

orff instruments  
xylophone, shaker  
glockenspiel

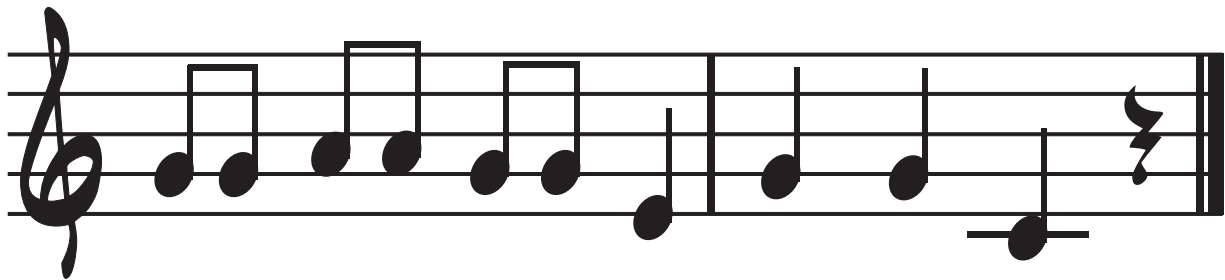
# Ickle Ockle

Ickle Ockle may be used to try out music reading skills or harmonize by singing as a round. Or teach it as a Counting Rhyme and listen for it on the school yard!

## Ickle Ockle

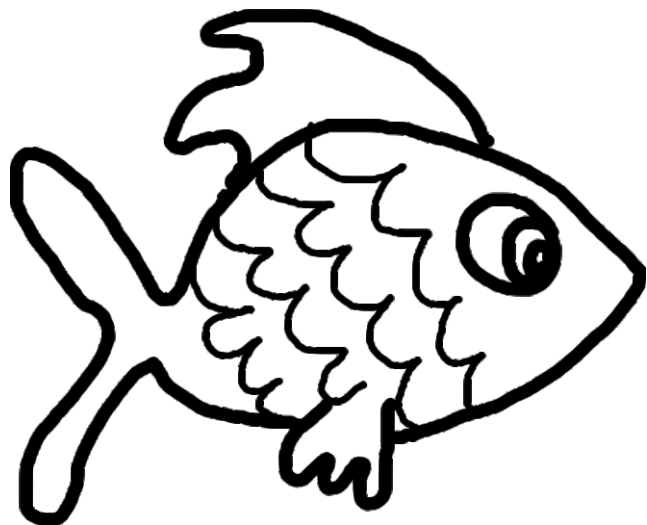
Key C, first note G(so)

Counting Game  
England



## Resources

lesson plans  
student work page  
videos: song  
reading song  
round  
audio: song  
solfa  
round



**Focus:** participation, acceptance, review/relearn



### Music(C)

C1.1 song: Ickle Ockle

C1.2 apply musical elements while moving/singing

C1.5 demonstrate understanding of notation

### Warm-Ups(3 minutes)



#### Body: Stretches (while standing)

Making music is a physical activity. Lungs, diaphragm, mouth, posture, fitness, muscles, body tension ---all contribute directly to voice production. Playing instruments requires physical co-ordination and stamina. Often when students are having difficulty with pitch or rhythm, a quick "physical" stretch or change will remedy the challenge. **Remind students that athletes warm their bodies up for sports, and musicians warm their bodies and voices up for making music.**

Lead students in this or another stretching activity.

Stretch one hand up very, very high ... now let it go.  
Stretch the other hand up very, very high ... now let it go.  
Stretch your toes down low into the floor ... now let them go.  
Move your head one way, now the other (stretching neck).  
Pull your shoulders up to your ears, hold them, now let them go.  
Once again, pull your shoulders up to your ears, hold them, and let them go.  
Breathe in through your nose, and gently out through your mouth.  
Again, breathe in through your nose and gently out through your mouth.  
Very quietly, very gently, give your body a small, small shake.  
Without making a sound, sit down.



#### Pitch: Hellos or Bonjour Mes Amis



"Hellos" is an mp3/mp4 warm-up. A lead voice sings, students echo.

If "Bonjour Mes Amis" was learned in the last lesson, sing it as a warm-up.

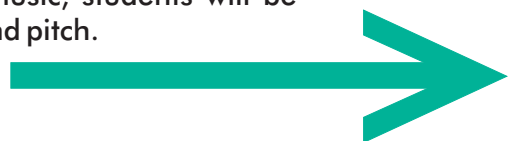
### Review/Relearn

#### Reading Rhythm and Singing Solfa

##### New Song: Ickle Ockle

Simple songs are helpful when reviewing basic concepts. Ickle Ockle combines the fun of nonsense words with a simple game. Students in Grade Three are beginning to be able to manipulate abstract ideas, but, it is still easiest for them to focus on one idea at a time. Expand their concepts by exploring the relationship between ideas. Today by using multiple forms of Ickle Ockle as written music, students will be encouraged to see the relationships between beat, rhythm and pitch.

The visuals needed for this lesson may be printed from pdfs  
OR projected from "jpeg" files.



1

"Ickle Ockle ---can you say 'ickle ockle' three times in a row? Let's try. Ickle Ockle Ickle Ockle Ickle Ockle. (Enjoy the moment.) So what does it mean, ickle ockle? I don't know. Maybe we can figure out when we learn the song that goes with it?"

Display the music which shows the words on the beat symbol(fish instead of hearts). Give a clear count-in: 1 2 ready read, and guide students in reading the words, keeping the beat.

2

"Hmm, well done. Now I'm going to change the tempo --let's try **andante**." (Give a clear count-in at a much slower speed. Pointing to each fish as students read will help to keep them together at this slower tempo.) **"Good Work! Hands up if you know the name of another tempo we could try."** (Students who take private music lessons may come up with several possibilities. Hopefully a few of the students will remember the music words used in Grades 1 and/or 2 -presto(quickly; allegro(lively). Try out at least one more tempo named.)

3

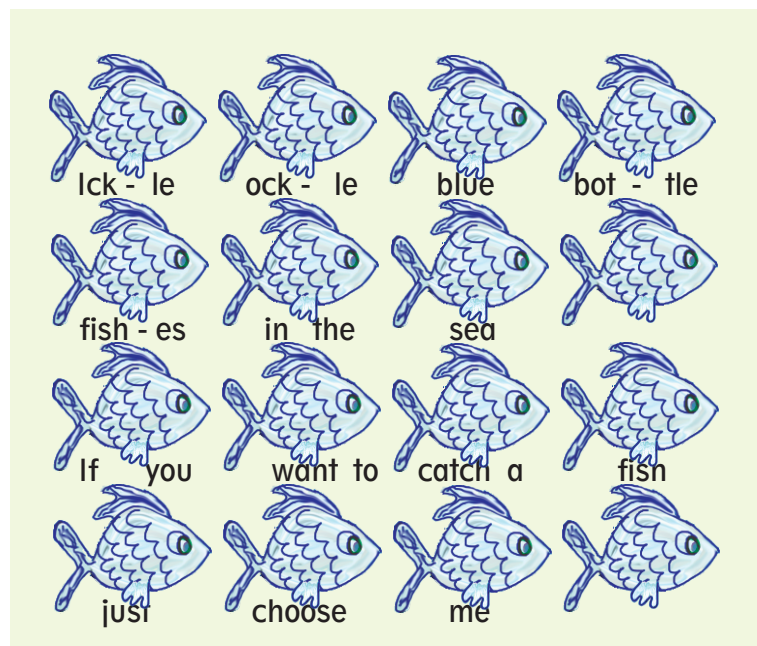
(Post the music which shows rhythm symbols/fish and the words under the first display.) **"This is another way to write music for Ickle Ockle. Ready to read it. Wait for the count-in."**

4

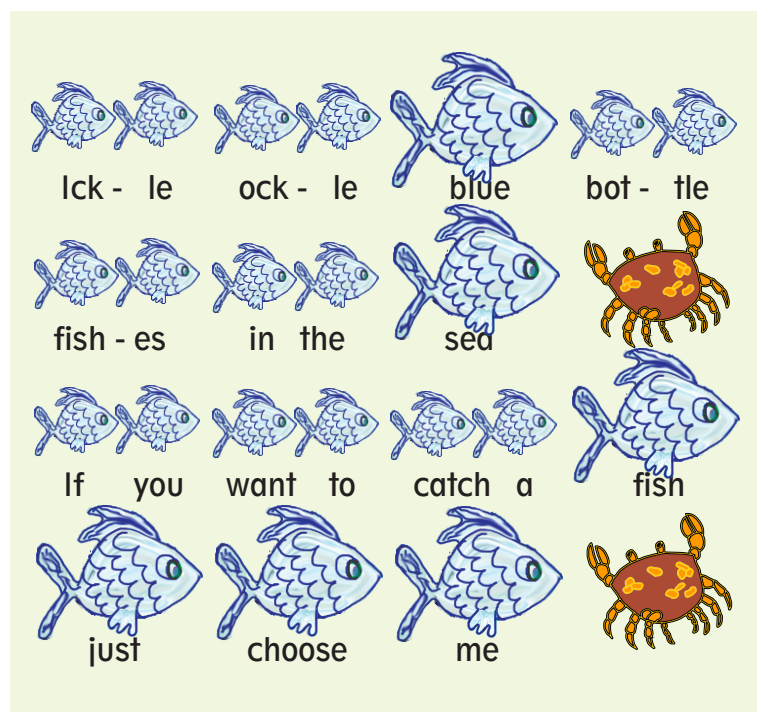
### Critical Analysis/Thought

**"Look at these two different papers. How are they the same or different."** (Engage students in comparing showing the beat versus showing the rhythm in the music for Ickle Ockle.)

### Beat



### Rhythm



5 "And here's another way to write the music for Ickle Ockle. What do you think this music shows that is new?" (pitch, melody, tune) "Good thinking."

### Pitch/Melody/Tune

so so la la	so	mi mi
 		
lck - le ock - le	blue	bot - tle
so so la la	so	
 		
fish - es in the	sea	
so so la la	so so	mi
 		
If you want to	catch a	fish
so	so	doh
		
just	choose	me

### Review/Relearn Solfa do re mi so la

The next steps use solfa to learn the melody of the song. If using "Solfa" is new to you, read on for teacher information.

Lesson continues after teacher information on Solfa.

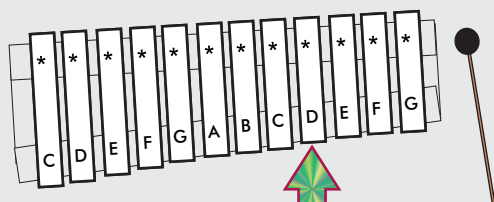
### Music has 3 written languages.

Do, re, mi	is for singers.
A, B, C	is for instrument players.
1, 2, 3	is for everyone.

The musical alphabet only has 7 letters: ABCDEFG. It goes forward and backward: GFEDCBA, because music pitch goes up and down.

Do	re	mi	fa	so	la	ti	Do(high)
C	D	E	F	G	A	B	C(high)
1	2	3	4	5	6	7	8

### Why are CanDo Songs Pitched sooo High? Answer: They Aren't!



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

On the glockenspiel, find a bar with the letter "D". Play it and then sing it gently using the first word of the song "Ha." Beginning to sing a song without listening to the first note

The songs are written to be sung in a range that "works" with Grade One children. Adults may find some of the notes a bit high for singing, however, it is impossible for children to develop good singing voices if they are always singing "down



## Teaching "Ickle Ockle" continues ...

6

"There's one more paper with Ickle Ockle. What do you think will be on this paper? (staff lines, notes) **Good guessing.** (Display the music for Ickle Ockle.)

### Staff Lines

The 'Staff Lines' section shows the lyrics of 'Ickle Ockle' written on empty musical staves. The lyrics are: 'Ick - le ock- le blue bot - tle fish - es in the sea If you want to catch a fish just choose me'. The lyrics are distributed across five staves, with some words spanning across staves. Illustrations of fish and a crab are placed around the staves to represent the lyrics.

### Standard Music Notation

**Ickle Ockle**  
 Key C, first note so(G)  
 a cappella count-in: 1 2 1 2 Ickle...  
 Counting-Out Song  
 Traditional  
 arr: LJ Clare

The 'Standard Music Notation' section shows the melody of 'Ickle Ockle' written on a treble clef staff in 4/4 time. The melody is: Ick-le ock-le blue bot-tle, fish-es in the sea, If you want to catch a fish, just choose me. The melody is written in a simple, easy-to-read style with a key signature of one sharp (F#) and a common time signature (C).

7

"Now some of you might remember how to read the solfa from music last year. But its always a good idea to do a little warm-up before singing."

**Either** play the mp4 "Ickle Ockle Solfa Warm-Up" which guides singers through the steps of singing and reading basic solfa.

**Or** lead a simple "so-mi-la-do" warm-up in the Key of C with handsigns, talking through what you are doing and encouraging students to echo you with voices and handsigns. Then, pointing to the written music remind students that when "so" is on a line, then "mi" and "do" are also on lines, and show them how "la" is a little above/higher than "so".

Check out  
the  
**MP4**

8

Again, either using the mp4 "Ickle Ockle Singing Solfa" or guiding students to sing the solfa by reading the written music posted, learn the melody for Ickle Ockle.

And now, time for the **Ickle Ockle Game!**

# Ickle Ockle

Key C, first note so(G)

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

Counting-Out Song

Traditional

arr: LJ Clare

Ick - le ock - le blue bot - tle, fish - es in the sea,

If you want to catch a fish, just choose me!

## Ickle Ockle Game

As the song was introduced wondering about the words "ickle ockle" before getting into the game which follows, spend a few minutes with students wondering what the words "Ickle Ockle" mean, if they mean anything!

There are several variations of a game played with this rhyme. Choose the one you think would work best with your class.

### A

Formation: partners facing each other  
Sing and clap the beat, one hand at a time, on partner's hands. At the end of the song, everyone sings "1 2 3 4 5 6 7 8" on a G and seeks out another partner. The challenge is for everyone to be ready to begin again immediately after the "8".

### B

Formation: circle, one student in centre, rest of students with partner  
Partners hold hands and walk around the circle while singing. At the end of the song, everyone drops hands and must find a new partner. The one in the centre now has an opportunity to take a partner. Game continues.

### C

Formation: circle, one student in the middle  
Everyone sings the song while holding hands and moving to the right. Immediately at the end of the song, everyone stops and faces the centre. The student in the middle points to another student. This student sings: My name is mmmmmm (so-mi-la-so-mi). Everyone sings: Her/His name is mmmmmm. Student in the middle changes places with the named student. Continue, singing the song first each time.

**Focus:** participation, acceptance, review/relearn

- C1.1 song: **My Aunt Came Back**
- C1.2 apply musical elements while moving/singing
- C1.5 demonstrate understanding of notation  
element focus: differentiating beat/rhythm  
relearn: tempo, solfa (d r m s l d)

Lesson A each week covers core material.

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

## Options for review, practice or enrichment

### A New Song: My Aunt Came Back

Explore the world with a traveling aunt, singing and silly cumulative actions. The instruments used in the accompaniment tracks are from the countries named.

If you teach a song --add it to the repertoire poster!

### B Pocket Chart Conducting Practise:

With the class watching, create 2 4-heart lines on the pocket chart. (See Lesson 2B.) Model how to conduct the chant e.g. give a clear count-in of 1 2 ready read... and follow the hearts using a pointer.

Invite a student to come forward and be the composer-conductor. Repeat several times.

### C Individual Work/Paper Work

Ickle Ockle Word Rhythms and Beat  
Matching Handsigns with Solfa

Musician's Name \_\_\_\_\_

This note is ON a line. This note is IN a space.

Circle the correct answer for this song.

is on a line is in a space  
 is on a line is in a space  
 is on a line is in a space  
 is on a line is in a space

Fill in the missing solfa above each note.

Use a "d" for "do".  
 Use a "r" for "re".  
 Use a "m" for "mi".  
 Use a "s" for "so".  
 Use a "l" for "la".

Connect the solfa with its handsign.

do   
 la   
 so   
 mi   
 re   
 do

Now try making the handsigns while you quietly sing the solfa.

## Outline of lesson plan

### Warm-Ups (3 minutes)

- 1 **Body: Stretches** see Lesson 3A, page xxx
- 2 **Pitch: Solfa**

The solfa warm-ups are included in mp3s and mp4s. If you use these, print out the solfa where you can see them. Then, make the handsigns as the solfa is heard. In this way, students have both the audio and the visual to echo. **OR** If your students know their handsigns well, challenge them to simply listen to the lead, and then echo the sound and make the handsign that goes with it.

**Key G**

do' G  
 la E  
 so D  
 mi B  
 re A  
 do, G

The new song today is in the key of G. During Warm-Up use the Key of one of the lesson's songs.

so mi do, re mi so  
 do, mi so la do' so  
 do, re mi so la so  
 mi re do, re mi do,  
 so do so do' so so  
 so la mi re do so  
 do, re mi la mi do,

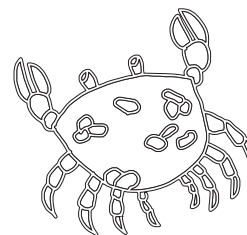
Musician's Name \_\_\_\_\_

03

This note is ON a line.



This note is IN a space.



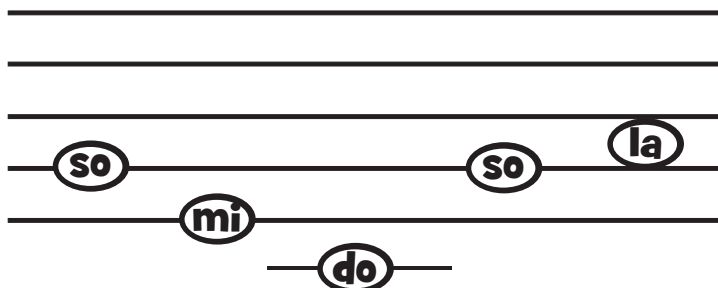
Circle the correct answer for this song.

**mi** is on a line is in a space

**la** is on a line is in a space

**do** is on a line is in a space

**so** is on a line is in a space



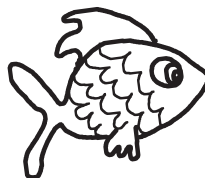
Fill in the missing solfa above each note.

Use a "d" for "do".

Use a "m" for "mi".

Use a "s" for "so".

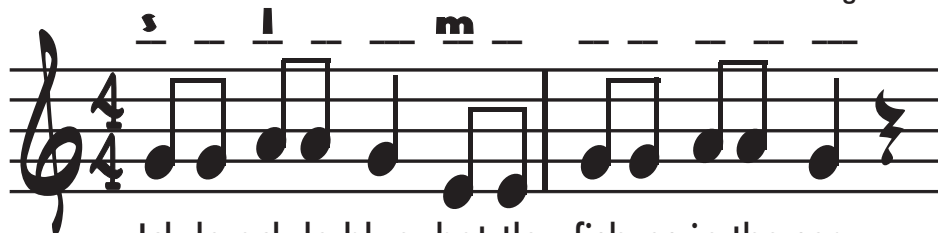
Use a "l" for "la".



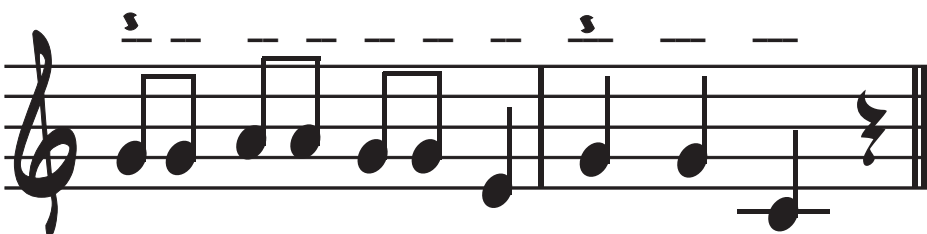
## Ickle Ockle

Key C, first note G(so)

Counting Game



Ick-le ock-le blue bot-tle, fish-es in the sea,



If you want to catch a fish, just choose me.

Connect the solfa with its handsign.

do



la



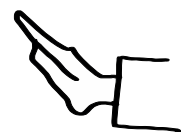
so



mi

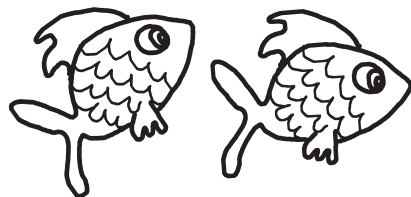


re



do

Now try making the handsigns while you quietly sing the solfa.



# Ickle Ockle

Key C, first note so(G)

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

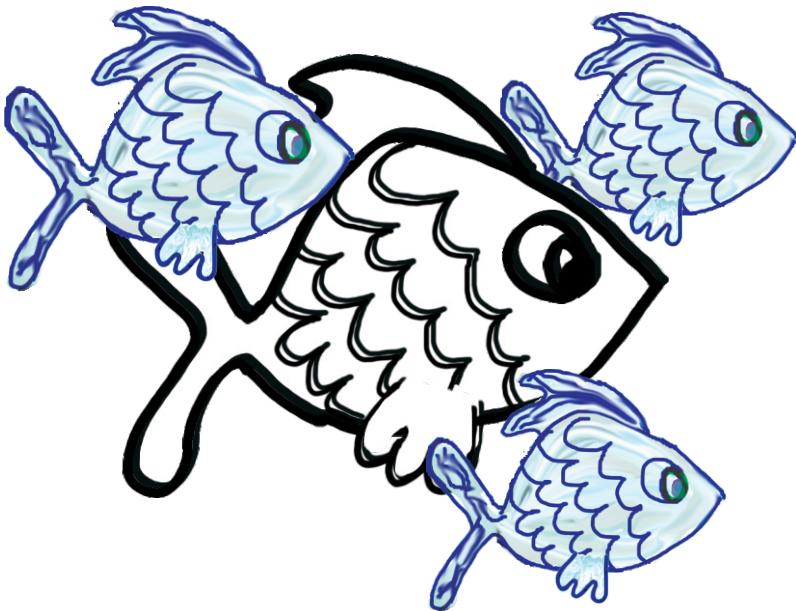
## Counting-Out Song

## Traditional

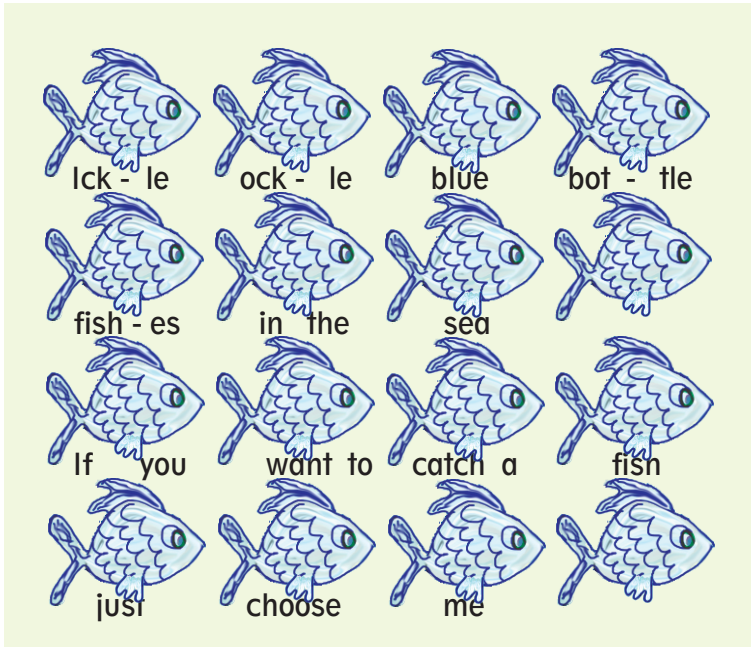
arr: LJ Clare

arr: LJ Clare

ick - le ock - le blue bot - tle, fish - es in the sea,  
If you want to catch a fish, just choose me!



## Beat




lck - le    ock - le    blue    bot - tle

fish - es    in the    sea

If you    want to    catch a    fish

just    choose    me

## Rhythm



lck - le    ock - le    blue    bot - tle

fish - es    in the    sea

If you    want to    catch a    fish

just    choose    me

## Pitch/Melody/Tune



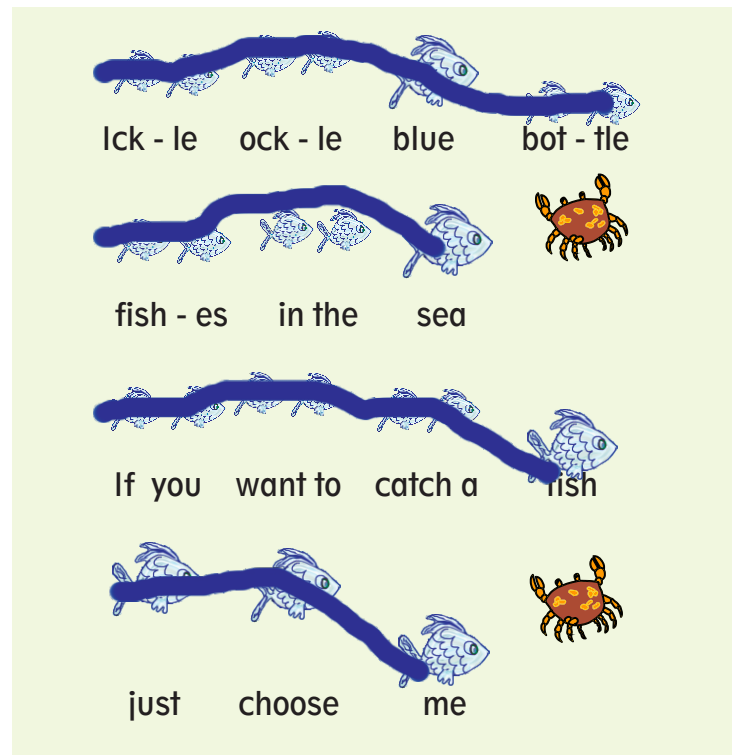
lck - le    ock - le    blue    bot - tle

fish - es    in the    sea

If you    want to    catch a    fish

just    choose    me

## Melody Map



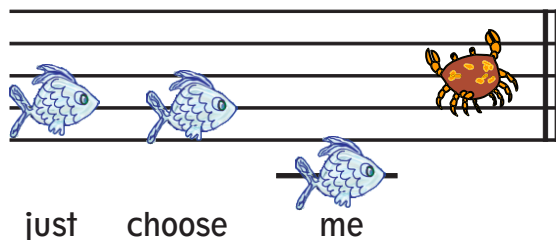
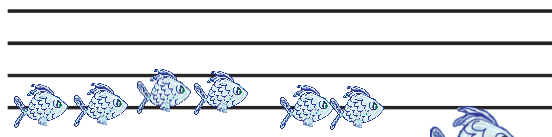
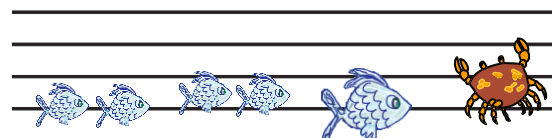
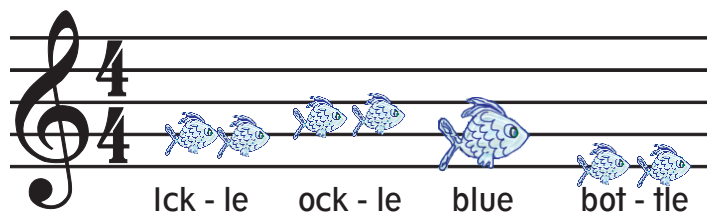
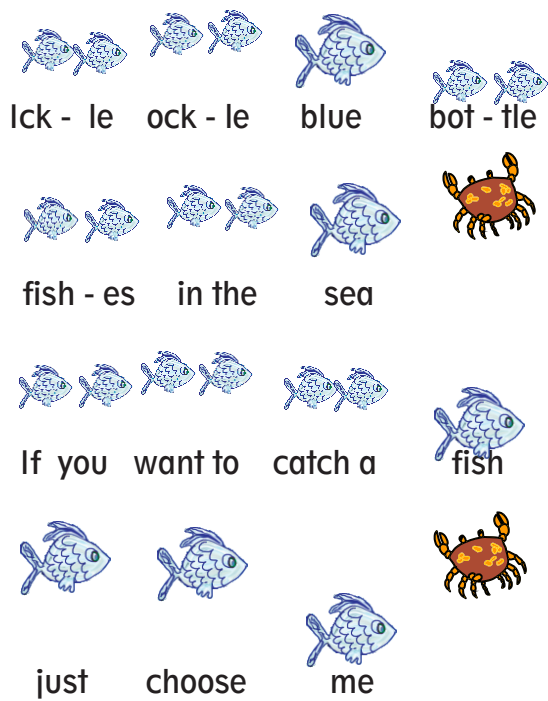
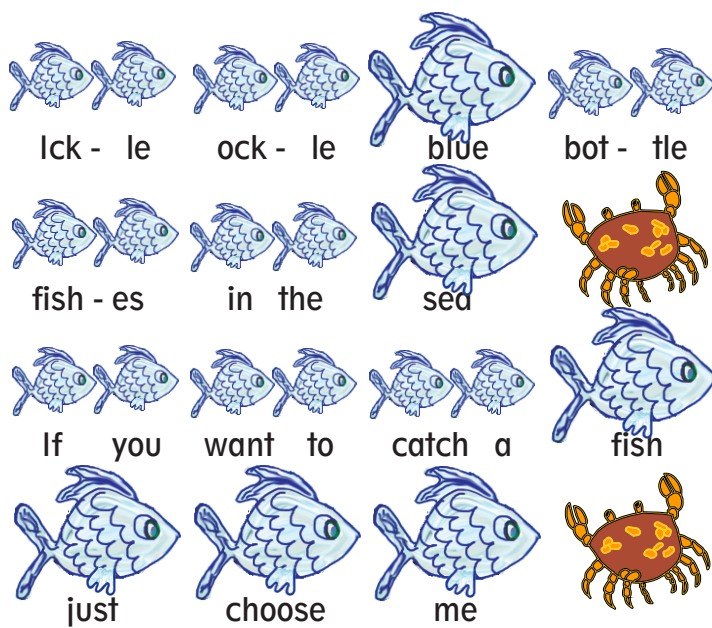
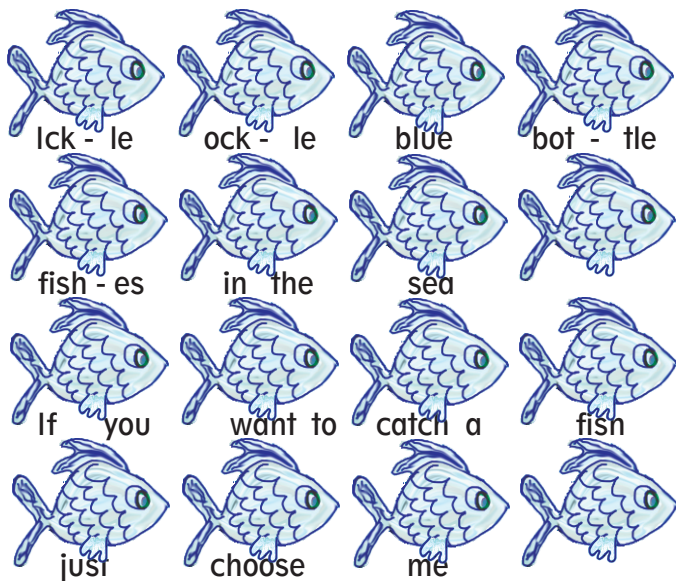
lck - le    ock - le    blue    bot - tle

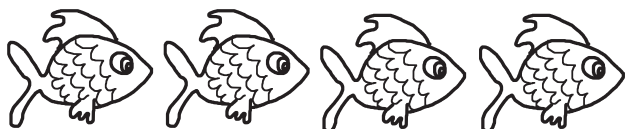
fish - es    in the    sea

If you    want to    catch a    fish

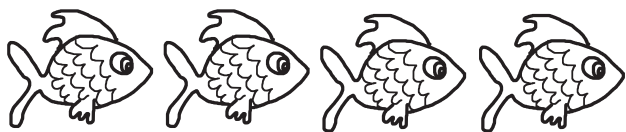
just    choose    me



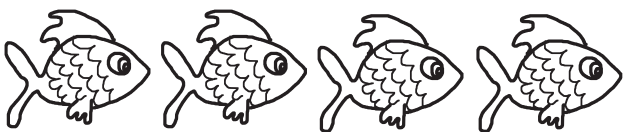




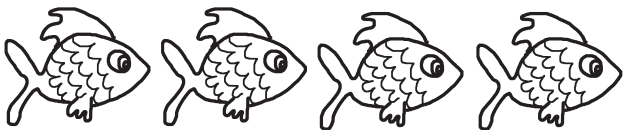
lck - le    ock - le    blue    bot - tle



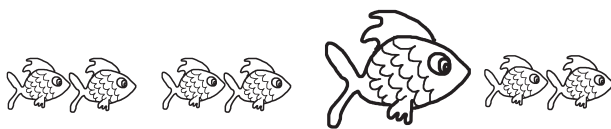
fish - es    in the    sea



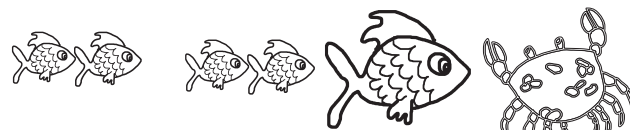
If you    want to    catch a    fish



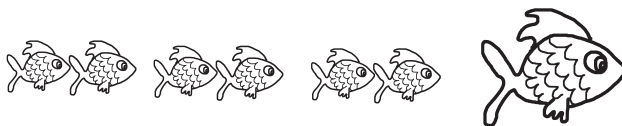
just    choose    me



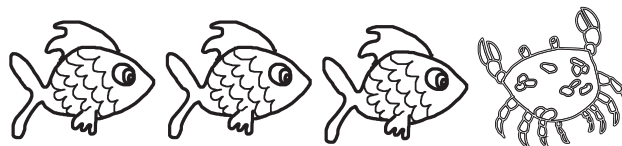
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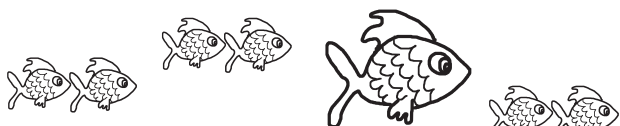
fish - es    in the    sea



If you    want to    catch a    fish



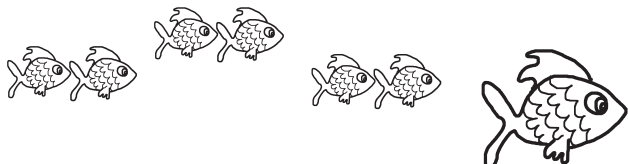
just    choose    me



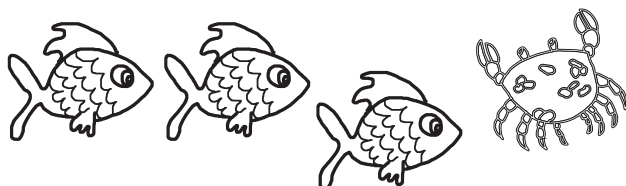
lck - le    ock - le    blue    bot - tle



fish - es    in the    sea

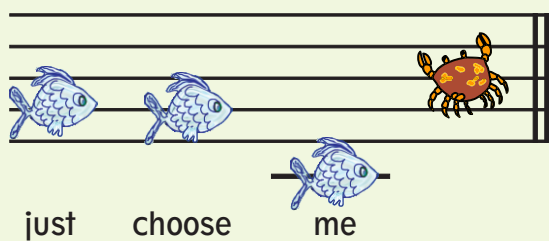
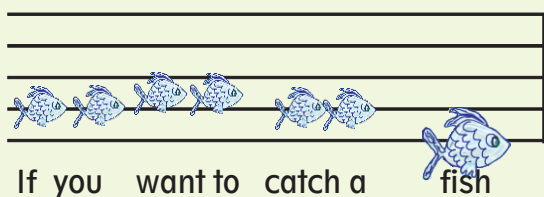
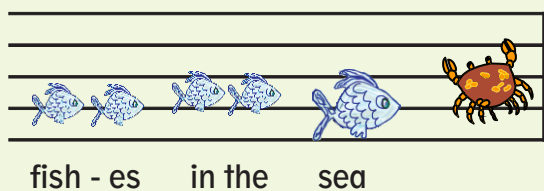
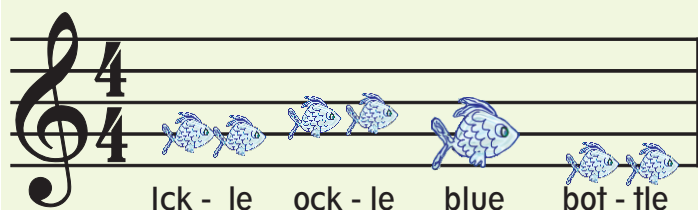


If you    want to    catch a    fish



just    choose    me

## Staff Lines Added to Pitch/Rhythm



## Standard Music Notation

### Ickle Ockle

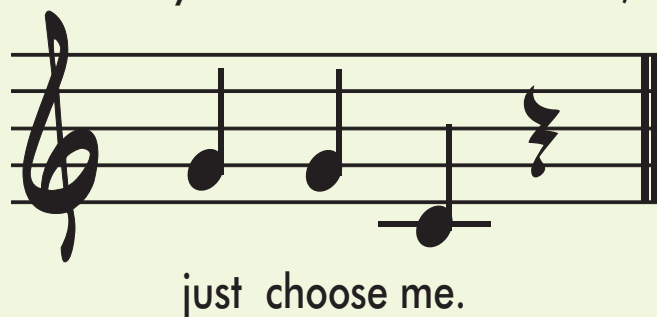
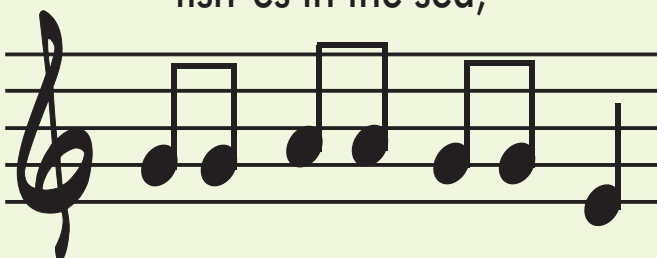
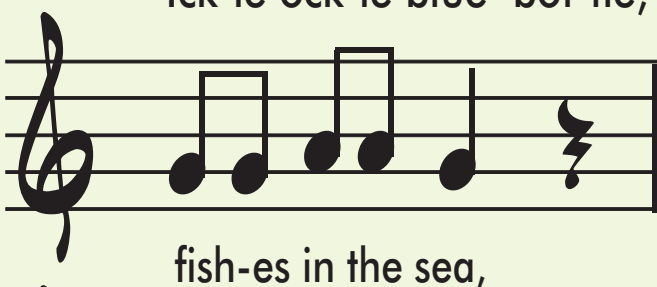
Key C, first note so(G)

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

Counting-Out Song

Traditional

arr: LJ Clare



Ickle Ockle

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

Counting-Out Song  
Traditional  
arr: LJ Clare

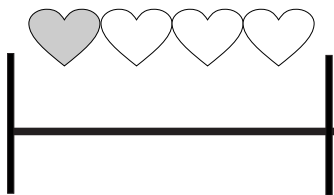
s s l l s m m s s l l s

Ick - le ock - le blue bot - tle, fish - es in the sea,

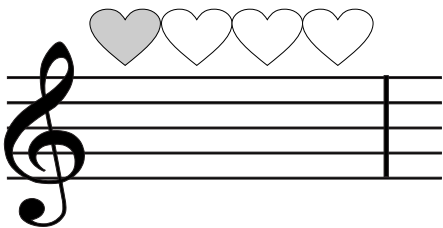
s s l l s s m s s d

If you want to catch a fish, just choose me!

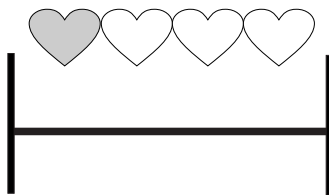
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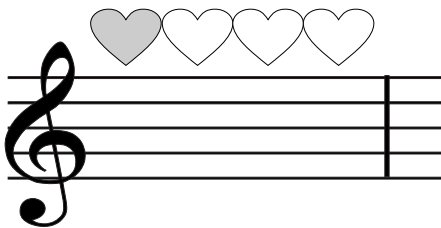
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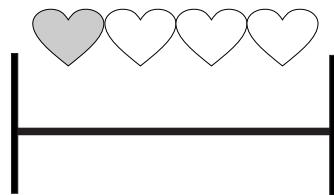
(composer)



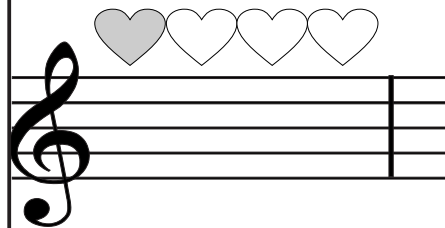
(instrument choice)



(composer)



(instrument choice)



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