

# Music Vocabulary

## Music Words

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Every time a song is taught, or sung,  
try to use or ask questions about "music words" to describe how it is sung.  
**OR** Use the words as a game as it is sung/said.

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### Form

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When children are young, they soak up words like sponges. Studies have shown that this is the peak period in human development for language learning. Using the "music words" while teaching will help to solidify their place in your student's vocabulary and ease their future learning in music.

## General Vocabulary Words Used in Music

audience	move
band	music
changing	orchestra
conductor	perform
create	sing
ending	smooth
instrument	soft
introduction	sound
listen	strong
loud	unison
mood	

## Specialized Music Words Used While Teaching

duration	blues
ostinato	big band music
dynamics	jazz
timbre	
phrase	soundscapes
interlude	
andante	accompaniment
presto	
allegro	sharp/flat
solfa	mezzo
downward	call/response
upward	accent
texture/harmony	treble clef
form	
articulation	
slur	
tie	

## Introduction of Music Words in this curriculum

1

choir	alphabet
detached	bar
folk song	bar line
forte	beat
melody	compose
music map	note
percussion	piano
play	pitch
protest song	rest
tempo	rhythm
verse	staff
	tune

2

accent	lullaby
allegro	note names
andante	ostinato
Blues	presto
dynamics	slur
form	solfa
harmony	timbre

3

articulation  
canons  
flat  
partner songs  
repeats  
rounds  
sharp  
step, skip, leap  
tie  
vivace

## Music Words, quick reminders

**conductor**  
**compose**  
**repertoire**

**PITCH**(a conceptualization of the high/low of sounds)  
**melody, tune**  
**downwards, upwards**(direction of pitch)  
**solfa**(the phonics of singing)  
**high, low**(as in to the ceiling/floor)  
note: in music, "higher" does NOT refer to speed or volume!  
**sharp, flat**(pitch a bit too high/low)  
**step, skip, leap**(spaces between pitches)

**DYNAMICS**(expression)  
**piano**(softly)  
**forte**(loudly)  
**mezzo**(medium)  
**double**(twice as ...)  
**crescendo**(getting louder)  
**decrescendo**(getting softer)  
**legato**(smoothly)  
**staccato**(detached)  
**articulation**(how)  
**accent**(emphasize)  
**mood**(emotion, feeling)

**GENRE**  
**folk**  
**children's**  
**lullaby**  
**teaching**  
**Blues**  
**jazz**  
**Big Band**  
**classical**  
**rock rock 'n roll**  
**protest song**  
**spirituals**  
**special occasion**

**DURATION**  
**beat**(pulse, steady)  
**rhythm**(way words go)  
**ostinato**(rhythm pattern)  
**tempo**(speed)  
**andante**(stately)  
**allegro**(lively)  
**vivace**(spritely)  
**presto**(very quickly)  
**slur**  
(2 different pitches sung smoothly)  
**tie**(2 notes sung as one total)

**FORM**(way music is built)  
**call/response**(question-answer)  
**verse/chorus**(different ideas punctuated by a repeated idea)  
**phrase**(approx one breath's worth of singing, like a sentence)  
**section**(several phrases, like a paragraph)  
**introduction**  
**interlude**(short musical passage that connects two different parts of a song)  
**ending**

**TIMBRE**  
**voice**  
**instrument**  
**percussion**(strike, scrape, rub)  
**brass**(blow directly, buzz)  
**woodwind**(blow into a reed)  
**strings**(pluck, bow, scrape, strum)  
**accompaniment**  
**orchestra**(all instruments)  
**band**  
(and other musical instruments as introduced)

**TEXTURE**(layers in music, focusing here on vocal)  
**melody, tune**(notes linked together)  
**harmony**(notes of different pitches, performed at same time)  
**bordun**("drone" "so-mi")  
**chord**(3 or more notes played together)  
**unison**(one note sounded at a time)  
**canons**(a variation of the melody is played some time after the beginning, at the same time as the original melody continues)  
**rounds**(canon where the second playing of the melody exactly repeats the first)  
**partner songs**(two different songs that may be sung together harmoniously)

**MUSIC LITERACY**  
**staff**(5 lines for writing music)  
**bar**(group of notes on a staff)  
**bar line**(divides bars)  
**notes and rests**(tell length of sounds)  
**treble clef**(or G clef, higher pitches)  
**music alphabet**(A B C D E F G A B ...)

## Music Words, flashcards

### General Music Words

<b>conductor</b>	music leader
<b>repertoire</b>	list of songs
<b>ostinato</b>	word patterns that repeat
<b>pitch</b>	up/down of sounds
<b>solfa</b>	do, re, mi's
<b>harmony</b>	sound layers
<b>composer</b>	song writer

### Written Music Words

<b>music staff</b>	5 lines for writing music
<b>notes</b>	symbols for musical sounds
<b>bars</b>	groups of notes on a staff
<b>bar lines</b>	line to divide groups of notes
<b>slur</b>	2 notes sung together

(Duration)

<b>beat</b>	steady pulse
<b>rhythm</b>	long/short word patterns

### Musical Elements

<b>* tempo</b>	speed
<b>presto</b>	quickly
<b>allegro</b>	lively
<b>andante</b>	stately
<b>* form</b>	way music is built
<b>chorus</b>	song words that repeat
<b>verse</b>	song words that change

<b>* timbre</b>	kind of voice instrument
-----------------	--------------------------

(names of instruments)

<b>* dynamics</b>	volume
<b>forte</b>	loudly
<b>piano</b>	softly
<b>f</b>	forte
<b>p</b>	piano
<b>staccato</b>	hopping
<b>legato</b>	smoothly
<b>accent</b>	make stronger

The basics that students will need in Grade Four and up, are an enjoyment of music; a solid understanding of beat and rhythm; the ability to carry a tune AND a music vocabulary that comes off the tip of the tongue easily. Preparing students with a fluent vocabulary is a challenge as many of the music words are only used once or twice a week for a short period. Drill will help, and games make this fun.

Variations on this simple "word card game" are a quick way to review and practise music vocabulary. Begin with the easiest contest i.e. the whole class versus the teacher. Go on to team games and/or individual participants. As the word cards become a common part of class, they then may be used for assessment without setting up a "test".

Use the most recently learn word flashcards, as well as few well-known ones.

<b>conductor</b>	music leader	<b>tempo</b>	speed	<b>staccato</b>	hopping
<b>repertoire</b>	list of songs	<b>presto</b>	quickly	<b>legato</b>	smoothly
<b>beat</b>	steady pulse	<b>allegro</b>	lively	<b>form</b>	way music is built
<b>rhythm</b>	long/short word patterns	<b>andante</b>	stately	<b>chorus</b>	song words that repeat
<b>ostinato</b>	word patterns that repeat	<b>dynamics</b>	volume	<b>verse</b>	song words that change
<b>accent</b>	make stronger	<b>forte</b>	loudly	<b>composer</b>	song writer
<b>pitch</b>	up/down of sounds	<b>piano</b>	softly	<b>music staff</b>	5 lines for writing music
<b>solfa</b>	do, re, mi's	<b>f</b>	forte	<b>notes</b>	symbols for musical sounds
<b>harmony</b>	sound layers	<b>p</b>	piano	<b>bars</b>	groups of notes on a staff
<b>slur</b>	2 notes sung together	<b>timbre</b>	kind of voice instrument	<b>bar lines</b>	line to divide groups of notes

## Game Variations

- 1 The teacher chooses the card to be matched (when the class is fairly confident of all the terms).
- 2 Leave the cards unturned so that their match may be made more than once.  
Begin with the music word facing out.
- 3 Students who make a match correctly stand up. The game finishes only when all children are standing. (Note: teacher may help the class aim for success by choosing cards that challenge the individual children's ability, e.g. easy matches for struggling children, difficult matches for advanced children.)
- 4
- 5 Turn the cards as they are matched which opens a new match to be made to the turned card. Keep this game moving quickly. If time is short, you may want to set a limit, e.g. first to reach 10 points wins.

CanDo Music 2 focuses on music vocabulary. Following is a 5-step process to introduce using the flashcards while practising the words.

## Focus on Music Words Day 1 Name, Echo, Read

- 1 Say the BACK/meaning of the music word, then show the music word and say it. Students echo the music word. Put the card on the pocket chart with the music word showing. Continue through all words.
- 2 Point to a card on the pocket chart. Students read the music word. Turn the card over. Read the card with students. Continue through all cards.
- 3 Divide the class in half. As you turn a word card on the pocket chart over, half the class reads the word then the other half echoes what has been read.

Preparation: set of music word flashcards (printed from the pdf resources), pocket chart empty

Note: If the words "slur"(Lesson 16) and "harmony"(Lesson 18) have not been used in your classroom, wait to use their word cards until they have been introduced

## Focus on Music Words Day 2 Read, Echo, Remember

- 1 Teacher has the word cards. Remind students how to rhythm count (e.g. magic lips say the word/clap the word and show the claps with fingers in the air). Teacher shows each word card and says the word, students show rhythm count with fingers in the air.
- 2 Students sit around the edges of the mat, or in a circle. Each student is given one of the music word flashcards. Go around the circle so that each student has a turn at being "leader."  
  
The leader reads the music word. The class echoes.  
The leader reads the back/meaning of the word. Class echoes.  
The leader reads both the music word and its meaning. Class echoes.
- 3 Go around the circle again. This time the leader reads the meaning/back and the class responds with the music word.

tempo

speed

staccato

hopping

dynamics

volume

## Focus on Music Words Day 3 Pair, Share, Say

- 1 Each student is given ONE flashcard. When you say "Go" students mill around to find the person with the card that matches theirs. This is a co-operative activity. Students are encouraged to help each other so that everyone ends up with the correct match. When they have found their match, then they come and sit together on the edge of the mat. When all students are sitting on the mat and quiet, call "Time." and keep track of how long it took.
- 2

Go around the "circle." Each pair of students read their flashcards.

- 3 Now, repeat the activity giving students different cards with which to work. Challenge the class to work faster the second time!

Preparation: For this activity, you'll need two sets of music cards. One set with the music words. One set with the meanings.

**tempo**

speed

**staccato**

hopping

**dynamics**

volume

## Focus on Music Words: Work Page

Time to find out how individual students are doing with the music vocabulary. Encourage students to do the work page on their own. The results will help you decide whether you need to continue doing the "Word Game"(see next lesson) regularly over the coming weeks for further student learning OR if it may be used occasionally simply for fun and reinforcement. (A second version of this same work page is given in Lesson 19b.)

I can do music in Lesson 18 . My name is \_\_\_\_\_

Print 4 words that describe the speed of music.

\_\_\_\_\_

\_\_\_\_\_

Print 3 words that you see on every page of written music.

\_\_\_\_\_

\_\_\_\_\_

Print the music word beside its meaning.

loudly _____	hopping _____	music staff
		<b>forte</b>
		<b>staccato</b>
		<b>presto</b>
		<b>allegro</b>
		<b>bars</b>
		<b>legato</b>
		<b>andante</b>
		<b>piano</b>
		<b>tempo</b>
softly _____	smoothly _____	<b>notes</b>

Use a line to match each word below with its meaning.

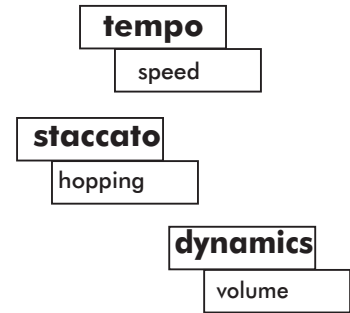
make stronger	<b>beat</b>	word patterns that repeat
sound layers	<b>rhythm</b>	speed
long/short word patterns	<b>harmony</b>	music leader
pulse steady	<b>tempo</b>	volume
	<b>dynamics</b>	

## Focus on Music Words Day 4 Word-Card Game

Before the class gathers, put the word cards in the pocket chart, music word hidden (meaning facing out). **"Today we're going to have a contest. If you can tell me the music word that goes with one of these cards, then the class gets a point. If you miss, then I get a point. However, if you miss and anyone in the class groans or complains, then I get two points! Ready? ..."**

Name a student who chooses a card, reads it, and says the matching word. If the match is made correctly, then the card is turned over. Once all the cards have been turned over, the game may continue by reading the music word and saying the matching idea(harder).

Game may also be played by simply holding the flashcards and going through them one by one.



*Variations on this game are found in November's Lesson 11.*

## Focus on Music Words Day 5 Individual Assessment for Learning Work Page/Assessment for Music Vocabulary

Use this work page as is, or enlarge it so that it be done cut and paste.

Try it now, and then use it again in March to track improvement.

I can do music in Lesson 11 . My name is \_\_\_\_\_

**speed** \_\_\_\_\_

**lively** \_\_\_\_\_

**loudly** \_\_\_\_\_

**repeated words** \_\_\_\_\_

**softly** \_\_\_\_\_

**quickly** \_\_\_\_\_

**changing words** \_\_\_\_\_

**list of songs** \_\_\_\_\_

**hopping** \_\_\_\_\_

**stately** \_\_\_\_\_

**music leader** \_\_\_\_\_

**steady pulse** \_\_\_\_\_

**way the words go** \_\_\_\_\_

**smoothly** \_\_\_\_\_

Print each word on the line where you think it belongs.

**allegro**

**andante**

**beat**

**chorus**

**conductor**

**forte**

**legato**

**piano**

**presto**

**rhythm**

**staccato**

**tempo**

**verse**

**Point to one of the special music words and Ask me to explain it.**



## CanDo Music 3 Practice and Review Music Vocabulary

Language is most easily learned in context ---but specialized music words for many students are only heard, read or said maybe **once a week in school!**

Classroom teachers could also include a few music words in weekly spelling lists.

Using the word cards as a warm-up game is a way to help students become familiar with them. If there is room in the music bulletin board space, consider adding the word cards for a time.

**Students may be familiar with the word cards from CanDo1 or CanDo 2.**

**For more detailed information for re-enforcing music vocabulary see Can Do 2 - January Lessons.**

### Word Flashcard Games

Before the class gathers, put the word cards in the pocket chart, music word hidden (meaning facing out). **"Today we're going to have a contest. If you can tell me the music word that goes with one of these cards, then the class gets a point. If you miss, then I get a point. However, if you miss and anyone in the class groans or complains, then I get two points! Ready? ..."**

Name a student who chooses a card, reads it, and says the matching word. If the match is made correctly, then the card is turned over. Once all the cards have been turned over, the game may continue by reading the music word and saying the matching idea(harder).

Game may also be played by simply holding the flashcards and going through them one by one.

**tempo**

speed

**staccato**

hopping

**dynamics**

volume

### Variations for the Game

**A** Using the class list, ask each student in turn.

**B** When the words are well known, instead of showing the card, say the word and students spell it, and then also give its explanation.

**C** Name a kind of element. Students give one of the words that fits the category. (Do this at first with all the words mixed up but visible on the pocket chart.) Place the cards under the name on the pocket chart so that all students see the correct groupings.

**D** Show or name one of the words. Student names the element it belongs to.

# Dynamics

## Review - Relearn Dynamics with Fuzzy Wuzzy

- 1 Instead of asking children to listen, I like to just launch into this poem and watch their eyes widen.

Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair.  
Fuzzy Wuzzy wasn't fuzzy, was he?

And then, before they can ask anything, I say it again, exaggerating the uplifted voice at the end that signals a question.

"Was he? Fuzzy?" Enjoy the question with the children, then challenge them:

"Do you think you can say the chant with me? Wait for the signal ...

One, two, ready go ... Fuzzy Wuzzy ..."



- 2 "Good. But now I'm going to change the tempo. It's going to be very, very slow.  
Listen to the count in: One Two Ready Go ....

Now I'm going to change the tempo to very fast, it's going to be tricky.  
Listen to the count in OneTwoReadyGo .... (Enjoy the moment.)

"In music, if something is fast it's called "Presto." (Show the word card.)

If its slow, it's called "Andante." (Show the word card.)

And if it's somewhere in the middle but still lively, it's called "Allegro." (Show the word card.)

presto

allegro

andante

- 3 "I'm going to show you one of the cards and say the name,  
you say "quickly" "slowly" or "lively."

"Now I'm going to show you the music names, and you say them."

"Here's a challenge. I'm going to show you the back of the card,  
and you say "presto", "andante" or "allegro."

(Spend a bit longer this third time, showing each card several times.)

quickly

lively

slowly

- 4 "What tempo shall we use to say Fuzzy Wuzzy?" (Follow the student choice.)

## Practice and Review Naming Dynamics with "Fuzzy Wuzzy"



Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair.  
Fuzzy Wuzzy wasn't fuzzy, was he?

Place all the tempo cards on the pocket chart in no particular order. (You'll need duplicates of the backs of the cards for this activity.)

Challenge students to match a tempo word with what it means to decide how Fuzzy Wuzzy will be said. Repeat.

presto

quickly

andante

slowly

allegro

lively

## Practice Using Elements with ... I Never Saw a Purple Cow

- 1 This simple poem captures attention easily. When students are quiet and watching, I simply launch into saying it once, then without comment, I say it again.  
Ask: **"Have you ever seen a purple cow?"**

### I Never Saw A Purple Cow

Gelett Burgess  
United States  
1895

count-in: 1 and 2 and 3 and 4 | ...

4

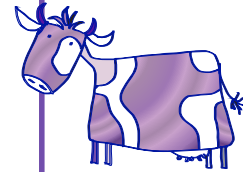
4

I | never saw a purple cow I | never hope to see one

4

4

But | I can tell you any how I'd | rather see than be one!



- 2 Enjoy the idea this silly poem was written by a grown-up for other grown-ups. Then, teach the poem by having students echo one line at a time.

- 3 Divide the class into two. Have each group say the poem on their own once. Use a simple 1,2,3,4 to count-in.  
Repeat, but this time the second group doesn't get a count-in, they start when the first group finishes.

- 4 If you have the technology, show the songvideo of I Never Saw now.

- 5 **"Here's a challenge. I have the word cards here for dynamics and tempo and articulation. This group is going to begin. I'll hold up a card (?forte). While you are saying the purple cow chant, you need to use --what kind of voice? (loud). Yes. When you get started, I'm going to change the card so when the other group says the chant, they have different instructions to follow. You need to be ready to begin immediately after the first group ends. Up for the challenge? First group gets the count-in."**

descendo  
crescendo  
  
double forte  
piano  
  
presto  
andante

It becomes a bit of a game with volumes and tempos changing quickly.

- 6 Finally, try the poem as a simple round. The second group begins after "I've never seen."

Gelett Burgess was born in Boston. As soon as he was able, he moved west to San Francisco. Since he had a degree from MIT (Mass Institute of Technology), Gelett's first job was as a draftsman for the city planners. He was fired due to a prank he played which involved a statue in a city park. Soon after, he and a few friends, began a small magazine called "The Lark" which was devoted to things absurd. The "Purple Cow" was in the 1895 first edition.

Unfortunately, for Gelett, the Purple Cow became very popular. People liked to quote it, and to make up parodies of it. Gelett wanted people to pay attention to other, more refined things that he wrote, so in April 1897 he printed, in the Lark:

**Ah, yes. I wrote the "Purple Cow" —  
I'm Sorry. now. I wrote it:  
But I can tell you Anyhow  
I'll kill you if you Quote it!**

# Dynamics

## 2 Pitch: Roller Coaster Aahs with Dynamic and Articulation



- 1 Begin with 2 or 3 "Aahs" following your hand as the lead (see below if this is a new idea).
- 2 Place a "Roller Coaster Trip" map on the pocket chart. (pdfs are in Resources – WarmUps – Roller Coaster maps)
- 3 Ask: What special instructions are given for this ride? Repeat student answers, pointing to their matching symbols.
- 4 Take students on a roller coaster ride following your hand. Repeat 2 or 3 times.

### Dynamics

(volume)

double forte	<i>ff</i>	decreasing	crescendo
forte	<i>f</i>	getting softer	getting louder
mezzoforte	<i>mf</i>		
mezzo piano	<i>mp</i>		
piano	<i>p</i>		
double piano	<i>pp</i>		

Music words often come from Italian.

Forte = loudly, Mezzo = medium, Piano = softly

### Articulation

(manner of singing)

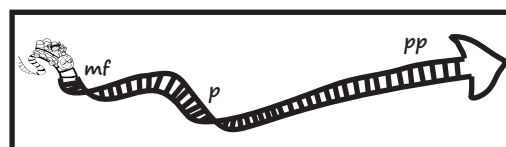
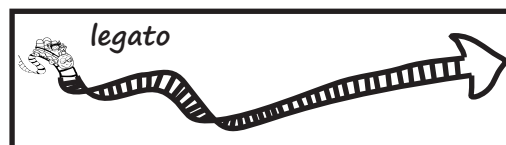
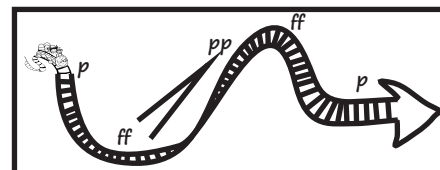
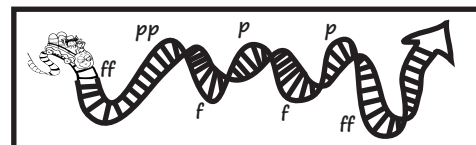
*staccato*  
(choppily)

●  
above or  
below note

*legato*  
(smoothly)

—  
or "legato"

If you, or the students are new to these musical terms, not to worry ---more review/learning practise through September-October.



Use your hand as the roller coaster car.

Introduce the idea of roller coasters (go-trains that travel up and down quickly? a ride at an exhibition?). "My hand is the front car on a roller coaster. When my hand is open, it's engine sounds like this. (Sing "aah" at any pitch.) When my hand is closed, the engine stops. (Demonstrate a few times.)

Listen to my engine sound, watch my hand and help the roller coaster warm-up. (Sing "aah," open your hand until students join in with the sound then close your hand. Repeat a few times.)

When my roller coaster goes up, it's sound goes up too! (Demonstrate with your voice.) When my roller coaster goes down, it's sound goes down. (Demonstrate.)

Are you ready to go on a roller coaster ride with me? Listen to the beginning sound. Here we go ....! (Repeat several times. Change the beginning pitch on repeats. If students were not introduced to "Roller Coaster Aahs" in Grade 1 or 2, it may take several days of roller coaster rides before the class sound begins to collectively roller the coaster up and down. This is an excellent beginning conducting activity for students to lead.

## Form in Music

Music often has patterns that repeat or repeat and change slightly (variation). These patterns are called music's **form**. Some forms are used so often they have special names e.g. canon, 12-bar blues, verse & chorus.

Capital letters are used as a quick reference to a song's form. A song that is AB has two sections/patterns. A song that is ABA has three sections, the third section is the same as the first, etc. If musicians want to talk about a small part of a section, then "small letters" e.g. "a" or "b" are used as a reference.

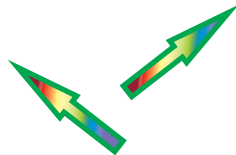


### Classroom Music Visuals

If you print out words for a song on chart paper for your classroom use, take care that they **"look" like their musical form**. The visual appearance of song words can help students to see/hear sound patterns that repeat and rhyming schemes which are both a simplified version of "form."

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.

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.



## **Call and Response**

"Call and Response" Songs typically have a leader and a group. The leader will sing, and often move, in a way that invites a response. The group's response is either to echo the call, or to answer with a repeated refrain. This form has the advantage of including large groups of people in musical activity without needing prior knowledge of words/actions on the part of the group.

Call and Response is very common in Africa amongst people of all ages. It's a part of many political rallies, religious gatherings ("Amen!"), welcoming ceremonies, as well as in songs and games. It is a way to engage groups of people in simple activity. Call and Response can be a powerful group builder.

### **Example Songs Using Call and Response Form**

Shoo Turkey  
John the Rabbit  
Chay Chay Cool-Eh

In "Shoo Turkey" and "John the Rabbit" one singer, or instrument, makes a statement. Other singers or instruments reply, either with an echo or a repeated expression. In "Shoo Turkey" the "call" is a question, the "response" is either "Yes Ma'am" or "Don't know."

In "Chay Chay Cool-eh" the call is echoed in the response. Often enjoyed as a game-activity, the challenge is for the response singers to also echo the actions or movements of the caller. The repeating "call - response" sets a beat and keeps the group moving at the same time.

**New Song: John The Rabbit**

- 1** "Yes Ma'am. Yes Ma'am. Yes Ma'am. Yes Ma'am. (Every time I sing one of the "Yes Ma'am" I play with the way I say it e.g. tired, exasperated, politely.) **"If you can sing "Yes Ma'am" then you can sing the next song. Ready to try? Be my echo.** (Sing "Yes Ma'am" for echoing a few times, encouraging students to also echo the sentiment.)
- 2** Put on your listening ears, long ones this time because you are now John the Rabbit. When John sings, "Yes Ma'am" you can help him. (Play the mp3 for "John the Rabbit." It's sung three times. #1 all parts are sung. #2 the responses are left for the class to do. #3 the questions are left blank, ready for the class to fill in.)
- 3** "What did John the Rabbit like to eat from the garden? How did the woman who planted the garden feed about John? Let's sing it again! (Play the mp3.)

**Call and Response Form**

"John the Rabbit" and "Chay Chay Cool-eh" are both "Call and Response" songs. When I was travelling in Africa, I heard this form used again and again. It makes for music that is easily done in groups and lends itself to improvisation (having fun with the music). Music for this form of song often visually looks very complicated, but learning is easy. One singer says something (the call) and another singer/singers responds. Sometimes the response is a repeated word, sometimes an echo, sometimes varied words. Camp songs are often done "Call and Response."

**John the Rabbit**

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

folksong  
United States  
arr: LJ Clare

Oh, John the rab-bit, Yes ma'am Got a might-y bad ha-bit, Yes ma'am Of

jump-ing in my gar-den, Yes ma'am Eat-ing up my cab-bage, Yes ma'am My

sweet po-ta-toes, Yes ma'am My fresh to-ma-toes, Yes ma'am And

if I live\_\_\_\_, Yes ma'am to see next fall\_\_\_\_, Yes ma'am I

ain't gon-na have\_\_\_\_, Yes ma'am No gar-den at all, No ma'am!



**New Song:** This Old Man **Form:** Verse and Chorus  
**Duration:** Beat and Rhythm

- 1** "I'm going to sing part of a song, a verse, that comes from a country called Wales. (Show on map.) **Keep the beat on your knees while you listen.**" Teacher sings the **first verse** of song and models keeping the beat --- even if you don't like your singing voice, remember that this is Grade 2 and you are THE TEACHER, the children will enjoy your singing and it encourages them to sing.

Play the "A" on the glockenspiel four times --this sets the beat, gives you the pitch and provides the starting sequence. Multi-tasking! Stop immediately if children begin singing with you. Remind them the instruction to "listen." The basic pattern in teaching a primary song is to have children listen to the song at least twice before singing to establish the tune/words/tempo. Even if children are familiar with a song, they may have learned it slightly differently. Listening will move them into the tune/words being used here.

## Actions

verse pat the beat on your knees

chorus

knick knack	bang fists twice
paddy whack	clap three times
give a dog a bone	pat knees five times
this old man	point to self
rolling	roll hands around each other
home	put hands, palms up out in front

English children's counting song first published in 1906. Probably adapted from Welsh song traced to 1870s. "Paddywhack" is colloquial for a pugnacious Irishman, however the meaning does not add or subtract from the song.

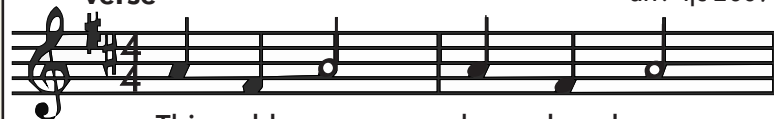
## This Old Man

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

Wales  
 c. 1870s

arr: ljc 2009

**Verse** D



This old man, he played one.

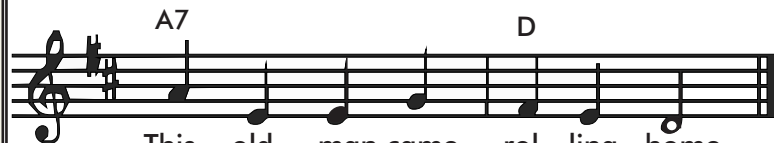


**Chorus**

He played knick knack on his thumb, with a



knick knack pad-dy whack, give a dog a bone.



This old man came rol - ling home.

- 2** "That part of the song was the verse. Hands up if you recognized this song? (Some students may know the song from Grade One or Kindergarten.) **You'll be able to help when everyone sings ---but for now, its time to try the actions that go with the chorus to this song. This time, put your hands behind your back and only use them when we get to the chorus and the actions. See if you can do what I am doing. Remember, no singing yet.**"

for the rest of the lesson see Song File for "This Old Man"





A rondo is a bit like a club sandwich.

## Rondo

The bread is Part A,  
add filling for Part B,  
more bread again Part A,  
a different filling for Part C,  
and finish off with more Part A.

A  
B  
A  
C  
A

In a rondo, the singers keep "coming around to" the beginning part.



**bread**

Purple Stew

A

**filling**

B

**bread**

Purple Stew

A

**filling**

C

**bread**

Purple Stew

A

The Purple Stew song is Part A of the Rondo, the bread that goes top, bottom and between layers of the club sandwich..

The "fillings" in a rondo are usually similar to each other but not exactly alike. This for is shown by using letters "B" and "C" for the filling sections.

for the rest of the lesson see Song File for "Making a Purple Stew"

# PocketChart Composing

\*word set 'holiday lights'  
from CanDo 2

OR

Deck the Halls rondo  
from CanDo2

**1** By now your students are experienced pocket chart composers. Place 8 hearts on the pocket chart ("B" shown below) and the decoration cards to one side for selection.

1. fill the hearts with decorations
2. read/clap the rythm symbols
3. read/clap the decoration words

**2** If students are not familiar with "Deck the Halls" teach the first two lines. The melody repeats making it simple to learn. If extra "fa-la-la's" keep popping in try having students count them off on the tips of their fingers as they sing using both hands. It's fun, you may want to try it even if it isn't needed.

**3** Now put the rondo together as shown. The spoken decoration words follow immediately after the singing. The second singing of "Deck the Halls" begins immediately after the last decoration word.

**4** If there's time, change the decoration words for a new variation of the rondo.

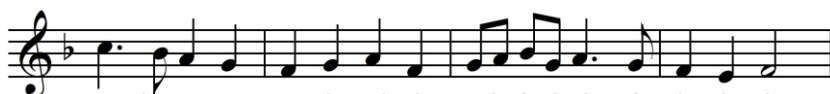
## Deck the Halls Rondo

Key F, first note C(so),  
a cappella count-in: 1,2,3,4,Deck...

**A**

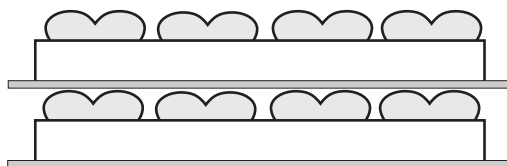


Deck the halls with boughs of hol-ly, Fa, la, la, la, la, la, la, la, la.



'Tis the sea-son to be jol - ly, Fa, la, la, la, la, la, la, la, la.

**B**



**A**



Deck the halls with boughs of hol-ly, Fa, la, la, la, la, la, la, la, la.



'Tis the sea-son to be jol - ly, Fa, la, la, la, la, la, la, la, la.



## New Chant: Cold and Flu Season with Germs

Parts One and Two in this chant are included in CanDo1 and 2. New this year is the description of how to avoid colds and flu (Part Three).

Teach, or help students remember Parts A and B with the Rote Method i.e. leader says part, students echo. If you are new to reading music, listen to the recorded version before class so the rhythm is firmly in your mind.

### Cold and Flu Season with Germs

Count-In: 1,2,3,4,Cold and...

Time Signature: 4/4

Canada

Rhyme

L J Clare 2011



Cold and flu sea - son, Ev' - ry - one is snee - zin', Cold and flu sea - son, Ev' - ry - one is snee - zin'.

- 1 The words and rhythm catch attention easily, so I often simply launch right in. I point to myself and say: "Cold and flu season, ev'ryone is sneezin'" then I look around the class, point to myself and say it again. Then I point to the class (an indicator that it's their turn) sometimes cupping one ear at the same time. If the class doesn't catch on, then I point to myself and say it again, then point to them. When the class is able to echo the line easily, then I say it twice and have the class echo it twice. I congratulate them when it's clear and flows easily.



Ah ---- choo!

Ah----- choo!

Ah ---- choo!

Ah-----choo!

- 2 I immediately go on to teach the "Ah-choo!", using a clap or percussion instrument on the rest. This is a great place to use a cymbal if you have one --a sharper sound is achieved by using a mallet to strike one cymbal.
- 3 Practice saying both parts. Since the words are repetitive, I hold up one finger for the first "Cold and flu season...", adding a finger for the second. Then, using the other hand, show the repetition of sneezes(4) with my fingers. If students don't mimic me, I encourage them to do so.
- 4 Now for some fun!

"Remember the Follow Me game we learned? Let's try it with the Cold and Flu Season. I start by myself. When I get to the end of both "Cold and flu seasons" then you start with them. While you are doing the "Cold and flu season" part, I'm going to go on and do the sneezes! Ready to try? Here we go ..."



Divide the class into two and try it again.

- 5 Teach Part C by reading the music with students. The dotted quarter and eighth note combination are new and said "tim-ti". Post the written music.

ta-a ta ti - ti ta ti - ti tim - ti ta ta ta ti - ti  
Germ spread with the great - est of ease, So wash your hands to the

ta ta ta-a ta ta ta ti - ti ta ta tim - ti ta ta ta ta  
A B C's, Use a sleeve when you feel a sneeze, if you don't want to

ta ti - ti ta-a ta ta ta-a ta sh sh-u  
catch a dis-ease, Stop those germs NOW!

1. Read and clap the rhythm symbol names
2. Look over the words to check for meaning/reading.
3. Half the class think reads the rhythm symbol names while clapping them.  
The other half of the class reads the words.

With half the class clapping the rhythm, it will help the rest of the class to put the words into the rhythm.

4. Switch
5. Everyone reads the words. Repeat until done smoothly.

- 6 Each of the parts is labeled with a letter. Form in music is the ordering of different sections/parts into a whole. Either using "letter cards" or by writing the form on white board, create a whole piece of music.

Perform the piece according to the form.

- 7 Add an interesting twist to the arrangement by having the class move into a round for the ending of the chant.

A Cold 'n flu ...  
B Ah-choo! ...  
C Germs spread...

1st Group A Cold 'n flu ...  
2nd Group A Cold 'n flu ...

1st Group B Ah-choo! ...  
2nd Group B Ah-choo! ...

A Cold 'n flu ...  
B Ah-choo! ...  
C Germs spread...  
A Cold 'n flu ...  
B Ah-choo! ...

### ZIPPER SONGS



Zipper songs use new words/ideas in a song. For example, in Old MacDonald's Farm --any animal could be "zipped" in without making changes to the original focus of the song.

### PIGGY PIGGYBACK SONGS

Piggyback songs are new words sets to familiar tunes. They have the advantage of leaning on known melodies. It's possible to find over 50 sets of words to many familiar nursery rhyme tunes. They are simple to teach, but can become "trite" due to overexposure.

### Composition 101

Both zipper and piggyback songs are ways to encourage students to add their own ideas (simple composition) to set rhythms and melodies.

And they are easy ways for teachers to use ideas from a theme and create a simple, easy to use, song.

## HARMONY

## PARTNER SONGS ROUNDS



*Exploring Music*

**A Round:** 2 or more groups of people sing the song, beginning at different times

**Partner Songs:** 2 or more songs that may be sung at the same time to harmonize

Singing Rounds and Partner Songs are a beginning step to developing the ability to sing harmony.

The large letters "A" and "B" show repeated words/music in each verse. Keep looking, though, and there's a trace of "call and response" found in the "A ha, me b'ys" and "A ha, me riddle i day." Even if someone in the group doesn't know all the words, they can join in and become part of the music making in the repeated words/music.

**A**

O Lukey's boat is painted green

**1**

A ha, me b'ys

**A**

O Lukey's boat is painted green

**B**

The prettiest boat you've ever seen

A ha, me riddle i day

**5**

Put the large copy of the words to verses 1 and 2 on the pocket chart. Ask students to find patterns in the words, e.g. repeated lines. You may want to use a highlighter to mark the patterns e.g. the first line is sung twice in each verse; the "aha's" are sung in both verses.

Words and music for display are found in the song file "Lukey's Boat".

**A**

O Lukey's boat is painted green

**1**

A ha, me b'ys

**A**

O Lukey's boat is painted green

**B**

The prettiest boat you've ever seen

A ha, me riddle i day

**A**

O Lukey he sailed down the shore

**2**

A ha, me by's

**A**

O Lukey he sailed down the shore

**B**

to catch some fish from Labrador

A ha, me riddle i day

**6**

Now put verses 3 and 4 up. Explore the words. No one seems to know for sure what a "one-clawed jigger" is --probably a common phrase at the time for the extra equipment to allow hauling up heavier nets. Look for the word patterns discovered in verses 1 and 2.

**A**

"I think," says Lukey, "I'll make her bigger"

**3**

A ha, me b'ys

**A**

"I think," says Lukey, "I'll make her bigger, I'll load her down with a one-claw jigger."

**B**

A ha me riddle i day

**7**

**"Now we're ready to go fishing with Lukey. The challenge is to sing all four verses. Are you ready to try? Stand up and we'll sing the song together. Wait for the count-in."** Sing all four verses.

**A**

O Lukey's rolling out his grub

**4**

A ha, me b'ys

**A**

O Lukey's rolling out his grub

**B**

A barrel, a bag and a ten pound tub

A ha, me riddle i day



## Form

Patterns of repeating musical lines and phrases are called "form." If its a part of a line (a phrase) or a bar that repeats then it is named with a small alphabet letter e.g. a, b, c; if its a section of a song that repeats then its named with a capital alphabet letter e.g. A, B, C. But for Grade Two ----simply use the letters to label parts of the song and don't try to go into the detailed parts of labelling form.

for the rest of the lesson see Song File for "Lukey's Boat"