

October

Lesson

Focus: participation, acceptance of each other's voices


5 Dance(A) & Drama(B) 
A3.1 describe variety of dances from cultures
A1.5 use variety of connecting movements
concepts: time, tempo


Music(C) 
C1.1 song: Shoo Turkey *form
C1.2 apply elements: Turkey in the Straw
element focus: beat, unison
form: Call and Response

6 Dance(A) & Drama(B) 
concepts: relationship partner/solo

Music(C) 
C1.5 symbols represent sounds
C1.1 song: I Like to Eat; One Apple, Two Apples
C1.4 techniques in performance/conducting
element focus: rhythm

7 Dance(A) & Drama(B) 
B1.2 adopt mannerisms re role
concepts: adopting a role/character

Music(C) 
C1.1 song: I'm Gonna Be a Pirate
element focus: pitch --finding singing voice

8 Dance(A) & Drama(B) 
B1.1 engage in dramatic play
B1.4 communicate using a few props/aids
B2.3 strengths as an actor/participant
concepts: adopting a role/character

Music(C) 
C1.1 chant: 5 Little Pumpkins
C2.3 strengths/growing edges as performer
element focus: pitch --finding singing voice

October

Thank You
Shoo Turkey
Turkey in the Straw
I Like to Eat
One Apple, Two Apples
One Zip, Two Zips
I'm Gonna Be a Pirate
I'm Gonna Be a ?
Five Little Pumpkins

Active Listening

Role Music for Miming

Enrichment Songs

Ev'rybody Sing
fall, win, spr, sum
This is the Way the Witches
Twinkle Little Bat
Humpkin Pumpkin
Peter Peter
3 Snowy Owls

Focus: participation, acceptance of each other's voices

Dance(A) & Drama(B)



A3.1 describe variety of dances from cultures
A1.5 use variety of connecting movements
concepts: time, tempo

Music(C)

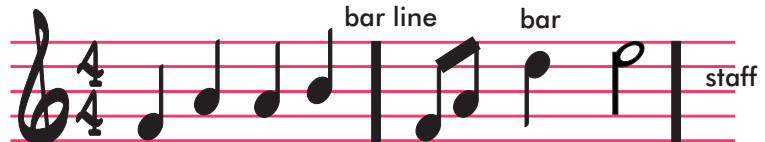


C1.1 song: Shoo Turkey *form
C1.2 apply elements: Turkey in the Straw
element focus: beat, unison
form: Call and Response

Music Literacy Vocabulary

Notes are in music what letters are in English.

- *the position of the "head" shows how high or low it sounds
- *the colour and shape show how long or short the sound is



Music is written on a **staff**.

The staff is divided into sections, called **bars**, by straight lines.



treble clef or **G clef**

*circles around the G-line **G = green**

Treble or **G-clefs** are for voices or instruments with higher pitches.

Warm-Ups(3 minutes)

1 Beat/Rhythm: Echoing with Rhythm Names

If you are new to using rhythm names, use the rhythm flashcards as an aid to you (students do not see them until later). Place 6 rhythm flashcards on your lap, the rhythm names facing you. Clap and say the rhythm syllables/time names. Students echo both the claps and the spoken syllables. For experienced teachers, using flashcards on your lap ensures a varied use of patterns.

Grade One



ta

quarter note
(one clap)



ti-ti

2 eighth notes
(2 quick claps)



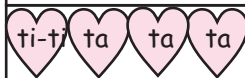
sh

quarter rest
(no claps)

Rhythm Echo/Time Name Patterns

teacher claps and says

students clap and echo



rhythm names

ti-ti ta ti-ti sh

teacher sees this side

rhythm symbols



eventually students see this side

two one two none
claps clap claps

Rhythms are made up of short and long notes with occasional rests(silences). Rhythm names are syllables used to represent short and long notes; syllables that mimic their duration to help learners develop a sense of the amount of time to give each. A quarter note, which is relatively short, is "ta" --one clap. Two eighth notes, which take up the same amount of time as a quarter note (sounds like math doesn't it?) are "ti-ti" -- two quick claps. A half note is "ta-a" --one clap followed by the hands staying together and moving



Pitch: Echoing "Thank-You's"

Sing the words "Thank-you" or play the first "Thank-you" from the CD and hit the pause button. Ask children to echo you. As with the "Hello Warm-Up", it doesn't matter what tune you use --this is an opportunity to play with your singing voice.

After you have sung a few "Thank-you's", try using "thank-you" words from another language.

Thank You

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

Warm-Up
Canada
LJClare 2011

Mer-ci (French)	Dan-ke (German)
A-ri-ga-to (Japanese)	E'ko-si (Cree)
	Gra-ci-as (Spanish)

Practice and Review



"If you remember the 3 different kinds of speaking voices, put your hand up." (whispering, talking, shouting) "And there is one other kind of voice --- What is it?" (singing)

Put the display for "One Person, Many Voices" on the pocket chart and say/sing it.



Teacher or student choice of song to use the "singing" voice!



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.

A B A

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.

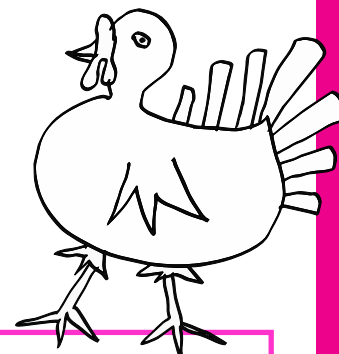
The next song, "Shoo Turkey" has a form named "Call & Response." One singer, or instrument, makes a statement. Other singers or instruments reply, either with an echo or a repeated expression. In "Shoo Turkey" the "call" is a question, the "response" is either "Yes Ma'am" or "Don't know."

Call and Response is common in African cultures where it may be experienced at political rallies, religious gatherings ("Amen!") as well as songs and games. It is a way to engage groups of people in simple activity. Call and Response can be a powerful group builder.

New Song Shoo Turkey (Form: Call and Response)

Give your voice a rest, and enjoy this song with your class by using the recorded music --either from the CD or with the DVD movie.

- "Yes Ma'am"** (in a singing voice) --that's pretty much all we need to know to sing the next song. **"Yes Ma'am."** Try it. (Yes Ma'am.)
- "I'm going to learn the song with you --we're going to let the singer on the CD teach us. Ready?"** (Play the song through once, singing with the Yes Ma'am's, and joining in the chorus when able.)
- "What was that turkey doing?"** (hiding, running away) **And in the song, who were the people?** (a lady, a farmer, a grandma, children) **She was asking questions, and the children were answering with "Yes Ma'am." except for once. Do you know what they sang instead of "yes Ma'am?"** (Don't know. and "Shoo turkey, shoo, shoo.")
- "Let's try it again. Ready?"**
- "Good singing! This time we're going to add some actions. I learned them ahead of time, so as we're singing, copy what I do."**
- "Excellent! Tell you what. Next time we sing this song we'll try chasing the turkey!"** (I find chasing the turkey is best done right before recess, or at the end of a lesson.)



Actions for Verses

Verse 1:

one hand left, one hand right
point to the barn

Verse 2:

hand over eyes as if looking
hands out to side palms up

Verse 3:

extend hands out
clasp hands together

Key G, first note D(low so)
pentatonic: so - do - mi - so
a cappella count-in: 1 2 1 Little...

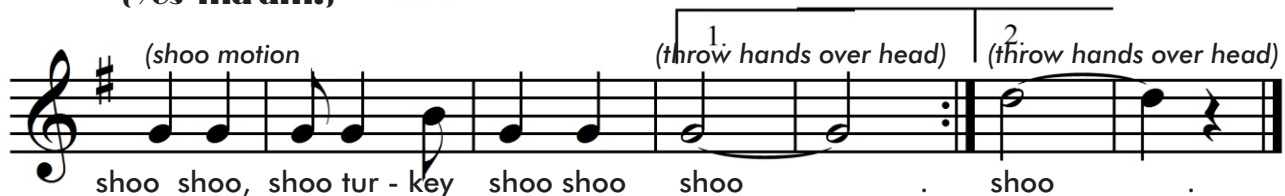
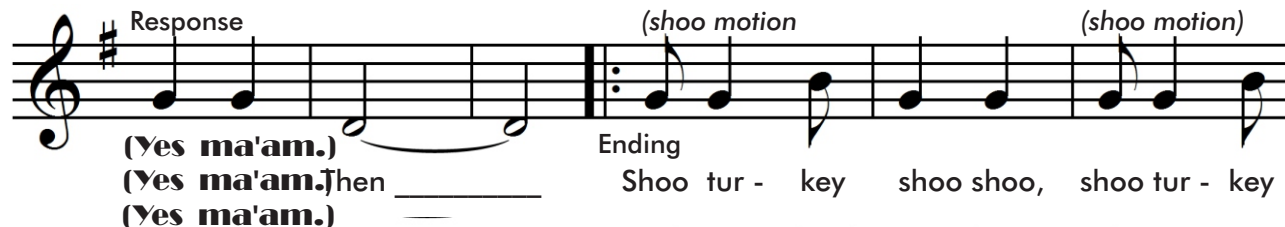
Shoo Turkey

Call and Response
United States
arr: LJ Clare 2013



Verse 1. Lit - tle girl lit - tle boy,
2. Did you see my tur-key?
3. Which way did he go?

(Yes ma'am.) Well, did you go to the barn?
(Yes ma'am.) Well is my tur - key gone?
(Don't know.) Well will you help me catch 'im?



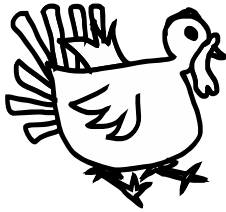
For extra excitement, speed up to double time on each chorus!

Square dances or "called" dances (sometimes known as "barn dances") were a common form of entertainment at a harvest gathering in Canadian pioneer days. Usually the instructions to the dance were sung by the leader, with everyone else doing the dancing. "Turkey in the Straw" has been a popular dance tune since the 1800s with people of all ages enjoying the pretence of being a strutting turkey. Tuck your thumbs in your armpits to make wings and have fun!

Music & Dance Turkey in the Straw

1 Teach the movements to the chorus of Turkey in the Straw while singing (or saying in rhythm) the words. The CD music is a little fast for learning the movements, but good fun once you're ready to dance.

Begin by demonstrating the movements as you sing or say the words.

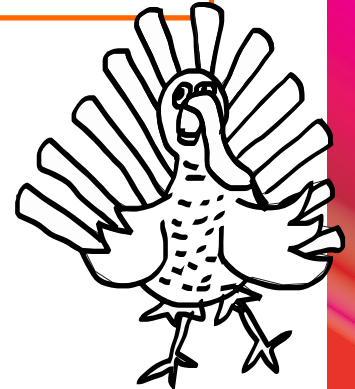


heel, toe, clap, clap, clap,
Turkey in the straw, haw, haw, haw,
 heel, toe, clap, clap, clap,
Turkey in the hay, hay, hay, hay,
 forward, forward, forward, forward,
Funniest thing I ever saw,
 back, back, back, back,
Silly little dance they call the turkey in the straw.

2 Now do the movements while saying the words that describe what you are doing.

heel, toe, clap, clap, clap
 heel, toe, clap, clap, clap
 walk, walk, walk, walk,
 back, back, back, back

3 Students stand and face you. Again, do the movements while saying the words that describe them --students join in. Note: When students "walk forward" --**you need to walk backwards**. Use your hands to beckon them towards you, then reverse for the next line. Repeat this several times until the movements are smooth.



4 Play the song on the CD and dance the chorus every time it is sung. During the verses, simply dance around/"flap your wings" or slap your leg to the beat. (Clapping the beat tends to drown out the words so that students can't hear when to start the actions again.)

Turkey in the Straw

Key C, first note E(mi)
 a cappella count-in: 1,2,1,2,Tur-key...

tune: USA traditional
 words: rev. LJ Clare
 folksong - barndance
 circa 1850s

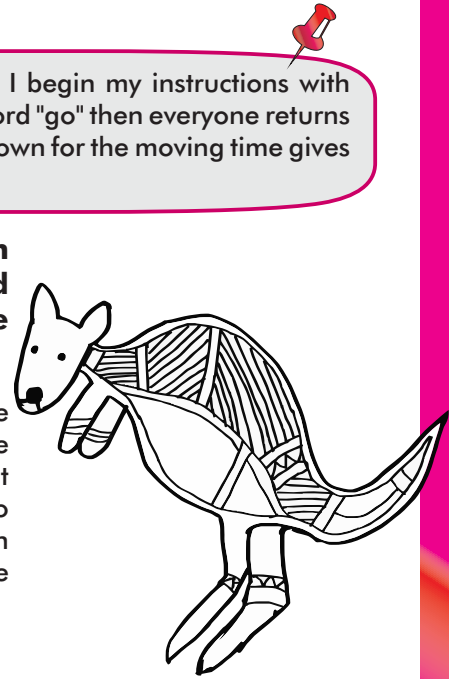
Tur-key in the straw, haw, haw, haw. Tur - key in the hay,
 hay, hay, hay. Fun - ni-est thing I ev - er saw,
 Sil-ly lit-tle dance they call the tur-key in the straw. 1.Put your

Practice and Review

1. "Last week we listened to music written by Camille Saint-Saens. What is a person called who writes music? (composer)
What was the music about? (kangaroo, hopping)
When I say, "Go," find a place in the classroom to begin being a kangaroo. I'll count-down from 8. "Go."

Using consistent instruction patterns will facilitate "active" activities. I begin my instructions with "When I say the word "go," then ..." If anyone moves before I say the word "go" then everyone returns to beginning places and I give the instructions again. Using a count-down for the moving time gives a reason to move quickly.

2. (When students are in place and quiet.) "Here's your challenge. When you hop to the music, plan to hop back here to the mat by the end of the music. We'll count how many kangaroos are back on the mat at the end of the music."
3. (Play the music. At the end, count students on the mat. Put the date, and the number on a piece of paper and post it in the music display area. Every time you repeat this activity, record the number of students who make it to the mat by the end of the music. The goal is to have everyone end on the mat ---but to hop around the classroom as long as possible. Comment positively on students who do not directly head for the mat to encourage using all the music.)
4. Repeat the activity.



New Repertoire



Shoo Turkey
Turkey in the Straw

Lesson Plan 5A Ends Here

Extra Song for the Season

Autumn Leaves, Autumn Leaves

Key D, first note F#(mi),
a cappella count-in: 1,2,Three...

Round
tune: England
words: LJ Clare



Dance(A) & Drama(B)

Music(C)

Lesson 5b repeats the goals and plan for 5a, with the addition of optional ideas offered here.

Warm-Ups(3 minutes)

Beat/Rhythm: Echoing with Rhythm Names (page 29)

Pitch: Echoing "Thank-You's" (page 30)

Practice and Review

Song: Shoo Turkey

Music & Movement/Dance

Dance: Turkey in the Straw

Optional Ideas

A **Work Page**
Following Written Music (preliteracy)

B **Dance: Turkey in the Straw**
*adding steps for verses


A Work Page: PreLiteracy

1. Give out workpapers to students at their desks. Ask them to follow the words to the chorus as they sing with the CD. (An opportunity to read both words and watch the notes go up and down --draw student attention to this!)
2. Review the dance steps.
3. Sing and dance to "Turkey in the Straw."
4. Read the chant with students. Clap where there are "X's" in the music. Talk with students about the role of the "X" as a symbol for clapping.
5. Pair and share: time to practice the chorus so that students will be able to do it at home.
6. Allow a few minutes for decorating the song sheet (and adding the missing turkey).

I can do music in Lesson 5. My name is _____

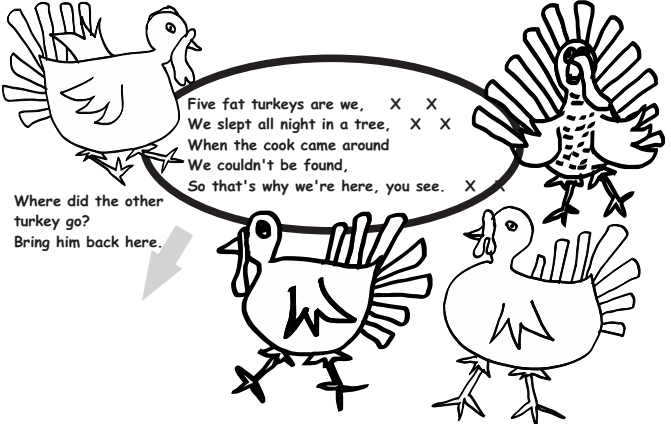
Turkey in the Straw

Key C, first note E(mi)
glockenspiel count-in: 1,2,1,2,Tur-key...
tune: USA traditional words: rev. LJ Clare
folksong - bardance circa 1850s



Try saying or singing the words while you do the actions.

heel, toe, clap, clap, clap,
Turkey in the straw, haw, haw, haw,
heel, toe, clap, clap, clap,
Turkey in the hay, hay, hay, hay,
forward, forward, forward, forward,
Funniest thing I ever saw,
back, back, back, back,
Silly little dance they call the turkey in the straw.



Five fat turkeys are we, X X
We slept all night in a tree, X X
When the cook came around
We couldn't be found,
So that's why we're here, you see. X

Where did the other turkey go?
Bring him back here.

Ask me to show you the dance for "Turkey in the Straw."

I can do music in Lesson 5 . My name is _____

Turkey in the Straw

Key C, first note E(mi)
glockenspiel count-in: 1,2,1,2,Tur-key...

tune: USA traditional
words: rev. LJ Clare
folksong - barn dance
circa 1850s

Tur-key in the straw, haw, haw, haw. Tur - key in the hay,
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Sil-ly lit-tle dance they call the tur-key in the straw. 1.Put your

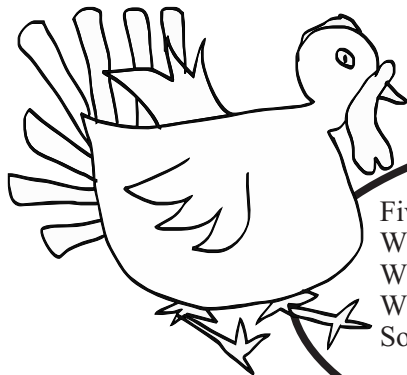
Try saying
or singing
the words
while you do
the actions.

heel, toe, clap, clap, clap,
Turkey in the straw, haw, haw, haw,

heel, toe, clap, clap, clap,
Turkey in the hay, hay, hay, hay,

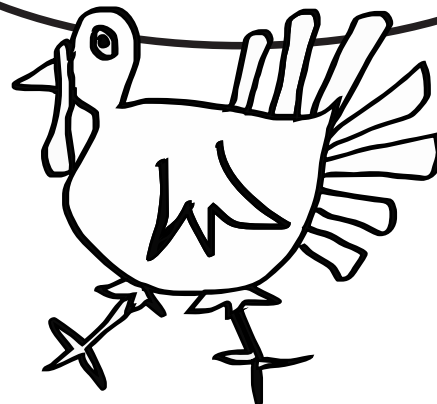
forward, forward, forward, forward,
Funniest thing I ever saw,

back, back, back, back,
Silly little dance they call the turkey in the straw.



Five fat turkeys are we, X X
We slept all night in a tree, X X
When the cook came around
We couldn't be found,
So that's why we're here, you see. X X

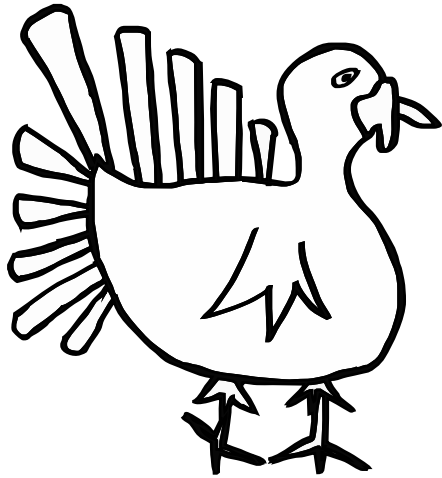
Where did the other
turkey go?
Bring him back here.



Ask me to show you the dance for "Turkey in the Straw."



Dance: Turkey in the Straw



heel, toe, clap, clap, clap,
Turkey in the straw, haw, haw, haw,

heel, toe, clap, clap, clap,
Turkey in the hay, hay, hay, hay,

forward, forward, forward, forward,
Funniest thing I ever saw,

back, back, back, back,
Silly little dance they call the turkey in the straw.

thumbs under armpits, fingers forward,
Put your hands like so,

flap arms, continue flapping as you
Then you flap them as you go,

step left, together, step left, together,
First one step to the left, and y'r movin' very slow,

step right, together, step right, together
Now you strut to the right, and it's such a silly sight,

heel, toe, heel, toe.
As you dance right through the night.

1. "Turkey in the Straw" is a barn dance. Usually people at a barn dance listen to the verses because they have information about what dance steps to do." (Invite students to listen to the words and be ready to tell about the steps as you sing/play the first verse.)
2. Listen to the ideas students gathered from listening. Demonstrate the movements as you say the words. Then ask students to stand and try the movements with you.



As with "Ha Ha This-a-Way", the moving left and then right is easier if you slide in a word that describes the room e.g. first one step to the door, now you step to the clock. If the students are facing you --which is helpful in Grade One, change your movements e.g. when the song says "left", if you move right then students will mirror your movement and actually move to their left.

3. Explain to students that this dance has "story words" in the second verse. The movements from the first verse are repeated during the second verse.
4. Play the CD and try dancing to the whole song. If students get "out of sync" during the verses, they'll catch up during the chorus which they learned in the last lesson.

1

Put your hands like so, then you flap them as you go,
First one step to the left, and y'r movin' very slow
Now you strut to the right, and it's such a silly sight,
As you dance right through the night.

2

There once was a man with a double chin,
Who performed with skill on the violin,
And he played in time, and he played in tune,
As he danced under the moon.

Focus: participation, acceptance of each other's voices

Dance(A) & Drama(B)



concepts: relationship partner/solo

Music(C)



C1.5 symbols represent sounds

C1.1 song: I Like to Eat; One Apple, Two Apples

C1.4 techniques in performance/conducting
element focus: rhythm

Warm-Ups(3 minutes)

1 Beat/Rhythm: Echoing with Rhythm Names(page 29)

2 Pitch: Roller Coaster Aahs(page 15)



3 Pitch: Echoing Thank-You's(page 30)

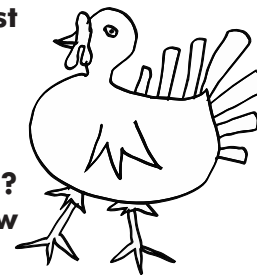
Mer-ci (French)	Dan-ke (German)
A-ri-ga-to (Japanese)	E'ko-si (Cree) Gra-ci-as (Spanish)

Practice and Review Dance: Turkey in the Straw

"The dance we learned last week is called a "square" or "barn" dance. What do the dancers pretend? (to be a chicken) What words can you use to describe a move in the dance from last week?" (step to the side, heel-toe ...)

Review the steps and then add music and dance!

Follow up: "If you were all by yourself, could you do this dance? (yes) Sometimes in dancing, you need a partner. Do you know any dances that need more than one person?"



Preliteracy in Music

Music literacy includes reading rhythms, pitch(highs-lows), dynamic markings(volume), tempo instructions, words, AND eventually being able to read all these things for 2 or more instruments simultaneously! The music we do in Grade One of our school system equates to preschool in the Royal Conservatory Piano system. Even though the pre-literacy activities we'll be doing are very simple, they lay the foundation for future learning and are as important to reading music as learning the alphabet is for reading a spoken language.

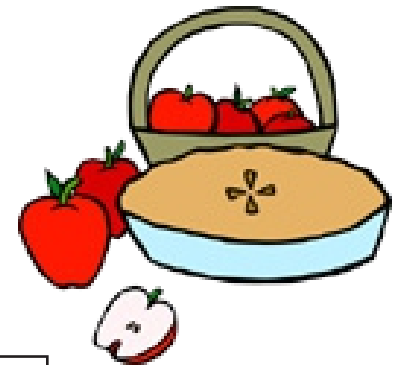
Many of the activities may be used to help language learning --BUT, in music class, to keep the focus on music, pictures instead of words will often be used so that even students struggling with word recognition may participate more easily. In music, the beat is relentless ---just like the energizer bunny, it keeps going and going and going. When reading music, begin with a slow tempo so that the beat may be kept steady. Slowing down part way through reading a line defeats the "beat" function. As you read each line, point to where the beat is, and keep it steady even if the students lag behind a bit. It's tempting to slow down to stay with them, but instead, stay with the beat to encourage students to keep up with you/it.



Teaching Songs – Beginnings

The first challenge in teaching a song (after learning it yourself), is to engage students so that they want to learn. If a song relates to something that is seasonal, or a story that's been read in the classroom ---look for a question or reflection to draw attention to the connection. Challenge students to listen for specific information as they listen to the new chant/song. If a song has actions, or is sufficiently silly, occasionally simply ask for student attention and sing/say the new piece.

New Chant **One Apple, Two Apples**



1. Ideas for Engaging Student Interest

- *pull an apple from a bag, hold and polish it, then say the chant
- *if your class has been to an orchard --remember bits of the trip
- *commend your class on being excellent counters and ask them to listen for how many apples are in the chant
- *if your class learned it, SING: Ev'rybody Sing a Song of Autumn

2. Keep the beat by patting your knees as you say, "One apple, 2 apples ..." (If you are new to reading music, learn the rhythm by listening to the CD before class begins.)

On the rests, try clapping instead of patting your knees.

3. "How many apples are in the chant? Where are they?" Listen to student responses to the questions. Ask students to help you keep the beat as they listen again.

4. It's a simple chant and students have heard it twice now. Ask students to say the rhyme with you as you all keep the beat by patting your knees.

One Apple, Two Apples
(One Pumpkin, Two Pumpkins)

Counting Chant
LJ Clare
Canada 2011

count-in: 1,2,3,4,One apple...

pat pat pat pat pat pat pat clap pat pat pat pat pat pat pat pat pat clap

4/4

1 ap-ple, 2 ap-ples, 3 ap-ples, 4, 5 ap -ples, 6 ap-ples, 7 ap -ples, more,

pat pat pat clap pat pat pat clap pat pat pat pat pat pat pat pat pat clap

Ap-ples at the farm, Ap-ples at the store, Ap-ples on the kit-chen ta-ble, Ap-ples on the floor!

Simple rhymes/chants have many, varied uses in music.

- *zip a different vegetable or fruit into "One Apple" ---simple composition
One Pumpkin? One Green Bean? One Carrot?
- *play the rests on a noisy percussion instrument ---playing instruments
- *and, later (when "so-mi" have been introduced), beginning with "so", add so-mi's to make a melody ---composition

Additional verses for "One Apple" on the videosong and pdfs for the song.

Pocket Chart Music Basics Page 1

Pocket charts are low-tech smart boards with many advantages. They work without an IT department. Pocket charts are affordable and easy to transport. They rarely break down AND moving around pictures or small items on a pocket chart comes closer to manipulating real concrete objects, which is a known plus for primary learners.

With a pocket chart, teacher and students can compose lines to be read, and eventually simple chant/songs. An alternative method would be to use magnets to hold cards on a white board (although the presence of lines on the chart keeps everything easy to follow).

CanDo 1,2 and 3 use pocket charts extensively. The following is a basic introduction ---ideas will be added throughout the lessons.

1 Setting Up the PocketChart

Place "beat keepers-hearts" on the top line.

The first beat in every bar is "a little bit longer and a little bit stronger" so on the "beat keepers" this heart is coloured differently.

At the beginning of the year, leave the "hearts" exposed on the top line of the pocket chart when building rhythm phrases.

Read: apple pie x Yum!
2 claps 1 clap x 1 clap

1 bar of 4 beats
2 bars of 3 beats each
1 bar of 8 beats

Pocket chart word cards fill the space needed for their beats, e.g. if you want to say "Yum" and draw it out as "Yuuum" then it needs to be the same size as 2 beat/hearts. When the card "Yum" covers only 1 heart, then it is said quickly. In Grade One, all rhythm symbols used cover only 1 beat/heart.

Place music word cards to be used near the bottom of the pocket chart.

2 Composing/Building Word Phrases

While students are watching, place 4 cards on each of 4 lines - the blank cards may be used anywhere except in the first place of each line (too difficult for beginners). Limit the variety of cards used for the first few days to keep the activity simple. A blank card is "read" by putting a finger in front of the mouth or using the sound "sh" as has been done in the rhythm echos.

silence rest "sh"

pumpkins apples Yum Yum
pumpkin pie apple pie
red apples green apples
I like x apples!

3

Reading the Compositions

(Teacher says the "Count-In" to set the speed/tempo.)

One Two Ready Go

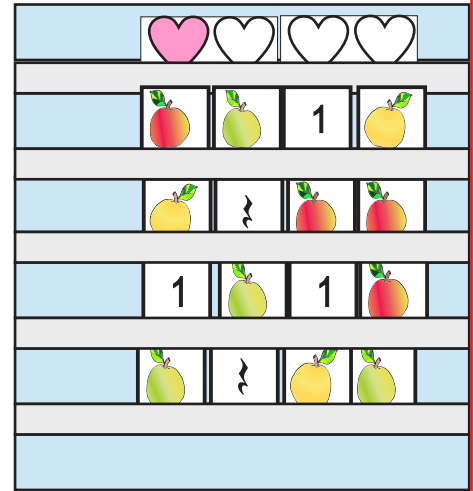
(Teacher points along the rows of apple cards, keeping a steady beat, teacher and class, or class reads.)

apple apple one apple

apple ----- apple apple

one apple one apple

apple ----- apple apple



Remember --the beat just keeps going and going. Resist the temptation to slow down if students lag behind. Comment how reading music is more challenging than reading English because the beat doesn't wait for anyone. If students do not know one of the words, encourage them to listen and catch up with the group.

4

Critical Thinking for Composers/Readers

If only two lines could be included in the composition, which two would we use? Why?

Is there a line that needs changing? What change? Why?

Appoint a few students as music adjudicators (judges). Have the adjudicators stand at a distance. Class reads the piece again. Adjudicators say 2 things they liked about the performance and 1 thing that needs work.

Provide opportunities for students to take the various roles in this activity;

composer: building the word phrases

conductor: giving the count-in and leading the reading

5

Arrange the Composition

Form Label each of the lines with a letter. Choose a form for the composition and try it out. Change the form, try it again. Which one do students prefer? Why?

Dynamics Are there places in the composition when the dynamics could change (louder or softer)? Add the dynamic cards to show the changes. Try several variations. Which one is preferred? Why?

Tempo Choose a tempo for the composition. The tempo card goes on the top line with the beat keepers/hearts.

A A A B

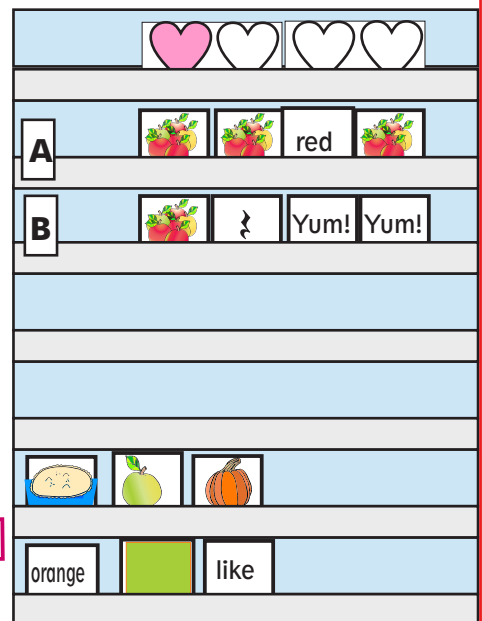
A B A B

forte piano
ff pp

andante

presto

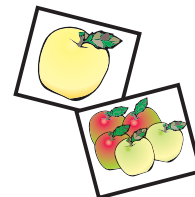
allegro



PocketChart Music Reading

The description of this activity is lengthy, but the amount of time it takes to do with a class is between 5 and 8 minutes. Background information about PocketChart Music is on pages 38 and 39.

1 Either prepare the pocket chart ahead of time, OR let students watch as you place the cards on the chart (diagram on page 38). **"Autumn is when apples are ready to be harvested. If someone doesn't pick the apples off the trees, then they fall off. If the apples get bruises from falling, then they need to be used right away. That's probably why people make applesauce and apple pies for Thanksgiving."**



"Instead of reading words, we're going to read the pictures on these cards. What does this one say?" (Point to a few cards and take responses.)
Ready to read?"

When reading rhythm patterns, it's important to keep a steady beat. Set the beat by pointing to the top row of "hearts" and saying: "One, two, ready, go". As the pictures are "read", keep pointing in a steady pattern even if students lag behind a bit.

2 **"Good reading! When people read or sing music together, instead of having a teacher, they have a conductor. The conductor helps so that everybody begins at the same time. When I count, "One, two, ready, read", I am being the conductor. Your job is to listen to the count and be ready to come in at the correct time. Here we go: "One, two, ready, read ..."** (If students say the count-in words, stop, gently remind them that their job during the count-in is to get ready to begin and start again.)

3 **"Good reading! I think you are ready for a challenge. I'm going to change things around (move the cards into different positions). Take a look! Listen for the count-in: One, two, ready, read ..."**

4 **"If you would like to try being the conductor, put your hands on your head."** (Varying the instructions for being chosen encourages student listening. Choose a student to come up and conduct the piece. Being the conductor is a sought-after responsibility for many students ---assure the class that there will be many opportunities this year for other students to try being the conductor. If the child-conductor needs help maintaining a steady beat for the reading, stand behind the pocket chart and point from above as the conductor points from in front of the chart.)

5 **"Music has conductors and composers. When I moved the cards into new places on the chart, I was composing a new piece of music. If you would like to try being a composer, put your hands on your knees."** (Choose a child to come up and move the cards around. Conduct the class for this final composition, again modelling a steady count-in.)

Assessment Tip

As most of Grade 1 music is done in large group time, ensuring every child has opportunities to do each activity is important. Students often are anxious to have "THEIR" turn at being conductor or playing an instrument.

I have found that it relieves some of student anxiety if I tell the class I am recording who has turns ---so that I can ensure everybody gets turns. I show my list if there are any shaky memories as the lessons progress. This list is also a paper-trail for learning assessment.

During the student's second turn make brief notes to use in assessment..

- 1. Is the student able to maintain a steady beat?**
- 2. Is the child being an active conductor?**

New Song: I Like to Eat

I Like to Eat

Key G, first note B(mi)
a cappella count-in: 1n2n3l like to...

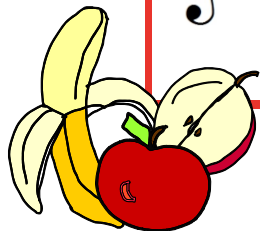
campsong
arr: LJClare 2008



	I like to eat, eat, eat,	ap - ples and ba - nan - as.
(long a sound)	I like to ate, ate, ate,	app-les and bay-nay-nays.
(long e sound)	I like to eet, eet, eet,	eep-les and bee-nee-nees.
(long i sound)	I like to ite, ite, ite,	iy-ples and by -ni -niys.
(long o sound)	I like to ote, ote, ote,	op - ples and boy-noy-noys.
(long u sound)	I like to ute, ute, ute,	u - ples and boo-noo-noos.
	I like to eat, eat, eat,	ap - ples and ba - nan - as.



I like to eat, eat, eat, ap - ples and ba-nan-as.
(verses repeat as above ...)

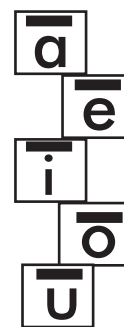


"I Like to Eat" is a camp song that encourages nonsense, and teaches long vowel sounds as an unexpected extra. The origin of the song is unknown but it is sung around North America and beyond. I heard children in Ecuador singing it as part of an English lesson.

1 Sing or use the CD to play "I Like to Eat." If you're not familiar with the song, it's much easier to learn by listening than reading the music and words. As you sing the "nonsense" verses, hold up the card with the matching vowel. Be prepared for giggles as something in this song usually sets off Grade One students.

2 By the time you have sung or played the CD through, students have heard the tune seven times! Invite students to sing with you. Again, hold up each vowel card for its verse.

3 Try singing the song at a different tempo.



presto

andante

allegro

Variations for "I Like to Eat Apples and Bananas"

A A simple change makes this song into a game/literacy practice. Prepare cards with the long and/or short vowels. As singers near the end of the first verse, hold up any card. The singers then need to sing the verse that corresponds with the vowel.

B Practice for adding an instrument by clapping every time the word "eat" is sung. Give students a choice of percussion instruments --it's a rowdy song, so a mix of instruments sounds effective. More interest may be added by having all students stand and "stomp" (stamp one foot) on the word "eat."

Rhythm Counting: Fruits

1 "Sometimes I eat apples(clap the rhythm of the word as you say it), sometimes I eat watermelon(again clap the rhythm), sometimes I eat pears(clap the rhythm). What fruits do you like to eat?" (Listen to a student response, then say it again, clapping its rhythm. Repeat several times.)

2 "Every word has a musical rhythm count. Watch and listen while I rhythm count "apple." (Say and clap "apple". Now, mouth the word, and count where the claps would be on your fingers. Repeat this.)

"Now let's do it together." (Say and clap the word. Silently say/mouth the word and count where the claps would be with fingers.)

3 Do the musical rhythm count for several other "fruits".

peach(1)
peaches(2)

strawberries(3)
cherries(2)
cherry(2)

watermelon(4)
cantaloupe(3)
grapes(1)

mango(2)
pineapple(3)
kiwi(2)

Clapping the rhythm of a word usually means one clap per syllable.

**X X
ap-ple**

**X X X X
wa-ter-me-lon**

**X
pears**



When students have "caught on" to rhythm counting, ask them to show you the count for a word with the number of fingers they hold up, e.g. for "apple" -- students hold up two fingers after they have counted. "Show me with your fingers" is a quick and easy tool for assessing how many in the class have mastered the technique.

Music & Movement/Dance

1 Movement to Drum Patterns

2 Movement with "Shoo Turkey"

Music & Brain Patterns

Music is beat/rhythm and pitch. Moving to beat/rhythm is an important part of creating the ability to make music and dance --activities that enhance life long after school is finished. Some students will come from families where movement to music (e.g. rhythmic rocking as a baby) has already developed patterns in the brain. For other students, beat and rhythm patterns will need considerable practice to become comfortable.

Moving freely to music can be challenging for some students as they "don't know what to do." Vary the movement times with activities such as "shooing turkeys" which is free movement based on drama.

New Repertoire



**One Apples, Two Apples
I Like to Eat Apples and Bananas**

Dance(A) & Drama(B) Music(C)

Lesson 66 repeats the goals and plan for 6a, with the addition of optional ideas offered here.

Warm-Ups(3 minutes)

Beat/Rhythm: Echoing with Rhythm Names (page 29)

Pitch: Roller Coaster Aahs (page 15)

Pitch: Echoing "Thank-You's" (page 30)

Practice and Review

Rhythm Counting Fruits (page 42)

Music & Movement/Dance

Dance: Turkey in the Straw

Optional Ideas

A Work Page

*conducting and pocketchart reading

B Work Page

*conducting and tempo

And for another day

Literacy Add-On

*work page choice for seasonal words

A Work Page: Conducting and Reading PocketChart Music

- Repeat the reading exercise from this week's first lesson. Divide your class into small groups of equal size. Each person in the group will have an opportunity to try being the conductor of the group using the chant on the work page. With students in Grade One, I find it helps to structure the working time.
- Ask groups to choose the first conductor. Give the first conductor 2 minutes.
- Teacher announces "change time." Groups choose the next conductor. The next conductor has 2 minutes.
- Teacher announces "change time" etc.
- Bring students together into the large group. Ask them to imagine (you might want to use a stuffed animal or puppet as a focus) a new student arriving. Ask for a volunteer to explain to the new student how to be a conductor?

I can do music in Lesson 6. My name is _____

1	2	3	4	1	2	ready	read
				I	like		
red		yellow		green		yum	
1		2		big		little	
		yum				yum	yum

Today you are the conductor!

- Practise reading the pocket chart.
- Join a group of friends.
- Take turns being the conductor.
- Circle one thing that you did well.

Our group members are: _____

I smiled.

I stood up straight.















I pointed as my friends read.

I spoke in a voice that everyone could hear.

Ask me to be the conductor!

I can do music in Lesson 6 . My name is _____

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1	2	3	4	1	2	ready	read
				I	like		
red		yellow		green		yum	
1		2		big		little	
		yum				yum	yum

Today you are the conductor!

1. Practise reading the pocket chart.
2. Join a group of friends.
3. Take turns being the conductor.
4. Circle one thing that you did well.

Our group members are:

I smiled.	I pointed as my friends read.
I stood up straight.	
I spoke in a voice that everyone could hear.	

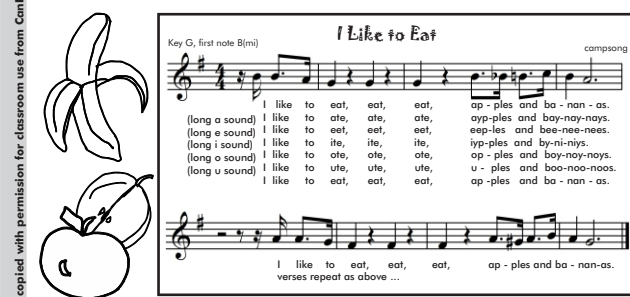
Ask me to be the conductor!

B Work Page Conducting and Tempo

1. Sing: "I Like to Eat"
2. Place the vowel cards on the pocket chart, reminding students that a line over the vowel means its a long sound i.e. the letter says its own name.
Take a moment to practice the vowel card sounds --point to one, class says it, etc.
3. Sing the "ordinary" first verse of the song. The 2nd verse becomes whichever vowel you point to --i.e. students need to "read" the next verse. When students become accustomed to this, try changing vowels mid verse.
If you decide to add short vowels into the fray --try adding one or two at a time.
4. Add the tempo cards to the pocket chart.
5. Invite a student to be the conductor. First the student-conductor chooses a tempo. Then the student-conductor begins the song with the usual first verse. Finally, the student-conductor points to a vowel for a second verse.
6. Review the instructions on the work page and allow some partner time for playing the games, and filling in the words.

I can do music in Lesson 6 . My name is _____

A, E, I O U. Do you know your vowels too?



Key G, first note B(mi) compsong

I like to eat, eat, eat, ap - ples and ba - nan - as.
 (long a sound) I like to ate, ate, ate, ayp-ples and bay-nay-noys.
 (long e sound) I like to e, e, e, eep-les and bee-noo-nees.
 (long i sound) I like to ite, ite, ite, iyp-ples and by-ni-niys.
 (long o sound) I like to ote, ote, ote, op - ples and boy-noy-noys.
 (long u sound) I like to ute, ute, ute, u - ples and boo-noo-noos.
 I like to eat, eat, eat, ap - ples and ba - nan - as.

Play the Vowel Game with some friends.
 Take turns being the leader.
 The leader points to a vowel
 and counts in: 1, 2, ready, sing.
 Everybody sings "I Like to Eat" with the vowel sound.

Long vowels say their own name.

The "fast" and "slow" in music is called tempo.

Presto music is very fast.
 Print the name of something that goes like presto music. _____

Allegro music is lively.
 Print the name of something that goes like allegro music. _____

Andante music is slow and stately.
 Print the name of something that goes like andante music. _____

roller coaster
 car
 turtle
 me

Play the "Tempo" game with some friends.
 Take turns being the leader.
 The leader points to one of the tempo words, and counts in: 1, 2, ready, read.
 Everybody says the vowel question at the correct tempo.

A, E, I O U. Do you know your vowels too?

Point to a vowel and ask me what it sounds like!

Teaching Information

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.

CanDo song files include pdfs ---copies of the words that may be printed/enlarged for use on a pocket chart or bulletin board.

A, E, I O U. Do you know your vowels too?



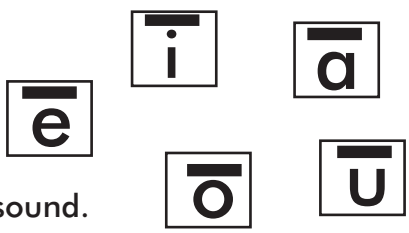
I Like to Eat campsong

Key G, first note B(mi)

	I like	to	eat,	eat,	eat,	ap - ples	and ba - nan - as.
(long a sound)	I like	to	ate,	ate,	ate,	ayp - ples	and bay - nay - nays.
(long e sound)	I like	to	eet,	eet,	eet,	eep - ples	and bee - nee - nees.
(long i sound)	I like	to	ite,	ite,	ite,	iyp - ples	and by - ni - niys.
(long o sound)	I like	to	ote,	ote,	ote,	op - ples	and boy - noy - noys.
(long u sound)	I like	to	ute,	ute,	ute,	u - ples	and boo - noo - noos.
	I like	to	eat,	eat,	eat,	ap - ples	and ba - nan - as.

I like to eat, eat, eat, ap - ples and ba - nan - as.
verses repeat as above ...

Play the Vowel Game with some friends.
Take turns being the leader.
The leader points to a vowel
and counts in: 1, 2, ready, sing.
Everybody sings "I Like to Eat" with the vowel sound.



Long vowels say their own name.

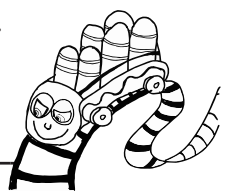
The "fast" and "slow" in music is called tempo.

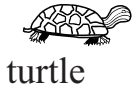
Presto music is very fast.
Print the name of something that goes like presto music.

Allegro music is lively.
Print the name of something that goes like allegro music.

Andante music is slow and stately.
Print the name of something that goes like andante music.

roller coaster





Play the "Tempo" game with some friends.
Take turns being the leader.
The leader points to one of the tempo words,
and counts in: 1, 2, ready, read.
Everybody says the vowel question at the correct tempo.



A, E, I O U. Do you know your vowels too?

Point to a vowel and ask me what it sounds like!

And for another day: Ev'rybody Sing a Song of Seasons

Music

Sing the song. Music is on the next page.

Ideas for teaching (if the song is new for your class) are found in Lesson 4b, page 28.

Drama and Dance

Invite your class to create actions for each of the "new" seasons that match the words.

Drama and Dance expectations include exploring how different parts of the body may be used. Encourage creative movement for the new actions.

for example:

Note: if the music and words are repeated, then the same actions are used as well.

Autumn is the time when
we pick apples (*reach up to pick apples*)
Autumn is the time when
the leaves fall down (*fingers become falling leaves*)
Autumn is the time when
it gets a little chilly (*rub arms to warm them up*)
Autumn is the time when
the leaves fall down (*fingers become falling leaves*)

Literacy Link

2 Versions of "Find the Word."

Students need to find each of the words listed in the song, then either

- *connect the word and verse with a line
- OR
- *print the word beside its line

I can do music words. My name is _____

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.

Ask me to tell you about my favourite season!

I can do music words. My name is _____

Everybody, Sing a Song of Seasons

Everybody, sing a song of seasons. tune: folk song USA
Everybody, sing a song now! words: LJ Clare Canada 2011

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 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 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 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.	_____

puddles
leaves
swimming
sun
rain
Spring
little warmer
hot and sticky
hockey
little chilly
Autumn
Summer
cold, cold, cold
apples
snow
Winter

Ask me to tell you about my favourite season!

I can do music words. My name is _____

Everybody, Sing a Song of Seasons

Everybody, sing a song of seasons. tune: folk song USA
Everybody, sing a song now! words: LJ Clare Canada 2011

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.	leaves puddles swimming sun rain little warmer hot and sticky hockey little chilly snow cold, cold, cold apples
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 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 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.	

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 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 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 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.

Ask me to tell you about my favourite season!

Words for the song with space for student illustration of each season. What do you like to do in the Autumn, Winter, Spring and Summer?

I can do music words. My name is _____

Everybody, Sing a Song of Seasons

Everybody, sing a song of seasons. tune: folksong USA
Everybody, sing a song now! words: LJ Clare Canada 2011

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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 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 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 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.

puddles

leaves

swimming

sun

rain

Spring

little warmer

hot and sticky

hockey

little chilly

Autumn

Summer

cold, cold, cold

apples

snow

Winter

Ask me to tell you about my favourite season!

I can do musicwords. My name is _____

Everybody, Sing a Song of Seasons

Everybody, sing a song of seasons. tune: folksong USA
Everybody, sing a song now! words: LJ Clare Canada 2011

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.

puddles

leaves

swimming

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.

sun

rain

little warmer

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.

hot and sticky

hockey

little chilly

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.

snow

cold, cold, cold

apples

Ask me to tell you about my favourite season!

I can do music words . My name is _____

Everybody, Sing a Song of Seasons

Everybody, sing a song of seasons.
Everybody, sing a song now!

tune: folksong USA
words: LJ Clare Canada
2011

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.

leaves

puddles

swimming

sun

rain

little warmer

hot and sticky

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.

hockey

little chilly

snow

cold, cold, cold

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.

apples

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.

Ask me to tell you about my favourite season!

I can do music words. My name is _____

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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.

Ask me to tell you about my favourite season!

Ev'rybody, Sing a Song of Seasons

Key G, first note B(mi)
a cappella count-in: 1,2,3,4, Jump...

tune: folksong USA
words: LJ Clare Canada
2011

chorus



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



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



1. Au - tumn is the time when we pick ap - ples,
2. Win - ter is the time when we play hoc - key,
3. Spring---- is the time when we jump in pud - dles,
4. Sum - mer is the time when we go swim - ming,



Au - tumn is the time when the leaves fall down.
Win - ter is the time when the snow falls down.
Spring---- is the time when the rain falls down.
Sum - mer is the time when the sun shines down.



Au - tumn is the time when it gets a lit - tle chil - ly,
Win - ter is the time when its cold, cold, cold-----,
Spring---- is the time when it gets a lit - tle warm - er,
Sum - mer is the time when its hot and stick - ey,



Au - tumn is the time when the leaves fall down.
Win - ter is the time when the snow falls down.
Spring---- is the time when the rain falls down.
Sum - mer is the time when the sun shines down.

Dance(A) & Drama(B)



B1.2 adopt mannerisms re role
concepts: adopting a role/character

Music(C)



C1.1 song: I'm Gonna Be a Pirate
element focus: pitch --finding singing voice

Warm-Ups(3 minutes)

1 Beat/Rhythm: Echoing with Rhythm Names(page 29)

2 Pitch: Roller Coaster Aahs(page 15)



Today focus student attention on how the roller coaster **s-l-o-w-l-y** goes up a hill, **then quickly** speeds down the other side. Repeat this several times.

Practice and Review

1. Rhythm Counting Fruits

Repeat the exercise taught on Page 42 for rhythm counting.

1. either choose a word,
or ask a student for a word to fit the category
2. say the word, clapping its rhythm
(usually on the syllables) while it is said
3. mouth saying the word and count its rhythm on your fingers
4. repeat #3

Instead of asking for individual answers, ask students to show you, with their fingers, the number of the musical rhythm count. This allows you to survey the class to assess their learning.

2. Song: I Like to Eat Apples and Bananas Key G, first note B(mi)

Students learned the song in Lesson 6, using the long vowel cards for "a e i o u" as cues for singing each verse. The first verse is always "I like to eat, eat, eat, apples and bananas." Choose a vowel card to show, and help students to sing the verse that goes with the vowel. The song is now a practice tool for recognizing and sounding the long vowels. When students have conquered the long vowels, you may want to add cards for the short vowel sounds.

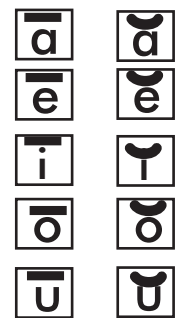
watermelon(4)

kiwi(2)

apple(2)

pear(1)

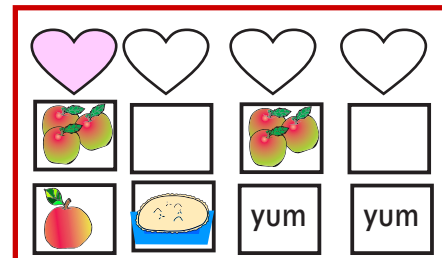
banana(3)



3. PocketChart Music Reading Rhythm (pages 38 and 39)

Engage student help in creating several 4-heart/4 beat phrases. Ask students how they are going to know when to start reading. (listen for the count-in, watch conductor's hand)

Read the phrases created ... ONE, two, ready, read ...
Repeat.





Assessment for learning in Grade One music includes determining if students are able to use their "singing voices." Both the "hooting conversations", and the next song "I'm Gonna Be a ..." offer opportunities to hear student voices as they sing alone. Beginning to make notes about student participation at this time will ensure you have information for reporting to parents. Keep a music class list as you check off who has had an opportunity to try the various music activities, and their success or learning needs.

Singing Voice

- sings pitch accurately
- sings pitch sometimes
- uses a singing voice
- still finding a singing voice

Participation in Group Music

- pays attention and participates eagerly
- pays attention and participates timidly
- sometimes pays attention and participates
- working at group participation

Timbre

1 Conducting Starts and Stops/Making or Echoing Sounds

"Imagine that you are out on Halloween night. Open your ears, what do you hear? (take several ideas) Now its your turn to make the sounds of Halloween. When my hand is open, make cat noises. When my hand closes, then the sounds need to stop right away. A music conductor uses their hands to show musicians when to play or sing. Ready --watch my hand. (Repeat with several other sounds e.g. owls, doors creaking, wind howling, ghosts moaning. The last time, invite students to make any Halloween sound which will result in an interesting cacophony.)



conductor

music leader

Hold your hand out in front with the fingers together and thumb lower (imagine working a sock puppet). Students have followed your hand on "roller coaster" rides, now they need to watch for when the hand is open as a starting signal, and when the hand is closed as a stopping signal.

2 Hooting Conversations

To encourage children to use their "singing" voices, I have an owl that only responds to musical "hooooooo" questions/conversation. Anything that helps young children to move into their high, head voice works e.g. a whale that makes whale song, ghosts that converse in moans, etc.

I model a conversation using my stuffed owl and myself. When my owl isn't handy, my hands are ---they talk to each other regularly (just pretend they are in sock puppets to give them mouths that open and close). The conversation doesn't have recognizable words but simply songs that follow the cadence of language. Try to keep the sounds light and in the higher pitches.

My "owl", or one of my hands, asks a question. A students answers. The conversation continues from there.

If this is as clear as mud, check out the DVD for a short "hooting conversation," AND don't be surprised if later in the day you discover students having nonsense conversations using sounds --it's part of the fun.



3 Music & Drama Role Play

"I'm gonna be a pirate, pirate, pirate ..."

Check out the "Costume Word Set" cards included in the "I'm Gonna Be a ..." song file.

1. Without any introduction, simply launch into an "answer" verse for the song. Whatever you choose to be i.e. pirate, black cat, robot (or other two syllable word), try to use some mannerisms that fit the role. After singing ...
2. "What did I do besides singing to show you that I'm gonna be a ___?"
 "If I was going to be a robot, what could I do to show it with my body?"
 "If I was going to be a black cat, what could I do to show it with my body?"
3. "What else could I dress up as? (answers) "Excellent ideas.
 (Choose one idea to work with.)
Everyone use your body to show how you would act as a _____."
 (Repeat several times.)
4. Sing the question part of the song. Ask for a volunteer to sing the answer. Encourage students to adopt/to act the role with their bodies as they sing.
5. Repeat several times.



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

I'm Gonna Be a ...

Canada
 2011
 L.J. Clare

Call "When we play dress - up, dress - up, dress - up,
 (What ___ will you be? you be? you be?)

When we play dress - up, what will you be?"
 (What will you be on Hal- low - e'en?)

Response "I'm gon-na be a pi - rate, pi - rate, pi - rate,
 I'm gon - na be a pi - rate when we dress - up."
 (..... on Hal - low - e'en.)

- | | | | |
|-----------|--------------|---------------|------------|
| 1. pirate | 2. rabbit | 3. toothbrush | 4. pumpkin |
| 5. clown | 6. black cat | 7. robot | |

Moving with Music

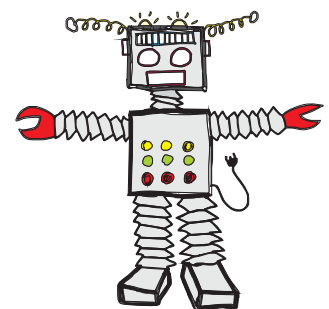
To find recorded music, look under "Listening" and then "Role Scary, Role Military, etc."

Using the display cards plants ideas in student minds. You may want to try this exercise giving free reign to the imagination. Put the display cards away and simply listen to each piece of music in turn.

- Continue the idea of exploring roles/characters. Place the "character" flashcards on the pocket chart. Identify each with students.
- "Here is some music that goes with one of these roles/characters/costumes. Listen so you can guess which costume matches the music. There might be more than one!"

Play one of the role playing pieces. Take 3 guesses, then, if needed --give a hint. If a student guesses correctly, ask what in the music lead them to the guess. Help students to use musical terminology where possible. Encourage thinking outside the box --ask for ideas for the music that does not have visuals.

- "When I say "Go!" find a place in the classroom where you have some space to move around. I'll play a piece of music. When you recognize which "dress-up" the music matches, use your body to move as if you were that character. When the music stops, you need to freeze. Questions? Ready, go!"
- Play through each of the pieces. During the "freeze" pause, comment on specific ways you saw students using their bodies effectively. Ask a few students to explain their choice of movement.



Please note: The music chosen wasn't necessarily written for the roles I've associated it with. My hope is that the music gives the impression of feelings or ideas associated with each of the characters.

Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



I'm Gonna Be a Pirate

Lesson Plan 7A Ends Here

Focus: participation, acceptance of each other's voices

Dance(A) & Drama(B) Music(C)

Lesson 7b repeats the goals and plan for 7a, with the addition of optional ideas offered here.

Warm-Ups(3 minutes)

Beat/Rhythm: Echoing with Rhythm Names (page 29)
Pitch: Roller Coaster Aahs (page 15)

Practice and Review

Rhythm Counting Fruits (page 42)
Song: I Like to Eat Apples & Bananas
PocketChart Music: Reading Rhythms

Music & Movement/Dance

Dance: Turkey in the Straw
Character Music (page 50)

Optional Ideas

A Work Page
*rhythm counting
OR *add your own verse/colouring

B Drama
*props

C Seasonal Songs
*This Is the Way the Witches Fly
(tune: This is the Way We Wash...)
*Twinkle Twinkle Little Bat

A Work Page: Add Your Own Verse/Colouring




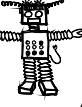
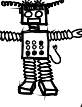








OR Rhythm Counting: Costumes

1. Use the costume flashcards as a prop for naming the various costumes on the work page.
2. Rhythm count several costume ideas with the class.
3. Review the instructions and then give quiet working time. Students who finish quickly may colour in the costumed characters.

I can do music in Lesson XX. My name is _____

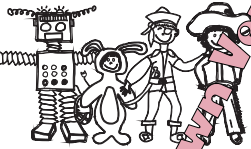
Rhythm Counting

Draw a line between the children and their costume names. Say and clap the words. Circle the number of claps.

	vampire	1	2	3	4
	pirate	1	2	3	4
	king and queen	1	2	3	4
	teddy bear	1	2	3	4
	rock star	1	2	3	4
	rabbit	1	2	3	4
	cowboy	1	2	3	4
	bumblebee	1	2	3	4
	superhero	1	2	3	4
	robot	1	2	3	4
	soldier	1	2	3	4
	ghost	1	2	3	4
	princess	1	2	3	4
_____	_____	1	2	3	4

Ask me to sing my costume verse!

I can do music in Lesson XX. My name is _____

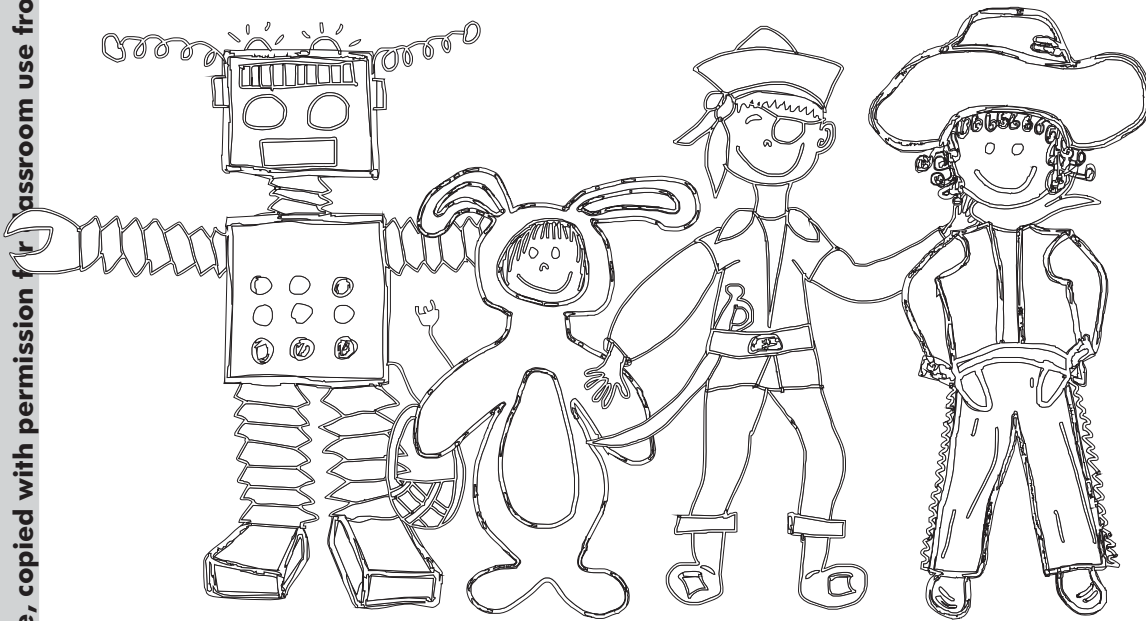


I'm gonna be a _____

Ask me to sing my costume verse!

Draw a picture of you or someone you know dressed up for Halloween. Then, sing your costume verse to the teacher.

I can do music in Lesson 7 . My name is _____



I'm gonna be a _____.

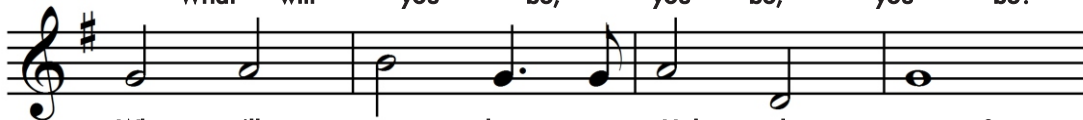
Key G, first note G(do)
a cappella count-in: 1,2,3,4,What...

I'm Gonna Be a

Canada
2011
L.J. Clare



What will you be, you be, you be?



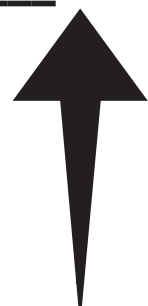
What will you be on Hal - lo - ween?



I'm gon-na be a pi - rate, pi - rate, pi - rate.



I'm gon-na be a pi - rate on Hal - lo - ween.

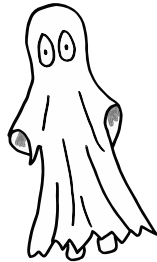
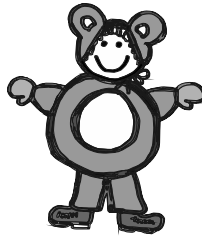
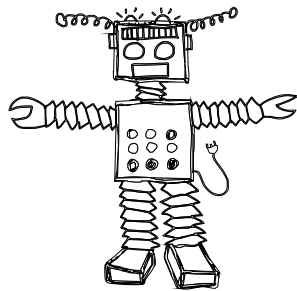


Draw a picture of you, or someone you know dressed up for Halloween. Then, sing your costume verse to the teacher.

Ask me to sing my costume verse!

Rhythm Counting

Draw a line between the children and their costume names.
Say and clap the words. Circle the number of claps.



vampire 1 **2** 3 4

pirate 1 2 3 4

king and queen 1 2 3 4

teddy bear 1 2 3 4

rock star 1 2 3 4

rabbit 1 2 3 4

cowboy 1 2 3 4

bumblebee 1 2 3 4

superhero 1 2 3 4

robot 1 2 3 4

soldier 1 2 3 4

ghost 1 2 3 4

princess 1 2 3 4

_____ 1 2 3 4

Ask me to sing my costume verse!

B

Drama Props

- 1 Sing: "I'm Gonna Be a ..."
- 2 Now pose the question: **"If you are going to be a _____, what could you USE to help show your character?"** Encourage responses that go beyond the costume (i.e. things that are worn) to things that are used, e.g. a witch wears a hat and uses a wand; a good witch might use a silver, sparkly wand whereas a wicked witch might use a crooked, dark wand.
- 3 **"Sometimes actors/actresses make props/things to use OR they use something that suggests the real thing. A witch might need a broomstick to fly on, but if a broom isn't available, what could an actor/actress use?"**
- 4 Ask each student to think of a character in a story/film/play. Give students a few minutes to find something in the classroom to use as a prop for that character. When students are gathered together again either:
 - *have them be the character using their prop
 - the rest of the class guesses what/who the character is
 OR
 - *have them tell the name of the character, show their improvised prop
 - the rest of the classes guesses what the prop is.



Props are used by the actors in some way to aid in the development of the story. To make them easily accessible, the custom is to set aside a table, or area where all the props are kept. Overseeing the props is a specialized job in the theatre world.

C

Seasonal Songs This is the Way the Witches Fly

1. Challenge students to remember all the sounds and characters they hear as they listen to the song on the CD.
2. Play/Sing the song again. Students help make the sounds.
3. Play/Sing the song. Students sing. Individual students solo on the sounds.

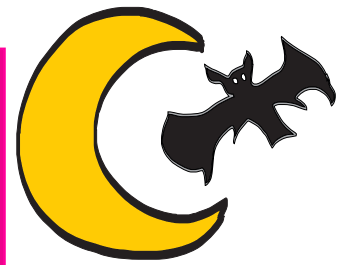
This Is the Way the Witches Fly

Key G, first note G(do)
a cappella count-in: 1, 2, This is...

Children
North America
arr: LJClare 1983

1. This is the way	the wit - ches fly,	wit - ches fly,	wit-ches fly,
2. This is the way	the ghosts go by,	ghosts go by,	ghosts go by,
3. This is the way	the blacks cats sound,	black cats sound,	black cats sound,
4. This is the way	the hoot owls cry,	hoot owls cry,	hoot owls cry,
5. This is the way	the chil-dren call,	chil-dren call,	chil-dren call,

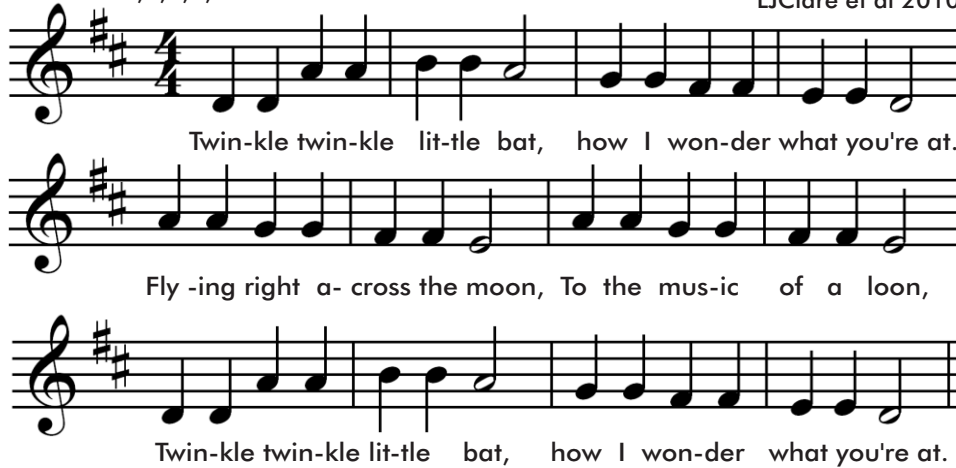
This is the way	the wit - ches fly,	"swish, swish,	swish."
This is the way	the ghosts go by,	"ooooo, ooooo,	ooooo."
This is the way	the black cats sound,	"Meow, Meow,	Meow."
This is the way	the hoot owls cry,	"Hoo, Hoo,	Hoo."
This is the way	the chil - dren call,	"Trick or	Treat!"



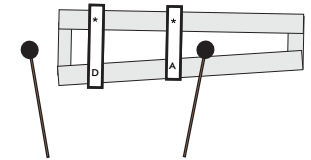
Twinkle Bat

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

words: Canada
LJClare et al 2010



Twin-kle twin-kle lit-tle bat, how I won-der what you're at.
Fly-ing right a- cross the moon, To the mus-ic of a loon,
Twin-kle twin-kle lit-tle bat, how I won-der what you're at.



Remove bars from the glockenspiel, leaving only the "D" and "A".

Twinkle, Twinkle Little Star was written by Jane Taylor in 1804. From a family of writers, Jane, her sisters and friends enjoyed creating poems for children. Some time later, it became linked to the French folksong "Ah! vous dirai-je, Maman" ---first published in 1761 but likely much older in origin. Many, many parodies of Twinkle Twinkle have been written through the years and it has been included in numerous movies in one form or another.

The Mad Hatter, from Lewis Carroll's Alice in Wonderland, is the first known to change the words to "Twinkle, Twinkle, Little Bat". Carroll fits the words to the Mad Hatter's Tea Party by having the bat fly "like a tea tray in the sky". The words given here are a Canadian version of the twinkling bat.

- 1 **"You're going to think you know this song when I start singing, but it has some surprises in it, so listen carefully."** (Sing "Twinkle, Twinkle, little bat".)
- 2 **"What is the bat doing in this song?"** (flying)
"Where is it flying?" (across the moon)
(Show a loonie.) **"What is this called? (loonie) On one side of it there's a picture of a bird that looks a little bit like a duck, but its not a duck. Anyone know the name of this bird? (loon) As the sun is going down, and the moon is rising in the evening, loons sing their song, "oooooo, ooooooo" (If you haven't heard a loon before, it sounds a bit like an owl.) " As the bat is flying across the moon, there is a loon singing its song. "Flying right across the moon, to the music of a loon."**
- 3 Post the words. Students read as they listen to the recording of the song. Play the recording again with students singing along.
- 4 **"This time as we sing, keep the beat with a "knee, clap" pattern."** (Sing the song again. As students are singing watch to find someone who is easily able to keep the beat.)

Practice Pattern:	knees	clap	knees	clap
Play Pattern:	"D"	click	"A"	click
- 5 **"Excellent work. Let's add some music on the glockenspiel to this song."** (Demonstrate the glockenspiel pattern to students, then call up someone who is able to keep the beat to play as the class sings. If needed, the pattern may be simplified to play "D" and "A" together.)



Focus: participation, acceptance of each other's voices

Dance(A) & Drama(B)



- B1.1 engage in dramatic play
 - B1.4 communicate using a few props/aids
 - B2.3 strengths as an actor/participant
- concepts: adopting a role/character

Music(C)



- C1.1 chant: 5 Little Pumpkins
 - C2.3 strengths/growing edges as performer
- element focus: pitch --finding singing voice

Warm-Ups(3 minutes)

- 1 Pitch: Echoing Sounds (page 48)
- 2 Pitch: Hooting Conversations (page 48)

sing/make sounds



stop/silence

conductor

Practice and Review

- 1. **Rhythm Counting** costumes (page 42)
- 2. **Song:** I'm Gonna Be a Pirate
Turn the song into a "Call and Response."

1 clap	2 claps	3 claps
ghost	pumpkin	superman
cat	pirate	fairy queen
witch	bunny	butterfly

One student sings a verse naming what she/he is "gonna be."
The whole class responds, singing
"he/she's gonna be a ___ (whatever the first student named)"

If students are sitting in a circle, the next person takes a turn and so on. This way singing "solo" is simply what we are doing, and not a "performance" per se. Take note of which students have not found their singing voices (an important part of Grade One expectations).

Performance Anxiety

Even if students have heard "5 Little Pumpkins" before, it's an excellent way to give everyone an opportunity to star in a mini-drama. Consider inviting the principal or office staff to come in and see the results of your work today or later in the week. Preparing for a small audience is both an incentive and an opportunity for students to experience performing in a relatively non-threatening venue. Learning to handle performance anxiety is a part of every performing art. Discussing "butterflies" (that feeling of fluttering in one's stomach) acknowledges that excitement and hesitation are a normal part of performing. Great actors/actresses have often been heard to say that without "butterflies," performances can be flat. Give your students some hints to help cope with performance anxiety, e.g. stretching, rolling shoulders, breathing in through nose and out through mouth to a count, imagining the audience in their underwear, looking for a friendly face in the audience...

Music & Drama Five Little Pumpkins

(rhythmic chants/poems are spoken music)

- 1 "I know five little pumpkins who could talk! I'm going to tell you what they said. If you listen really carefully, maybe you'll be able to tell me what they said. Ready to listen?" Say and do the actions for "Five Little Pumpkins".

Five Little Pumpkins

Five little pumpkins sitting on a gate
The first one said, "Oh my it's getting late."
The second one said, "There are witches in the air!"
The third one said, "But we don't care."
The fourth one said, "Let's run and run and run."
The fifth one said, "I'm ready for some fun!"
Poof went the wind, and out went the light,
And away they all rolled into Hallowe'en night.

Yes, Jack O-Lanterns is, strictly speaking, more accurate, but I like the word "pumpkins" --the word is more fun to say, pop the "p"s!

Actions

*begin with 5 fingers on one hand
then one finger for first, etc.
while the other hand does actions*

*hand covers mouth in a yawn
pointing up into sky
shrug, lift hand palm up
circle beside as in running
thumb points at self*

*both hands fly up and open
close the light by closing fingers on hands
roll hands around each other
and move them away from body*

- 2 "Hands up if you can tell me one of the things the pumpkins said." (Take ideas from students. If needed, give hints by re-doing the actions.) "Good listening. This time I'm going to say the words out loud. Your job is to say the words with magic lips. Your lips move, but no sound comes out! (It's Hallowe'en, a little magic is part of it eh?) Magic lips and do the actions with me. Ready ... Five little pumpkins ..."
- 3 "Excellent. Now its time to say the words out loud. Ready, let's go, Five little pumpkins ..."
- 4 "This chant/poem is like a play with a narrator. The narrator tells what is happening, and the pumpkins are the actors in the play. They are talking to each other. I'm going to be the narrator, and you (the whole class) are going to say the pumpkin lines. So, I'll say, "Five little pumpkins sitting on a gate, the first one said," (Make a gesture to the class to encourage them to fill in the missing words, and continue through the chant.)



5 "I'm the director of this play, so I choose the actors." (Choose children to be the pumpkins and have them line up at the front of the class as if on a gate. Number them from one to five. It's helpful to give each child a card with their number on it.) **"Here are our pumpkins, the rest of us are the narrators. Pumpkins are you ready? Make sure you use big voices so we can all hear what you say. Narrators, we begin, ready let's go ... Five little pumpkins ..."**

6 **"Good work! What could we do to make our play better?"** (add some sound effects at the beginning, have the pumpkins roll away into the night at the end, turn the lights down in the classroom) **"Let's try it once more."** (Repeat with the same children being the pumpkins.)

7 **Time for a little Halloween havoc!** Have the students who have just acted as pumpkins, spaced around the edge of the mat ---one on each corner and one extra squeezed in? Count off the children who have not been pumpkins. As each is given a number between one and five, they go and stand with the pumpkin who has the numbered card. Try the poem with each group saying its part according to the number.

If there is time, go on to the next step, which is having 4 or 5 "gates" around the classroom, and one pumpkin of each number at each gate. (I've found it goes more smoothly, and it's easier to coach shy pumpkins, if every student has a card showing which "number" pumpkin they are acting.) Encourage students to speak audibly when it's their turn. **Do it again just for fun!**



Performance Strengths and Growing Edges

Take a few minutes to have students reflect on their performance.

Ask: What do you think you did well as you performed in the drama?

audible voice
came in with words at the correct time
quiet when waiting for turn
attentive when others were performing
put the feelings from "my" line into my voice

Ask: What could you do to make the drama better if it was being done again?

Enjoy the Repertoire Student Choice of Song or Dance

New Repertoire



Five Little Pumpkins

Dance(A) & Drama(B) Music(C)

Hallowe'en Songs are fun, but short-lived. Take today to sing, dance and act through the Hallowe'en repertoire.

Warm-Ups(3 minutes)

Choose Favourite/Fun Warm-Ups

Practice and Review

Rhythm Counting Costumes/Characters

Music & Movement/Dance

Character Music (page 50)

Optional Ideas



Work Page

*guided group work



*illustration/drawing/labouring



Variations on Nursery Rhymes

*Humpkin Pumpkin

*Peter and Patsy Pumpkin Eaters



Seasonal Song Pages

*practise and perform




Work Page: Group Work OR Illustrating a Chant/Poem

1. Divide the class into 4 drama groups. Ask the groups to decide who is going to be director (or appoint someone e.g. shortest person in group?)
2. Give each director a work page. Groups decide who is going to say each part --the director prints the name beside the part. **Note:** students may do more than one part and/or more than one student may do a part.
3. Give a limited time for groups to practise.
4. Call students back into a large group. Drama groups take turns presenting.
5. After everyone has performed ask: What was done well? What could use more practise?

I can do music in Lesson 8 . My name is _____

Five Little Pumpkins

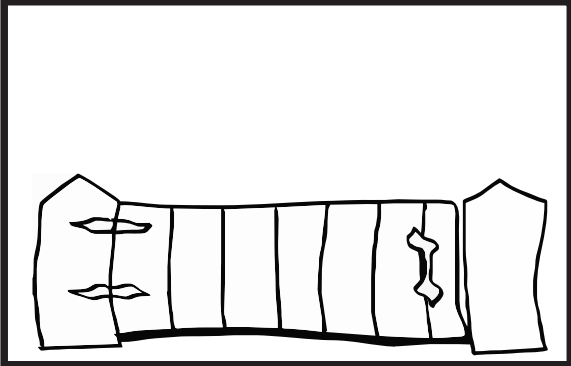
Five little pumpkins sitting on a gate
The first one said, "Oh my it's getting late."
The second one said, "there are witches in the air!"
The third one said, "But we don't care."
The fourth one said, "Let's run and run and run."
The fifth one said, "I'm ready for some fun!"
Poof went the wind, and out went the light,
And away they all rolled into Hallowe'en night.



These pumpkins are fired. Draw them sitting on their gate so they can rest a while.

Your job today is to be an actor. Practice saying the words. Now decide how to act as you say the words. Where will you stand or sit? Will the words be loud or soft? Practise your play about the pumpkins. When you are ready to put on your play, tell the teacher.

Actors	
First Pumpkin	_____
Second Pumpkin	_____
Third Pumpkin	_____
Fourth Pumpkin	_____
Fifth Pumpkin	_____
Narrator(s)	_____



Ask me to recite "Five Little Pumpkins."

Each student gets a copy of the "script" to colour and take home.

Five Little Pumpkins



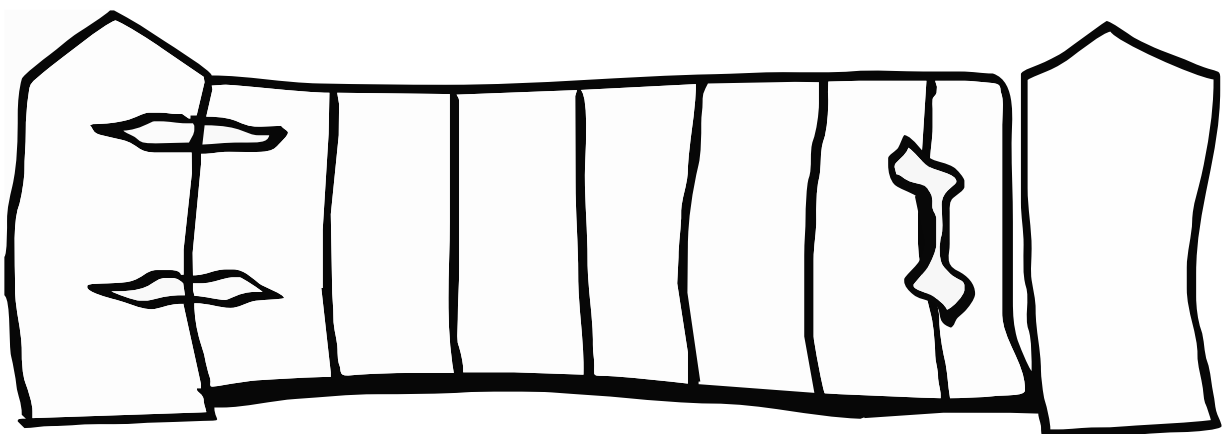
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 The fourth one said, "Let's run and run and run."
 The fifth one said, "I'm ready for some fun!"
 Poof went the wind, and out went the light,
 And away they all rolled into Hallowe'en night.

These pumpkins are tired.
 Draw them sitting on their gate
 so they can rest a while.

Your job today is to be an actor. Practice saying the words. Now decide how to act as you say the words. Where will you stand or sit? Will the words be loud or soft? Practise your play about the pumpkins. When you are ready to put on your play, tell the teacher.

Actors

- First Pumpkin _____
- Second Pumpkin _____
- Third Pumpkin _____
- Fourth Pumpkin _____
- Fifth Pumpkin _____
- Narrator(s) _____



Ask me to recite "Five Little Pumpkins."

B Variations on Nursery Rhymes

1. Say one of the rhyme variations. Ask: "Does this sound familiar?" Say it again.
2. If students are familiar with the original, they'll probably guess the connection. If not, explain how nursery rhymes evolved over time and are still changing today. Say the original one. Ask how it has changed.
3. **Pocket Chart Pumpkin Music**
Change to the "pumpkin" word set for the pocket chart. With student help, compose a few phrases and practise reading them. Choose two to use in a composition. Decide on a form. Add dynamics. Practice and perform. (See pages 38 and 39.)

Humpkin Pumpkin sat on a wall,
Humpkin Pumpkin had a great fall,
All of the children and women and men
Ate pumpkin pie again and again.

Peter, Peter, pumpkin eater
Had a wife, and couldn't keep her
Put her in a pumpkin shell,
And there he kept her very well!

Patsy, Patsy, Peter's wife
Tired of pumpkin, took a knife
Into the shell, she carved a door
That's all to tell, there is no more!

C Practice and Perform

1. Give out the song pages.
2. Explore the songs using "scavenger hunt" type questions. (See examples in the box below.)

Find the song that has black cats in it and hands up when you know the second word in its title.

In the "Five Little Pumpkins," some of the words are underlined, hands up when you can tell us why.

Find the song with a rhyming word for moon. Hands up when you can point to the rhyming word.

Which song tells us how to sing the melody?

3. Divide the class into 4 groups. Each group chooses a song and practices it for performance.
4. Draw the class back together. Each group performs its song choice. (It doesn't matter if one song is done twice or three times.)
5. After everyone has performed ask: What was done well? What could use more practise?

I can do music in Lesson 8. My name is _____

This Is the Way the Witches Fly

1 This is the way the witches fly, witches fly, witches fly,
This is the way the witches fly, "swish, swish, swish."

2 This is the way the ghosts go by, ghosts go by, ghosts go by,
This is the way the ghosts go by, "ooo, oooo, oooo."

3 This is the way the black cats sound, black cats sound, black cats sound,
This is the way the black cats sound, "Me -----ow!"

4 This is the way the hoot owls cry, hoot owls cry, hoot owls cry,
This is the way the hoot owls cry, "hoo, hoo, hoo."

5 This is the way the children call, children call, children call,
This is the way the children call, "Trick or treat!"



Twinkle Bat
Kay D, first note: D(d) count-in: 1,2,3,4, Twinkle... words: Canada 2010
arr: Jc LJClaire et al

Twin-kle twin-kle lit-tle bat, how I won-der what you're at.
Fly -ing right a- cross the moon, To the mus-ic of a loon,
Twin-kle twin-kle lit-tle bat, how I won-der what you're at.

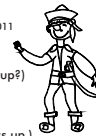
I'm Gonna Be a ...

What will you be, you be, you be,
What will you be on Halloween?
(What will you be when I dress up?)

I'm gonna be a pirate, pirate, pirate,
I'm gonna be a pirate on Halloween.
(I'm gonna be a pirate when I dress up.)

I'm gonna be a _____.

I'm gonna be a _____.



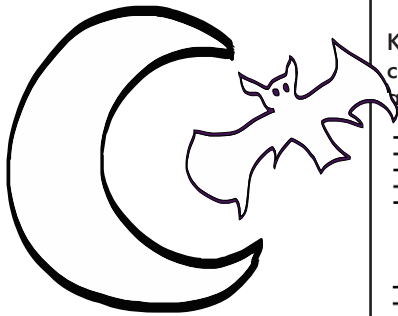
Five Little Pumpkins

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The fourth one said, "Let's run and run and run."
The fifth one said, "I'm ready for some fun!"
Poof went the wind, and out went the light,
And away they all rolled into Hallowe'en night.

Ask me to perform my favourite Halloween song/chant.

This Is the Way the Witches Fly

- 1 This is the way the witches fly, witches fly, witches fly,
This is the way the witches fly, "swish, swish, swish."
- 2 This is the way the ghosts go by, ghosts go by, ghosts go by,
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- 3 This is the way the black cats sound, black cats sound, black cats sound
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This is the way the hoot owls cry, "hoo, hoo, hoo."
- 5 This is the way the children call, children call, children call,
This is the way the children call, "Trick or treat!"



Twinkle Twinkle

Key D, first note: D(do)
count-in: 1,2,3,4, Twinkle...
arr: lj

words: Canada
2010
LJClare et al

I'm Gonna Be a ...

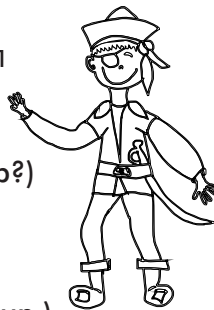
c. LJ Clare 2011

What will you be, you be, you be,
What will you be on Halloween?
(What will you be when you dress up?)

I'm gonna be a pirate, pirate, pirate,
I'm gonna be a pirate on Halloween.
(I'm gonna be a pirate when I dress up.)

I'm gonna be a _____.

I'm gonna be a _____.



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