G(1848) A(1849) B(1850) C(1851) D(1852) E(1853) F(1854) G(1855) A(1856) B(1857) C(1858) D(1859) E(1860) F(1861

# New Song: Maple Syrup Rag



"Time to move away from Alphabets to Spring. What kind of things do you like about Spring? (enjoy responses ... if no-one mentions maple syrup, try ) ... **Canada's Spring has something that people around the world enjoy. Here's a hint: "drip, drip, drip" and the answer isn't rain! "drip, drip, drip"** (wait a bit, if still nothing try) **sweet, sticky, yummy ....excellent with pancakes!**

March

Week One Lesson 24 A

## Maple Syrup Madness

Canada  
L J Clare  
2009

chant

|              |             |                |             |             |             |             |   |
|--------------|-------------|----------------|-------------|-------------|-------------|-------------|---|
|              | ~           |                | ~           |             | ~           |             | ~ |
| <b>Drip</b>  | *           | <b>drip</b>    | *           | <b>Drip</b> | *           | <b>drip</b> | * |
| □            | □           | □              | □           | □           | □           | □           | □ |
| Syrup,       | syrup,      | maple syrup    | Sticky,     | drippy,     | maple syrup |             |   |
| □            |             | □              | □           | □           |             | □           | □ |
| olden brown, | maple syrup | Want some now, | maple syrup |             |             |             |   |
|              | ~           |                | ~           |             | ~           |             | ~ |
| <b>Drip</b>  | *           | <b>drip</b>    | *           | <b>Drip</b> | *           | <b>drip</b> | * |



There is a video teaching the chorus that may be used as an example of how to teach, or may be used to actually teach the class.

### Reading Method

1. Look at the music for pertinent information.

e.g. time signature  $3/4$  3 beats to a bar  
1, 2, 3 1, 2, 3

Remember, the first beat is  
"a little bit longer and a little bit stronger".

e.g. words, if any are new to the class

2. Give a count in of 

|    |    |    |       |    |      |
|----|----|----|-------|----|------|
|    |    |    | □     |    |      |
| 1, | 2, | 3, | ready | to | read |

Say and clap the rhythms.

- optional
3. Repeat the above with teacher using a percussion instrument to sound the first beat of every bar.
  4. Clap the rhythm and say the words.
  5. Sing the solfa (the solfa are printed on the music above the notes).
  6. Sing the words. Repeat while standing.

Mea culpa ---The melody for the chorus and verses of Maple Syrup Rag are not ready for use this year. The chorus was introduced in CanDo Music 1. It is offered as a chant under **Maple Syrup** in the recordings and videosongs. The words to the verses are on the next page.

Since Spring is hopefully very near -- for this year, feel free to compose your own melodies, use the words as a chant, or invite students to make up their own melodies using the methods outlined in CanDo Music or challenging students who are interested, to compose a melody with their voices and record the melody so that others may learn it.

**Maple Syrup Rag** will be ready for next year!

# Maple Syrup Rag

Canada  
2010  
L J Clare

Key of first note  
4/4 a cappella count-in: 1 2 3 4 Drip...

**Drip, drip, drip, drip** OR/ **Drip \* drip \*** OR/ **Drip \* \* \***

**1** Out of the tree and into the pail  
Every spring in the woods without fail  
Lip-licking sweetness that makes my mouth water  
Over the fire it sits getting hotter

Syrup, syrup, maple syrup  
Sticky, drippy, maple syrup  
Golden brown, maple syrup  
Want some now, maple syrup

**Drip, drip, drip, drip** OR/ **Drip \* drip \*** OR/ **Drip \* \* \***

**2** Up the stairs comes the beckoning smell  
Of sausage, pancakes, \* orange juice as well  
Lying in bed my nose starts to wiggle  
I jump up to dress, out pops a giggle

Syrup, syrup, maple syrup  
Sticky, drippy, maple syrup  
Golden brown, maple syrup  
Want some now, maple syrup

**Drip, drip, drip, drip** OR/ **Drip \* drip \*** OR/ **Drip \* \* \***

**3** Drip from the bottle, \* onto my plate  
It's taking forever, my stomach can't wait  
For the mmmmm, mmmmm, mmmmmm, yum  
\* \* \* that was good!



Teach the verses using an "immersion" method (learning by listening repeatedly).

**Note:** Encourage good listening skills, by using audio only during initial learning stages i.e. either teacher voice or mp3.

1. "Now that you know the chorus, you can sing it whenever you hear it. The rest of the song tells a story. You can sing the chorus, but listen to the verses ... What's happening?

Where is the singer at the beginning of the song?

What is the mood in the song? Does it change?

Remember ---sing the chorus, but use listening ears for the verses.



Play Music

Maple Syrup Rag

Sing-a-Long Recording

What's happening in the song?

Where is the singer at the beginning? at the end?

What is the mood? What makes the singer feel that way? (smells)

Does the mood change?

2. Many songs have rhyming words. This time as you listen to the verses, try to remember the rhyming words. There's also one place where you expect rhyming words but they don't happen ---what verse is that in? Sing the chorus, but listen for the rhyming words.



Play Music

Maple Syrup Rag

Sing-a-Long Recording

There are 5 sets of rhyming words in the verses. Let's see if you remember all of them. Hands up for one pair of rhyming words. (continue)

paid  
water

fail  
hotter

And what about the place where you waited for rhyming words but they didn't happen? (end of the 3rd verse)

smell  
wiggle

well  
giggle

plate

wait

3. Display the words to the song (on chart paper or pdf on screen). Now you can see the words. Ready to try singing the whole song? Here we go.



Play Music

Maple Syrup Rag

Sing-a-Long Recording



# Music & Movement/Dance Moving to Metre in Music 3/4

## Moving to a Time Signature of 3/4 (said 3 4)

1

Show word cards for "metre" and "time signature".

**"Where do musicians find the metre or time signature in written music?"**

(numbers on staff lines at the beginning of the music)

**What does the number on top tell us?** (number of beats in a bar)

**When listening to music, what is different about the first beat in every bar?**

(a little bit longer and a little bit stronger)

**Good remembering."**

time signature

metre

2

**"Stand up. Wiggle your knees a bit. Now stretch up high, touch your toes, up straight again and eyes front."**

3

**"I'm going to play 3 4 metre on the hand drum. When I say "Go", step with the hand drum. When the drum stops, freeze."**

Play ONE 2 3 ONE 2 3. Make sure the ONE is considerably louder/stronger than the 2 3. Say "Go." Stop drum after 4 or 5 patterns.

**"Excellent stepping. I noticed how some people (if possible name a student) were showing the metre in the way they stepped. The step on ONE was louder or deeper. Listen as I play it again. (ONE 2 3 ONE 2 3) Show how the ONE is stronger when I say "Go." (Do several patterns, signal "Go", stop after 4 or 5 patterns.)**

waltz  
skate  
polka

4

**"Another way to feel the metre is to stand still and let your body move with the beat. Then when you hear or feel the "little bit stronger-longer" move one hand out. Ready to try? Feet still, and just listen at first. (play the ONE 2 3 pattern several times) Let your body, your shoulders sway with the beat. (keep playing the pattern) Now when you feel or hear the "stronger - longer" let your hand punch the sky. (If needed, use your body to demonstrate as students are listening.)**

5

**"I'm going to play some music. When it begins, listen for the beat and the metre. Music usually has an introduction ---it can be harder to hear the beat at the beginning, so listen for a bit, then when you are ready try swaying with your shoulders to the beat, and punch the sky with the "little bit longer - stronger".**



Play Music

Maple Syrup Rag

Music Only Recording

6

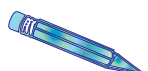
Repeat Step 5 --playing one of the other suggested pieces. Repeat with a third piece. This time invite students to move freely with the beat, and show the "longer - stronger" with some kind of arm motion.

**We Are All Canadians  
Starlight 'n Wishes  
We Wish You a Happy Holiday**

Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



Maple Syrup Rag



# March

Week One

Lesson **24**B

**Focus:** Metre and Musical Alphabet Intro

March



## Music(C)

C1.1 song: **Whether the Weather** (round)

C1.5 demonstrate an understanding of musical notation

element focus: duration  
pitch

There are 3 weeks of lessons and learning provided for March (allowing for the week of March Break). "A" lessons and individual work each week are important precursors to April's composition project.

Week One

**Warm-Ups** (3 minutes) see Lesson 24A for more information



**Body:** Breathing -Flame Flickering



**Pitch:** Solfa Scale

Lesson 24 B

## Options for review, practice or enrichment



**Song with Harmony:** **Whether the Weather**  
as a round



**Music and Movement with Metres**

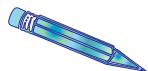


**Practice and Review** Music Language Basics: Solfa and ABC's

## Enjoy the Repertoire

Student Choice of Song or Dance  
Include: Maple Syrup Rag

## New Repertoire



**Whether the Weather**

Page 001



# New Round Whether the Weather



"Whether the weather is cold, or whether the weather is hot, We'll weather the weather, whatever the weather, Whether we like it or not."

(Say the words in the rhythm of the song.) Repeat.



Teach the spoken rhyme using the rote method/echoes.  
Teach the melody using the recording.

1. Play the recording. Students fill in the echoes.
2. Play the recording. 1/2 the class sings with the leader 1/2 the class fills in the echoes.



"Did you hear two words in the rhyme that sound the same but mean different things? "Whether" may or may not be a part of student vocabulary. Print the words so that the different spellings may be seen. Explore what each word means. What does the saying mean in its entirety?"

3. Switch parts from #2.
4. Try the song unaccompanied, everyone singing together. Give a clear, firm count-in.
5. If the song unaccompanied is firm in melody

March

Week One Lesson 24 B

## Whether the Weather

Key F, first note F(do)

a cappella count-in: 1--2--Whether...

Canada 2014

words: nursery rhyme  
melody: LJ Clare

*Vivace*

Whether the weather is cold, (clap clap) OR whether the weather is hot! (clap clap) We'll

weather the weather what-ev-er the wea-ther, (clap clap) whether we like it or not!



Rehearse the class singing just the first phrase with the two claps; again and again and again. (Making the phrase into an ostinato)

|                             |                  |
|-----------------------------|------------------|
| Whether the weather is cold | (clap clap)      |
| Whether the weather is cold | (clap clap)      |
| Whether the weather is cold | (clap clap)      |
| Whether the weather is cold | (clap clap) etc. |



The class begins singing the song together. 1/2 the class sings the ostinato (the first phrase) while 1/2 the class goes on and sings the rest of the song. Repeat, switching parts.



Now try the song as a true round. The second group begins singing when the first group reaches where the small circled is shown in the music.

Repeat, switching parts.



Step up the tempo to a vivace (quite fast) and sing the song as a roundt.

Page 222

# B Music & Movement/Dance

Moving to Metre in Music 3/4

Moving to a Time Signature of 3/4 (said 3 4)

1

Review the words "metre" and "time signature".

**"Where do musicians find the metre or time signature in written music?"**

(numbers on staff lines at the beginning of the music)

**What does the number on top tell us?**

(number of beats in a bar)

**When listening to music, what is different about the first beat in every bar?**

(a little bit longer and a little bit stronger)

**Good remembering."**

|                |
|----------------|
| time signature |
|----------------|

|       |
|-------|
| metre |
|-------|

2

**"Stand up. Wiggle your knees a bit. Now stretch up high, touch your toes, up straight again and eyes front."**

3

**"Many years ago, a dance was invented to be done with music in a 3 - 4** (said this way, not as in a fraction) **time signature ... waltzing.** (demonstrate as you describe) **People learn to waltz by counting ONE 2 3 in their heads as they move their feet like this. Dancers need to be aware of other dancers on the floor as its very embarassing if they bump into other dancers. Try the dance with me ... when I start, you start .... when I stop, you stop.** (try the movement a few times)

waltz  
skate  
polka

4

**"Now we need some of the special music for this dance --what is the dance called? (waltz or waltzing)**



**Play Music**

**Your Favourite Classical Waltz Music**

**OR**

**Use the Waltz Music provided**

5

Repeat with a different piece of waltz music. Invite students to imagine they are dancing with a partner --so they need to hold their arms up in partner dancing position OR change the movement image to that of gliding on ice (one foot moves on "ONE" then wait/glide until the other foot moves on the next "ONE".



# Practice and Review Music Language Basics: Solfa and ABC's



The two musical languages from the last lesson were? Solfa A B C's  
How many symbols are in each? 7

Where do they start? anywhere

Where do they go? Up and Down AND Around and Around



**"Singers use the solfa scale. Who uses the musical alphabet?** (people who play instruments, instrumentalists) **What are the letters in the musical alphabet?** (A to G) **When the solfa scale is put on staff lines, sometimes do is moved. Why does "do" move?** (because some singers have low voices, and some have high voices) **When a musician looks for "G" on the musical staff, is it always in the same place?** (Yes.) **Why?** (So that every instrument in the band/orchestra will play the same sound.)



**Practice:** Up and Down AND Around and Around

**Solfa:** Using handsigns, or simply a hand to indicate a level, start with "so".

Move hand up one step ---response "la"

Move hand up another step "ti" etc.

Vary movement by changing directions occasionally. (Not too often for beginners at this drill/game.)

Keep the speed steady, but slow until most of the class is able to respond.

Repeat for the **ABC's**. Remember that it is much harder for students to go backwards in the ABC's as it is a new pattern.

## Up the Alphabet (forwards)

A B C D E F G A B C

F G A B C D E F G A

## Down the Alphabet (backwards)

G F E D C B A G

D C B A G F E D C

## Round-Abouts

Group A

Group B

Group A

Group B

sings the song once and stops

sings the song, coming in where indicated

continues singing the song a second time

listen for when Group B

reaches the second starting place

then begins singing the song again, once

when finished the song the second time through,

repeat the last phrase

EVERYONE ENDS TOGETHER!

# March

Week Two

Lesson **25**<sup>A</sup>

**Focus:** Metre and Musical Alphabet Intro

March



## Music(C)

C1.1 chant: Ooey, Gooley Mud et al  
C1.5 demonstrate an understanding of musical notation

element focus: **rhythm**  
individual work: **rhythm counting**  
**matching rhythms with words**

There are 3 weeks of lessons and learning provided for March (allowing for the week of March Break).

## Warm-Ups (3 minutes)

1 **B/R:** Keep the Beat mp4

2 **Pitch:** Solfa Band "so-mi-la"

Divide the class into **3 groups**.  
Each group becomes an instrument in the solfa band.  
Instruments can only play/sing one pitch.

Begin with **teacher as conductor**. Either using your voice, or a pitched instrument (keyboard, glockenspiel), **rehearse the groups singing their "note"**.

**Choose one rhythm pattern flashcard**. This time instead of the groups singing a single note, they are to sing their note to the rhythm on the flashcard. Give a steady count-in. (As the conductor, you will need to indicate which group is to go next before the first group finishes to ensure a smooth transition. It sounds harder than it is.)

Repeat with a different rhythm pattern flashcard.

If it has been going smoothly ---**now comes the challenge**.  
As the first group is singing the rhythm pattern, change cards so that the second group changes rhythm patterns, etc.

Repeat again --begin with different patterns and different groups.  
Congratulate your band on their performance.

**Practice:** **Song:** Maple Syrup Rag

Key first note  
3/4 Time  
Count-In:

Week Two Lesson 25 A

Page 222

## Review Music Language Basics: Solfa and ABC's

**"Think musical languages!"**

**Do, re, mi's are for** ????

singers

**A, B, C's are for** ????

instrument players

**Where do they start?** anywhere

**Where do they go?** up and down

AND around and around **Show answer with arm motions.**

**When the solfa scale is put on staff lines, sometimes do is moved. Why does "do" move?** (because some singers have low voices, and some have high voices) **When a musician looks for "G" on the musical staff, is it always in the same place?** (Yes.) **Why?** (So that every instrument in the band/orchestra will play the same sound.)

## Practice: Up and Down AND Around and Around

With students standing ... set a quiet walking beat.

Teacher begins: "Start with A, going UP"

**ti- ti ta, ti-ti ta**

(If there is space in the classroom, have students take tiny step forward (teacher backward) as all say:

"A B C D E F G A B C "

Teacher says, "All stop."

Begin again with a different letter e.g. D E F G A B C D E

Do a few, then change direction to "down" or "backwards"

"Start with G, going Down"

G F E D C B A G F E D C

And repeat a few times.

### Up the Alphabet (forwards)

A B C D E F G A B C

F G A B C D E F G A

### Down the Alphabet (backwards)

G F E D C B A G

D C B A G F E D C

## Pocket Chart Composition in Grade 3

PocketChart Composition has been used in Cd3 several times since the beginning of the year. In Grade 3, the actual placing of prepared, sized cards to make a chant is usually very easily done. But composing our own ideas for words and rhythms and pitch into a song that can be written to match conventional forms used in music, requires use of several abstract concepts and the ability to manipulate these concepts and this is still beyond the developmental stage of most Grade 3 students.

If your students want to compose a song of their own ... encourage them to enjoy the process by simply recording their songs. Their songs do not have to fit conventional written music forms. They may be shared and learned by others orally. If you are a music specialist, you may want to make a few of student songs into written music ---but this will take considerable time.

Music mapping was used by students (in January) as a pre-literacy method of making a written copy of composed melody. In the junior grades, students will learn how to write their melodies on staff lines.

In this week's lessons, PocketChart Composition will be expanded to allow the class to add words to a word set. By doing this as a group activity, those who are ready for that move into abstract thought will have a taste of the possibilities to come and everyone will have the satisfaction of completing a composition.

1 Place one of the "mud chants" on the pocket chart.  
Give a clear, firm count-in: 1 2 ready, read ...

1. read and clap the rhythm symbols
2. half the class claps the rhythm symbols  
half the class reads the words
3. switch
4. everyone reads the chant

|      |                |             |      |
|------|----------------|-------------|------|
|      |                |             |      |
| Oo - | -ey            | gooey       | mud. |
|      |                |             |      |
| oo - | -ey            | gooey       | mud. |
|      |                |             |      |
| Rain | falling on the | earth makes |      |
|      |                |             |      |
| Oo - | -ey            | gooey       | mud. |

2 Clear the pocket chart. Place the note/symbol flashcards along the bottom two rows. As each one is put on the chart, ask: "How many claps/what is the rhythm count for ...?"

Rhythm Count

|        |         |         |        |        |        |
|--------|---------|---------|--------|--------|--------|
|        |         |         |        |        |        |
| 1 clap | 2 claps | 4 claps | 1 clap | 1 clap | 1 clap |

3 Choose 5 or 6 words from the list. Find their word cards. (prepare before class)

e.g. sticky icky mud splashing sidewalk boots more

|            |             |
|------------|-------------|
| yucky      | my          |
| mucky      | teacher     |
| icky       | father      |
| sticky     | mother      |
| muddy      | say-ing     |
| mud        | clean it up |
| rain       | clean       |
| splashing  | it          |
| dropping   | up          |
| falling    | it up       |
| on the     | now         |
| sidewalk   | boots       |
| playground | no          |
| driveway   | more        |

4 Place the first word on the pocket chart and say it.. Students show its rhythm count on their fingers. Ask one student to choose rhythm flashcards to represent the word. Place the rhythm symbols above the word. Then ask a student to choose a different way to represent the word. Try out both ways and with the class, choose one to keep. Move it to lower on the chart to make space for the next word. Repeat until the words you have chosen are done.

sticky "Sticky" has a rhythm count of 2 claps.  
How can we make "2 claps" from the rhythm cards?

"ti-ti" has a rhythm count of 2 claps

"ta ta" has a rhythm count of 2 claps.

"ta ta-a has a rhythm count of 2 claps.

"ta-a ta has a rhythm count of 2 claps.

Some students will want to be very creative with their efforts to find interesting combinations of words and rhythm symbols. Enjoy it --the novelty will wear off and expediency will eventually rule.

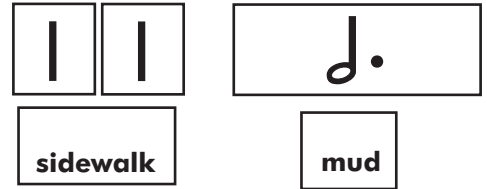


**NB!**



Be sure to take any "hearts" or "beat markers" off the pocket chart. The class creation will probably not easily fit into a standard number of beats per bar. Let this composition simply be a phrase.

5 Students choose a word or phrase to begin with e.g. mud. Place the symbols for mud under the hearts, and the word for mud under the symbols. NOTE: the word cards are not sized and may overlap.



6 When 6 or 7 words have been placed on the pocket chart, it's time to try out the new composition. Follow the method of learning a chant typically used ---this will help students adapt to the probably odd pronunciation of some words. Don't worry about it too much. Enjoy the strangeness.

**Steps for Learning a Chant Count-In!**

1. Read and clap the Rhythm Symbols
2. Explore the words.
3. 1/2 the class claps the rhythm symbols while 1/2 the class reads the words.
4. Switch
5. Everyone reads the chant.

7 Take a few minutes to let students suggest changes to their creation. Read the revised creation.

8 Repeat Steps 5 to 7.

**Newish Concept: Choosing a rhythm symbol for a word.**



for example mud has a rhythm count of 1

Mud could be represented by | mud

OR

♪ mud

OR

○ mud

because "ta" "ta-a" and "ta-a-a-a" all have a rhythm count of 1.

for example tulips growing has a rhythm count of 4

and could be represented by | | tu-lips grow-ing

OR

♪ | | tu - lips growing

OR

| | | | tulips growing

**Note:** Some of the combinations students choose may sound awkward with the words. This is part of the learning process. You can attempt to help them find solutions that "feel" good -- OR simply enjoy the strangeness..



## Music(C)

**C1.1 chant/round:** Thunder Crashes  
chant: Mud On My Shoes  
revisit: Rain, Rain  
Ev'rybody Sing Spring  
If All the Raindrops

element focus: duration - metre

composition prep: words, rhythm and beat

## Warm-Ups (3 minutes)



**Beat/Rhythm:** SongVideo: Keep the Beat



**Pitch:** Solfa Band "So - Mi - Re - Do"

## Practice: Up and Down AND Around and Around

With students standing ... set a quiet walking beat.

Teacher begins: "Start with A, going UP"

*ti- ti ta, ti-ti ta*

(If there is space in the classroom, have students take tiny step forward (teacher backward) as all say:

"A B C D E F G A B C "

Teacher says, "All stop."

Begin again with a different letter e.g. D E F G A B C D E

Do a few, then change direction to "down" or "backwards"

"Start with G, going Down"

G F E D C B A G F E D C

And repeat a few times.

### Up the Alphabet (forwards)

A B C D E F G A B C  
F G A B C D E F G A

### Down the Alphabet (backwards)

G F E D C B A G  
D C B A G F E D C

## Options for review, practice or enrichment



### Chant/Round:

Thunder Crashes (gr. 2)  
Thunder and Raindrops (new words)



### Revisited Songs:

Rain, Rain  
If All the Raindrops  
Ev'rybody Sing a Song of Spring



### Musical Arrangement:

Muddy Chants

## Thunder and Raindrops

Key F, first note F(do)  
a cappella count-in: 1,2,3,4,Thunder ..

tune: French folksong  
Frère Jacques  
words: anon

Thun-der crash-es, Thun-der crash-es. Rain falls down, Rain falls down.

Pit-ter pat-ter rain-drops, Pit-ter pat-ter rain drops. Hit the ground, hit the ground.

- 1 Warm Up voices using solfa in the Key of F.
- 2 Display music for Thunder and Raindrops.
- 3 Teach the song.

*Someone will hopefully notice that the tune is familiar --congratulate her/him for good listening.*

- 4 Sing the song as a round.
- 5 Either use the mp4 of Thunder Crashes to lead students through learning the chant OR Teach it.
- 6 Experiment with variations of the chant suggested by students.

### Variation Ideas

- \*assign dynamics to words or lines
- \*perform as a round, have one group clap instead of speak
- \*try it backwards
- \*???? student ideas

### Steps to Teaching/Learning a Song

- 1 introduce the song
- 2 read and clap the rhythm symbols (ta, ti-ti)
- 3 explore the words to see if any are new
- 4 read the words to the rhythm
- 5 sing the solfa to the rhythm
- 6 sing the words to the rhythm

Key F

do' F  
la D  
so C  
mi A  
re G  
do, F

### Thunder Crashes

nursery rhyme  
anon

Thun - der cra - shes,

Light - 'ning fla - shes.

Rain makespud-dles.

I make spla - shes.





# Revisited Songs:

If students know these songs from Grade 1 or 2, so much the better. Songs are not intended to be sung once, but sung again and again.



## Rain, Rain, Go Away

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

England  
children's song  
arr: LJ Clare 2013


so so mi mi so so mi mi so mi so so mi

Pit-ter pat-ter pit-ter pat-ter Rain, rain, go a - way,

so so mi mi so so mi so so mi mi so so mi

come a -gain an-oth-er day, our friend "Kah-la" wants to play.


Show the mp4 to refresh memories of this song.  
Choose one, two or all of the ideas below to embellish its performance.



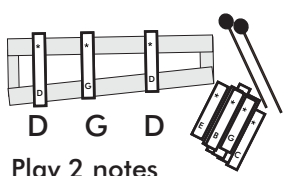
rhythm sticks

ta ta ti - ti ta  
"rain, rain, go away"

Play this rhythm  
all the way  
through the song.



step out the  
"pitter patter"  
either on the words  
or using the rhythm  
through the song



D G D

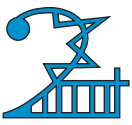
Play 2 notes  
on the first beat  
of every bar/group.

**A rhythm that is played repetitively through a song is called an ostinato.**

The last bar of the song "our friend (name of student) wants to play" may be repeated and used as a quick activity.

e.g. **Pitter, patter, pitter, patter**  
**Rain, rain go away**  
**come again another day**  
**our friend \_\_\_\_\_ wants to play**  
**our friend \_\_\_\_\_ wants to play**  
**our friend \_\_\_\_\_ wants to play**  
**our friend \_\_\_\_\_ wants to play.**

Point to a different student for each repeat --class sings that student's name in the line.



The mp4 of this song emphasizes its form.

Full teaching instructions for this song are found in CanDo2 Lessons or in its song file on the website.

Challenge students to listen to the first verse as the mp4 plays, and then sing along with the next two verses.

After the mp4 is played ask: **“There’s something about the melody of this song that makes it easy to learn. Hands up if you figured out what it was as you watched.”** (If there are offers, listen to a few, then if needed ...)

**Each verse has 4 lines of words, but only 2 lines of melody.**  
**We use capital letters to show the form of a song. What is the form of this song? A A B A**

# If All the Raindrops

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

Children's Song  
 1900's anon  
 arr: LJ Clare

**A** 

If all the rain-drops were goo -ey, chew-y gu- drops, oh what a rain it would

**A** 

be! If all the rain-drops were goo -ey, chew-y gum-drops, oh, what a rain it would

**B** 

be! I'd walk out-side with my tongue o-pen wide, I wouldn't care if I nev-er went in-side. If

**A** 

all the rain-drops were goo-ey, chew - y gum-drops, oh what a rain it would be!

- A** If all the snowflakes were thick 'n rich milkshakes,  
Oh what a snow it would be!
- A** If all the snowflakes were thick 'n rich milkshakes,  
Oh what a snow it would be!
- B** I'd walk outside with my tongue open wide,  
I wouldn't care if I never went inside.
- A** If all the snowflakes were thick 'n rich milkshakes,  
Oh what a snow it would be!

- If all the sunbeams were lots 'n lots of ice cream,  
Oh what a sun it would be!
- If all the sunbeams were lots 'n lots of ice cream,  
Oh what a sun it would be!
- I'd walk outside with my tongue open wide,  
I wouldn't care if I never went inside.
- If all the sunbeams were lots 'n lots of ice cream,  
Oh what a sun it would be!

- 1** raindrops — gooey chewy gumdrops
- 2** snow flakes — thick 'n rich milkshakes
- 3** sunbeams — lots 'n lots of ice cream



Watch the mp4 of this song once through.

Divide the class into four groups. Assign each group a season.

Challenge the groups to come up with either new words for their verse,

\*Use the song structure to make it easier to zip in new words  
e.g. Autumn is the time when we jump in leaves

OR actions to do for their verse.

Sing the revised song

March

### Autumn

Autumn is the time when we pick apples,  
Autumn is the time when the leaves fall down.  
Autumn is the time when it gets a little chilly,  
Autumn is the time when the leaves fall down.

### Winter

Winter is the time when we play hockey,  
Winter is the time when the snow falls down.  
Winter is the time when its cold, cold, cold,  
Winter is the time when the snow falls down.

### Spring

Spring is the time when we jump in puddles,  
Spring is the time when the rain falls down.  
Spring is the time when it gets a little warmer,  
Spring is the time when the rain falls down.

### Summer

Summer is the time when we go swimming,  
Summer is the time when the sun shine down.  
Summer is the time when its hot and sticky,  
Summer is the time when the sun shines down.

## Ev'rybody, Sing a Song of Seasons

c. LJC Creations 2011 copied with permission for classroom use

Key G, first note B(mi)

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

tune: folksong USA

words: LJ Clare Canada

2011

hands over head in air      clap      clap

chorus Ev - 'ry - bo - dy,      sing a song of sea - sons,

hands over head in air      clap      clap

Ev - 'ry - bo - dy,      sing a song now!

clap      clap      reach up to pick apples

Au - tumn is the time when we pick ap - ples,

clap      clap      reach up and let your hands be leaves falling

Au - tumn is the time when the leaves fall down.

clap      clap      hold self and shiver

Au - tumn is the time when it gets a lit - tle chil - ly,

clap      clap      reach up and let your hands be leaves falling

Au - tumn is the time when the leaves fall down.

Week Two

Lesson 25 B

Page

222



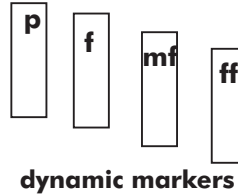
# Musical Arrangement: Muddy Chants

**Before class:** Prepare copies of each of the "Muddy Chants" either on chart paper, or by copying the word cards. Each group of 4/5 students will need one of the chants to work on.

Divide the class into groups of 4 or 5 students each.

## Group Tasks

1. Decide who is to be conductor.
2. Learn the chant with help of conductor for count-in.
3. Try different tempos and decide on a performance tempo.
4. Add dynamics.
5. Choose percussion instruments
  - \*to keep the beat
  - \*to play on the rests



## Performing

Each group needs an opportunity to perform their arrangement of their chant in front of the class.

**Just for Fun** Chants may be done as rounds, or as "partners". If there is time, try a class performance of chants as rounds and/or partners.

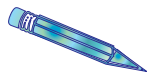
**Rounds:** One, two, or three groups. The second group begins when the first group begins the second line of the chants, etcetera.

**Partners:** All groups perform their chant at the same time ---teacher gives the count-in.

## Enjoy the Repertoire

Student Choice of Song or Dance

## New Repertoire



Thunder & Raindrops  
Muddy Chants

## Mud on my shoes

|           |        |        |        |
|-----------|--------|--------|--------|
| Mud       | on my  | shoes. | }      |
| Mud       | on the | floor. | }      |
| My        | mother | say -  | - ing, |
| "No more, | no     | more!" |        |

## Mud in puddle

|      |    |        |       |
|------|----|--------|-------|
| Mud  | in | puddle | }     |
| Feet | in | puddle | }     |
| Feet | in | kit -  | chen  |
| Mud  | in | kit -  | chen! |

## Mud outside OK

|          |         |         |      |
|----------|---------|---------|------|
| Mud      | outside | O -     | K!   |
| Mud out- | side    | OK!     |      |
| Mud      | inside  | No      | way! |
| Mud      | inside  | No way! |      |



**Focus:** Metre and Musical Alphabet Intro

March

Week Three Lesson 26 A

Page 222



## Music(C)

C1.1 song: Sweetly Sings the Donkey

C1.5 demonstrate an understanding of musical notation

individual work: words/rhythm/beat

There are 3 weeks of lessons and learning provided for March (allowing for the week of March Break).

## Warm-Ups (3 minutes)



### Body: Finger Faces

Place one finger on each cheek. Make the fingers move by moving the cheeks. Now try making the fingers move by sounding first "Haaa" then "Heee." Conduct the "haaa" & "heee" in varying patterns.



### Beat/Rhythm: Rhythm Card Read

(prechoose from cards with symbols new for this grade)



### Pitch: Solfa Band do - mi - so - do'

Divide the class into **4 groups**. Each group becomes an instrument in the solfa band. Instruments can only play/sing one pitch.

Begin with **teacher as conductor**. Either using your voice, or a pitched instrument (keyboard, glockenspiel), **rehearse the groups singing their "note"**.

**Choose one rhythm pattern** flashcard. This time instead of the groups singing a single note, they are to sing their note to the rhythm on the flashcard. Give a steady count-in. (As the conductor, you will need to indicate which group is to go next before the first group finishes to ensure a smooth transition. It sounds harder than it is.)

Repeat with a different rhythm pattern flashcard.

If it has been going smoothly ---**now comes the challenge**. As the first group is singing the rhythm pattern, change cards so that the second group changes rhythm patterns, etc.

Repeat again --begin with different patterns and different groups.

**Solfa Band Warm-Up continues directly into Solfa Band Harmony**



## New Concept: Solfa Band with Harmony

Before class preparation:  
 Solfa Band Paper Notes (see below)



Set paper notes for the solfa band on the pocket chart. Choose a rhythm pattern to set at the top.

Direct one round of solfa band by pointing to the solfa (instead of conducting the band by pointing to the different groups). Each solfa is sung to the rhythm pattern displayed.



Use paper notes to create a solfa phrase.

Direct the solfa band in singing the phrase  
 ----remember that each group sings only its pitch.



Rerarrange paper notes as seen beside.

As the solfa band is singing the "so-do," harmony, take the solo "so" off and place 2 new notes on the pocket chart. Continue giving new harmonies to sing.



Ask: **What is the music word that describes 2 different pitches being sung at the same time?**  
**harmony**



Try Solfa Band Harmony again --either arranging a whole musical phrase, or changing the notes as they are sung.

If you use the pocket chart to do this exercise, students may take turns creating phrases for the solfa band to sing.

The exercise may also be done by following the video found under  
**Warm-ups — solfa band — harmony 1.**

# Sweetly Sings the Donkey

Key D, first note do(D)  
a cappella count-in: 1 2 3 4 Sweet...

Traditional Round  
arr: LJ Clare 1978

*Allegro* ① d t d r m m r d r m d ② m r m f s s

Sweet-ly sings the don-key at the break of day. If you do not feed him,

**D** **E** **F#**

f m f s m s ③ m s m s m s m s m

this is what he'll say, "Hee-haw, hee-haw, hee-haw hee-haw hee-haw."

**G**

## New Song/Round: Sweetly Sings the Donkey

**1** "Hee-haw, hee-haw, hee-haw, hee-haw, hee-haw". (Say in the rhythm of the song --add two claps on the half rest.) "So what am I? (a donkey) "Hee-haw, (Say the hee-haws again with the claps, then invite students to be donkeys too.)

**2** "When we get to the hee-haws in the song --join in."



**Sing or Play Music** Sing-a-Long Recording, 1 verse  
Sweetly Sing the Donkey

**3** "Well done, very sweet singing my donkeys. Look at the music for this song. Hands up when you find a place where the notes change one-step at a time." (Post the music. Bars 1, 3, 5 and 7 and one-step pitch changes.)

**4** Sing each one-step pitch change sequence.

1. play the first note in the sequence
2. sing the solfa
3. sing the words

**5** Sing a phrase while pointing to the notes. Students echo the phrase. Continue through the song. (If needed, play the sing-a-long version, ask students to sing with it.)

**6** Sing the song right through with the whole class twice. Divide the class in half. 1/2 class sings the song. The other 1/2 begins as soon as the first 1/2 finishes. The first 1/2 sings again when the second 1/2 finishes.



**If you think** the class is ready, try the song as a two-part round.

1 Review the words "metre" and "time signature".  
**"Where do musicians find the metre or time signature in written music?"**  
 (numbers on staff lines at the beginning of the music)

time signature

**What does the number on top tell us?** (number of beats in a bar)

metre

**When listening to music, what is different about the first beat in every bar?**  
 (a little bit longer and a little bit stronger)

**Good remembering."**

2 "Stand up. Wiggle your knees a bit. Now stretch up high, touch your toes, up straight again and eyes front."

3 "This music for moving today was composed for dancing. The dance is done to a ONE 2 3, ONE 2, 3. It's name starts with a "W". Anyone know what the dance is? (waltz) Listen to the music, and when you feel the ONE 2, 3 --begin moving with it.

waltz  
skate  
polka



**Play Music** Your Favourite Classical Waltz Music  
 OR Use the Waltz Music provided

4 Repeat with a different piece of waltz music. Invite students to imagine they are dancing with a partner --so they need to hold their arms up in partner dancing position OR change the movement image to that of gliding on ice (one foot moves on "ONE" then wait/glide until the other foot moves on the next "ONE").

**Practice: Up and Down AND Around and Around**

With students standing ... set a quiet walking beat.

Teacher begins: "Start with A, going UP"

*ti- ti ta, ti-ti ta*

(If there is space in the classroom, have students take tiny step forward (teacher backward) as all say:

"A B C D E F G A B C"

Teacher says, "All stop."

Begin again with a different letter e.g. D E F G A B C D E

Do a few, then change direction to "down" or "backwards"

"Start with G, going Down"

G F E D C B A G F E D C

And repeat a few times.

**Up the Alphabet**

(forwards)

A B C D E F G A B C

F G A B C D E F G A

**Down the Alphabet**

(backwards)

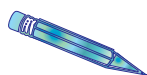
G F E D C B A G

D C B A G F E D C

**Enjoy the Repertoire**

Sing or Dance a Student Choice

**New Repertoire**



Sweetly Sings the Donkey

**Focus:** Metre and Musical Alphabet Intro



## Music(C)

C1.1 song: Tingalayo

C1.5 demonstrate an understanding of musical notation

element focus: pitch

## Warm-Ups (3 minutes)



### 1 Body: Finger Faces

Place one finger on each cheek. Make the fingers move by moving the cheeks. Now try making the fingers move by sounding first "Haaa" then "Heee." Conduct the "haaa" & "heee" in varying patterns.



### 2 Beat/Rhythm: Rhythm Card Read

(prechoose from cards with symbols new for this grade)



### 3 Pitch: Solfa Band do - re - mi

## Options for review, practice or enrichment



**A Solfa Band with Harmony**



**B Review/Practice: Musical Alphabet Orders**



**C New Song: Tingalayo**



**D Individual Work: Putting Rhythms with Words**



**E Enjoy the Repertoire:**

# A Solfa Band with Harmony

The Warm-Up Solfa Band uses "do - re - mi.  
Add groups singing "so and do(high do).  
Ideas for method are found in Lesson 26A.

The diagram illustrates a solfa band arrangement. On the left, there are scattered solfa notes: two 'do'' notes, two 'mi' notes, two 'do' notes, two 'so' notes, and two 're' notes. On the right, a musical staff is shown with notes: 'mi', 'so', 'so', 'mi', 're', 'do'' on the top line; 'do', 'do', 're', 'do' on the second line. Above the staff is a piano keyboard icon with three notes highlighted: 'mi', 'so', and 'do'.

# B Review/Practice: Musical Alphabet Order

If there is enough classroom space,  
today do this exercise either in a line OR in a circle.  
... set a quiet walking beat.  
Teacher begins: "Start with A, going UP" (forward)  
**ti- ti ta, ti-ti ta**

**Up the Alphabet**  
(forwards)  
A B C D E F G A B C  
F G A B C D E F G A

(If there is space in the classroom, have students take tiny  
step forward (teacher backward) as all say:  
"A B C D E F G A B C "  
Teacher says, "All stop."  
Begin again with a different letter e.g. D E F G A B C D E

**Down the Alphabet**  
(backwards)  
G F E D C B A G  
D C B A G F E D C

Do a few, then change direction to "down" or "backwards"  
"Start with G, going Down"  
G F E D C B A G F E D C  
And repeat a few times.

# Tingalayo

Key D, first note F#(mi)  
 a cappella count-in: 1,2,3,4,1,2,3,Tin-ga...

West Indies  
 folksong  
 arr: LJ Clare

Tin - ga - lay - o, come, lit-tle don - key come. Tin - ga - lay - o,

come, lit- tle don-key come. Me don - key fast, me don-key slow, Me don-key  
 Me don -key eat, me don-key sleep, Me don-key  
 Me don-key yes, me don-key no, Me don-key  
 Me don-key "hee", me don-key "haw", Me don-key

come and me don-key go, Me don-key fast, me don-key slow, Me don-key come and me don-key go.  
 kick with his two hind feet, Me don-key eat, me don-key sleep, Me donkey kick with his two hind feet.  
 stop when I tell him go, Me don-key yes, me don-key no, Me don-key stop when I tell him go.  
 sleep in a bed of straw, Me donkey "hee" me donkey "haw" Me donkey sleep in a bed of straw.

Tingalayo is a well known Jamaican folksong. Some versions anthropomorphize the donkey e.g. "Me donkey walk, me donkey talk, me donkey eat with a knife and fork." The version given here is probably closer to the original --making fun of donkey contrary stubbornness ---something anyone who has cared for a two year old child can relate to. Donkeys in many countries are the most affordable way to carry heavy loads --water from the river, wood for the fire, grain from the fields, etc. Work animals are not pets, but they can be loved and respected just the same. While students learn this song, they can be learning about the different kinds of life lived by children and their animals in other countries.

## New Song: Tingalayo

**1** "Tingalayo is a little donkey who lives in the West Indies. He's a working donkey. What kind of things do you think he does when he's working? (carry wood and water, pull carts with things or people in them) Good ideas. Some of the other things Tingalayo does are in this song. Try to remember as many as you can.

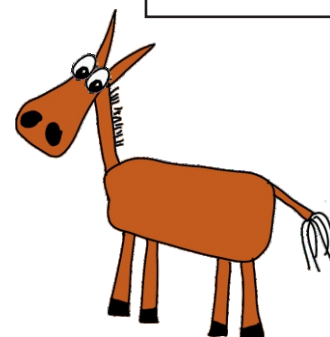
**2**  **Sing or Play Music** Sing-a-Long Recording Tingalayo

Collect ideas from the first listening. As they are named, print the key words so they may be used as cues for singing.

- 1** fast - slow  
come - go
- 2** eat - sleep  
kick 2 hind feet
- 3** yes - no  
stop - go
- 4** hee - haw  
sleep in straw

**3** Teach the chorus using the rote method/echoes.  
 "Tingalayo, come little donkey come.  
 Tingalayo, come little donkey come."

**4** Play the music. Students sing with the chorus.  
 Play the music. Students sing with the whole song.  
 Students sing the song without the recording.







# Individual Work: Putting Rhythms with Words

In Lesson 25A, there is a method detailed in guiding students through choosing a rhythm to go with a word. Offering choices of ways to sing words expands the possibilities in creating compositions/songs.

Practising this skill gives students opportunity to refine their ability to use rhythm symbols with abstract thought.

Begin by demonstrating the method on the work page with the whole class.

1 Circle one of the big ideas found here.

planets      desserts      colours      zoo animals

2 Think of 5 words that fit into your big idea and print them here.

yellow  
orange  
pink  
happy  
bright

purple

lime

3 Look at your words again.  
Do you like all of them?  
Are there any you want to change?  
Make changes now.

4 Fill in the chart below using your words.

| Words  | Rhythm Count<br>Number of Claps | Show the Word in Rhythm Symbols |    | Show a Different Set of Rhythm Symbols |
|--------|---------------------------------|---------------------------------|----|--|
| yellow | 2                               | □<br>2                          | OR | ♩  <br>1 + 1 = 2                       |
| pink   | 1                               | <br>1                           |    | ♩.<br>1                                |
|        |                                 |                                 | OR |  |

## Choosing Rhythms for Words

**1** Circle one of the big ideas found here.  
 food    sports    pets    ice cream    camping    creepy things

**2** Think of 5 words that fit into your big idea and print them here. \_\_\_\_\_

**3** Look at your words again.  
 Do you like all of them?  
 Are there any you want to change?  
 Make changes now. \_\_\_\_\_

**4** Fill in the chart below using your words.

example

| Words  | Rhythm Count<br>Number of Claps | Show the Word in Rhythm Symbols |    | Show a Different Set of Rhythm Symbols |
|--------|---------------------------------|---------------------------------|----|--|
| yellow | 2                               | □<br>2                          | OR |  |
|        |                                 |                                 | OR |  |
|        |                                 |                                 | OR |  |
|        |                                 |                                 | OR |  |
|        |                                 |                                 | OR |  |
|        |                                 |                                 | OR |  |
|        |                                 |                                 | OR |  |

|                     |        |         |         |        |        |        |
|---------------------|--------|---------|---------|--------|--------|--------|
| <b>Rhythm Count</b> |        |         |         |        |        |        |
|                     | 1 clap | 2 claps | 4 claps | 1 clap | 1 clap | 1 clap |

**Enjoy the Repertoire**

**Student Choice of Song or Dance**

- ? **When I First Came to This Land**
- ? **Whether the Weather**
- ? **Sweetly Sings the Donkey**
- ? **Maple Syrup Madness**

**Singing Harmony**

**Sweetly Sings the Donkey**

Key D, first note do(D)

4/4 time a cappella count-in: 1 2 3 4 Sweet...

**1** (Sing or say) **"Hee-haw, hee-haw, hee-haw hee-haw hee-haw."** **Ready to try the donkey song? Here's the first note** (play or sing D). **Wait for the count-in, 1 2 3 4 Sweet..."** Students sing the song once. If it is a struggle, post the music and review the tune/rhythm using the rote method/echoes ---see Lesson 24A..

**2** Post the music. **"What information is given for singers in this music?"**

**3** If it hasn't been named yet ---"**There's new information on this music. Look for the small numbers that have circles around them. They are important if the song is being done as a round ---one group of singers starting, and then the next group fo singers starting later. How many groups do you think we could have?** (maybe 3?)

**4** If your class tried the round in the last lesson, and it was successful (semi-harmonious, groups kept to their parts, groups were able to stay on the beginning tempo) then continue and try 3 groups today. Otherwise ...

If you are a singer ... have the class be the beginning group. You be the second group. Sing the round. OR Try out having two groups sing the round.

If you are new to round singing ---use the sing-a-long songvideo. It shows the different places groups begin to sing, and will aid in keeping group in tempo. If you are using simply the audio recording, have students begin by singing with the first singers. Then repeat the audio recording --students joining the singers that begin late.

- title
- Key
- name of first note
- metre
- kind of song
- who arranged it
- the words
- the melody
- tempo
- rhythm

**Ideas to Help Keep the Tempo Steady**

- \* Students are excited, anxious. Do a few shoulder rolls and slow breaths to help calm everyone.
- \* Have students walk to the beat while singing. Use your arms/hands in large conducting actions.
- \* Ask students to sing quietly ---students singing quietly are more apt to listen to each other.