

December

Lesson

Focus: reading rhythms & seasonal music

13 Dance(A) & Drama(B) 
A1.3 create dance phrases

Music(C) 
C1.1 Light the World
--play simple accompaniments

Except for Santa-songs, material included in the lessons is multi-cultural. Check the "Additional Material" pages at the end of December lessons for holiday specific songs and ideas.

14 Dance(A) & Drama(B) 
A1.3 choreograph simple dance

Music(C) 
C1.1 Holiday Lights
element: reading rhythm

15 Dance(A) & Drama(B) 
A1.2 use dance as a language/DANCE

Music(C) 
C1.1 Santa Claus Has 10 Toys
Up on the Housetop

December

Light the World
Light Up the Holidays Chant
Light Up the Holidays Rondo
Santa Claus Has 10 Toys
Up On the Housetop

Active Listening

The Holiday Hop

Enrichment Songs

Mary and Joseph
The Friendly Beasts
We Wish You gr.1

Dance(A) & Drama(B)



A1.3 create dance phrases

Music(C)



C1.1 Light the World

--play simple accompaniments

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Warm-Ups(3 minutes)

1 Focus: Listening Game

"Musicians need good imaginations and good hands, but the most important thing for a musician to have is ... (perhaps let children guess) good ears! This is a listening game to tune your ears up.

Put your hands on your head (leader puts hands on head),

Put your hands on your knees (leader puts hands on knees),

Put your hands on your shoulders (leader puts hands on head

and looks around at students) **Where are your shoulders?**

(Go on quickly.)

Put your hands on your head ..." etc.

Using a gentle, quiet voice forces students to listen. Once students are familiar with the game its an excellent way to attract silence.



I usually make up a tune as I play this game with students, however, it works as well with the instructions spoken in a very quiet voice. The juxtaposition of a verbal command to put hands on shoulders against a visual prompt to put hands on head, helps tune student attention to audio cues. And the game is fun. Keep it slow and easy at the beginning. As students improve, challenge them with speed and varying directions e.g. "elbows on elbows"?

2 Rhythm/Beat: Echo Rhythm Flashcards

Hold up a rhythm flashcard with the symbols facing the students. Say the rhythm symbol names e.g. ta, ti-ti, sh, while using a finger to follow the symbols on the card. Run your finger under the symbols as students echo the names. Keep the activity quickly paced --- limit it to 5-6 flashcards a time. If needed, remind students to clap as they say the words "ta," "ti-ti," and grasp hands as they whisper "sh."



students see this side



teacher sees this side

Practice and Review Hearing and Showing Pitch with Body Movement

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


Sing the first verse with students --everyone uses a hand to show pitch, i.e. when the pitch goes up, the hand goes up and vice versa. Now get the whole body to show pitch. Ask students to stand. Everyone bends their knees a little bit, then as the next verse is sung show the changes in pitch using knees, arms, hands, etc.







Practice Rhythm Counting with Light Word Set











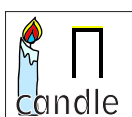

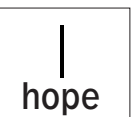







1. Show each of the "holiday lights" flashcards. Say the name and ask: **"What is the rhythm count (# of claps) this word has?"**
2. Once the set has been named. Mix up the flashcards. Show the card, say the name. Students show with their fingers the rhythm count (# of claps) for each word.
3. **"All around the world people celebrate special days. Everywhere that people live, at least one of their special days will have something to do with light. Can you think of a reason people celebrate with light?"** (Give students some time to think and offer possibilities. Assure them that there is no right or wrong answer to this question. If you live in an area with power failures, you could talk about what it feels like when there is no light. Remind students that everywhere in the world, people can see one sun and one moon --light! Most people celebrate their birthdays with candles on a cake. Even tv shows like "Survivor" recognize the important symbolism of lighted torches --life.)

Light Word Set found in Resources --flashcards

Rhythm Count
(How many claps?)



 3 claps	 1 clap
 3 claps	 2 claps
 2 claps	
see the note at the bottom of the page	 3 claps


 crescent moon	 bright	 in the night	 candles	 night
 fireworks	 peace	 shining bright	 twinkling	 love
 candle	 diyas	 hope	 shining in the night	 lanterns
 star	 lights	 joy	 bright stars	 lantern

Music Teaching Note

Words that begin with the emphasis on the second syllable usually begin before the first beat in a bar of music.

In "menorah," the rhythm pattern is "ti ta ti," a syncopated pattern. Since this pattern is taught in Grade Four, the word "candles" is offered for Hanukkah. If you choose to use the word "menorah," try to keep to saying it the way it's usually heard i.e. meNORah.

The leading note into the next bar is called an "anacrusis."



menorah

ti ta ti

ti-ti = 2 eighth notes
ti = 1 eighth note

Holidays with Light

(Just a few of the many.)

Diwali



Diwali is a marking of the changing seasons into a new year. Everywhere in India, 1000s of small clay oil lamps (about the size of your palm) are made so that people can decorate their homes and neighbourhoods with light. Homes and buildings now use electric strings of lights. These are hung vertically to span the building. People clean their homes and buy new clothes to wear on Diwali.

Ramadan & Eid



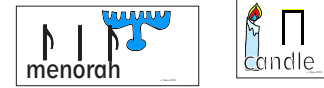
Ramadan is a month long time of meditation, fasting and good deeds. The end of Ramadan is marked by the day of Eid --it's timing is set by the coming of the new crescent moon. The light of the crescent moon tells people that the fasting days are over, time to feast. As Muslims use a special calendar to set the days for their festivals, Ramadan occurs at varying times in our seasons.

Wesak



Wesak is the celebration of the Buddha's birth. The date of celebration varies, but most Buddhist's celebrate this on the first full moon of May, in India named "Wesak". This is a time to remember Buddha's path to enlightenment and consider one's own life journey. Water is poured over statues of Buddha to symbolize the washing away of all that is extraneous and purifying oneself. Candles or lanterns may be lit as a sign of enlightenment. The 8-fold path of righteousness is remembered (understanding, thought, speech, action, livelihood, effort, mindfulness, contemplation). Food is brought to the temple as an offering and to share with those who need.

Hanukah



Hanukah remembers a time when Israel was an occupied country. After many years, they fought off the people who invaded and retook the capital city of Jerusalem. In the temple was a special lamp that was always kept lit as a sign of God's presence. The people only had enough oil to keep it burning for one day. The nearest place to get more of the oil need was a week's journey. The people decided to light the lamp. It burned for 8 days and nights until the new oil arrived. So each night of Hanukah, an additional candle is lit on the Menorah to celebrate the miracle of light. Some Menorahs have nine candles --the ninth is used to light each of the others.

Christmas



An Advent wreath has four candles around the outside (one for each of the four weeks leading up to Christmas), and one candle in the middle for Christmas Eve. Since this festival originated in a part of the world where the solstice is close to Christmas, the darkening world outside is broken by the growing light on the wreath. The Christmas story tells of shepherds and magi(sages) following the sign of a bright star to where Jesus (hoped to be the saviour prophesied) was born.

New Year



Chinese New Year has become a festival enjoyed by people all around the world. Ruled by the lunar calendar, the festival often comes in the middle of a dark January. Customs include fireworks and paper lanterns purchased specially for the evening and lit by candles. Every culture celebrates a new year at some time in the seasonal cycle.

ASL(American Sign Language)

To experience the signs being made try <http://www.handspeak.com> and then click on the ASL dictionary. The video clips are clear and easy to see. Signs are composed of poses **and movement**.

hope
cross fingers as if for luck on both hands, hold them at shoulder height and then move both forward a bit

joy
thumbs up, right hand higher, both hands make a scoop into the body and then up while smiling

peace
make the peace sign with both hands, hold a shoulder height then move hands outward slightly and forward

love
both hands crossed at wrists over heart
nb: sometimes the word for "love" is held up

Key G, first note D(low so)

Light the World

a cappella count-in: 1 and,2 and, Light...

tune: traditional

words: LJ Clare

2011

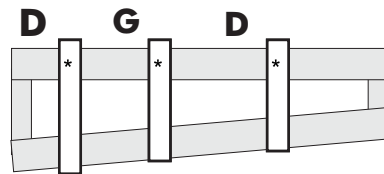
Light the world with hope we're gon-na make it bright!

Light the world with hope, we're gon-na make it bright!

Light the world with hope, we're gon-na make it bright, make it

bright, make it bright, make it bright -----.

1. Light the world with hope
2. Light the world with peace ...
3. Light the world with joy...
4. Light the world with love ...



play any 2 at the same time on the * bar accent

New Song: Light the World

1. "Light helps to make the world bright. Count how many times you hear the word "bright" while listening to this song." (Sing/play the first verse. Use both hands to pat your knees on the first beat of every bar(the accented beat), then play two fingers as per rhythm sticks on the other 3 beats.)
2. "Show me with your fingers how many "brights" you counted. (six) Yes, good counting. As you listen again, copy what I do with my hands." (The repeating words but changing melody, makes this song difficult to teach using echoes, but easily picked up through repetition/immersion.)
3. "Ready to sing with me? Wait for the count-in." (If possible, play the glockenspiel as you sing/play the song.)
4. Place the word cards for "peace, joy, love" on the pocket chart. "This is a zipper song. In the second verse, instead of singing the word "hope" we zip in a the new word, "peace." What will the word be for the third verse? the fourth?"
5. Give as many students as is practical an opportunity to choose the word for a verse and play the glockenspiel.

Dance Step Basics

Sometimes dance is free and spontaneous. Sometimes it's planned. These ideas are for planned dances, and it's easy. Just teach one step at a time, literally.

Planned "folk" dances are like making music with the rest of the body. There's a beat, and it goes on relentlessly. The steps are done to the beat.

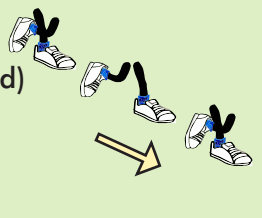
Begin by trying each step as you say the words. Then think a count-in of: 1, 2, ready, dance, and do the step to that steady count-in beat. Practice each step until it feels simple. Also practice changing steps without pausing between (remember that beat --it keeps on going).

Dancing involves the whole body in moving to a beat or rhythm. It's one of the kinds of learning that helps make physical connections between the right and left brain.

1

"Walk 'n Clap"

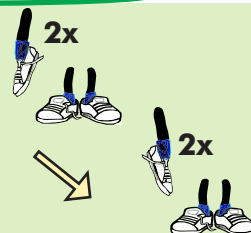
- 1 walk (forward)
- 2 walk
- 3 walk
- 4 clap



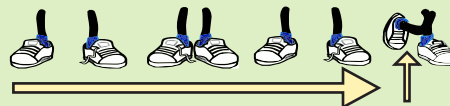
2

"Two Taps, Together"

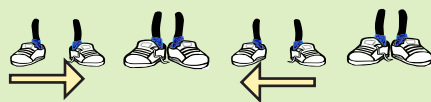
- 1 tap toe twice
- 2 feet together
- 3 tap other toe twice
- 4 feet together



- 2nd 1 step back
 2nd 2 step back
 2nd 3 step back
 2nd 4 clap



3



"Side, Together, Back, Together"

- 1 step to the side
- 2 feet together
- 3 step return
- 4 feet together

4

"Side, Together, Side, Hop"

- 1 step to the side
- 2 feet together
- 3 step to the side
- 4 hop

- 2nd 1 step to the other side
 2nd 2 feet together
 2nd 3 step to the side
 2nd 4 hop

Teaching Tips

- *post large copies of the dance steps where you can see them while teaching
- *instead of saying "right-left", name your classroom walls e.g. sink, clock, door, phone
- *everyone says the words while learning the steps

Be My Mirror

The simplest way to teach dance steps is to have students stand in front of you and "mirror" what you are doing (like an action "echo"). Say, "Be my mirror." Move one hand slowly up and around a bit. If you are using your left hand, students should be using their right hands. Continue till all students are using the correct hand, then add the other hand. When that is going smoothly, pull both hands together as if playing a keyboard and take one step sideways. Continue changes until students are mirroring fairly smoothly. (With adults, the dance teacher turns their back to students and has them copy ---maybe not such a good idea in Grade One?)

Over the next three lessons, students will work towards creating their own dance steps (choreography) to music. The music has a distinct "holiday" flavour, but it isn't directly from any of the seasonal traditions. So, in January, when the winter blues set in, the music and dance will still be timely!

- Week One:** become familiar with the music
 --be able to hear when each of the four sections begins
 --be able to "mirror" the dance leader
 --identify, name and do four dance moves to a count of "1 & 2 & 3 & 4 &"
 --practice "step to the side, together; step return, together" to the music
- Week Two:** create/practice foot work
 --create, name and do one dance move to a count of "1 & 2 & 3 & 4 &"
 --choose dance steps for music
- Week Three:** create hand work to go with foot moves and practice/polish the dance

Dance The Holiday Hop

videos: "learning" Step 1, Step 2, Step 3 and "practise" Step 4



1. "I'm going to put on some dance music. The beginning part sounds very different from the rest of it. Your challenge is to listen for the change. When you think you hear it, start putting the beat on your knees." (Play "The Holiday Hop." Since it's only one minute long, if not many children "hear" the change in music, repeat above with a "Let's try it again." Congratulate students on hearing the change in the music.

2. "Before the change, this is what the dance looks like."

(Model the dance moves, then ask students to stand and try them with you. Put the music on and try them again ---encourage students to stop at the end of the introductory music.)

Introductory Section

- 1** feet stay in place, bend knees with beat, reach out with both hands,
& hands come back close to body as if typing on a keyboard



**repeat on each beat until music changes
 Pattern is done 4 times: 1 & 2 & 3 & 4 &

3. "Good moves! After the introduction we can choose the dance step. One choice looks like this. (Model any one of the basic dance steps while saying the words that go with it.) **"Ready to try it? One, two, ready, dance** (say the moves as you do them with students)."

4. "Here's a different dance step we could choose." (Model and then try out a second one of the basic dance steps --or make up your own.)

5. With students, choose one of the two steps to be in the dance.

6. With the music, try the opening moves then do the chosen step pattern 4 times. The music will continue, but stop moving after the fourth time through. Repeat from the beginning of the music.

7. Now add the other dance step that was practised.

New Repertoire



Light the World
 The Holiday Hop

Focus: reading rhythms & seasonal music

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

Try to make time to use the "light" set of flashcards for reading practice, even if the rest of music time is used for seasonal rehearsals.

Warm-Ups(3 minutes)

Focus: Listening Game (page 82)
 Beat/Rhythm: Echo Rhythm Flashcards (page 82)

Practice and Review

Solo Conducting/Performing continues
 Song: Light Up the World

Music & Movement/Dance

Re-do Dance from Lesson 13a
 Teach 2 New Basic Steps (page 79)

Optional Ideas

A Work Page
 Literacy: Vocabulary Building
 Rhythm: Rhythm Counting

B Light Flashcard Composing







C Adding Sign Language

A Work Pages Choose what fits your energy level best.

1 Vocabulary Building

Match picture with word, then print the word.
 When finished students may colour in the page.


I can do music in Lesson 13. My name is _____
 Find my name and print it on the line.













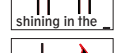



	_____	candle
	_____	lanterns
	_____	lights
	_____	lantern
	_____	holiday
	_____	candles

2 Rhythm Counting

As rhythm counting is relatively new for your class, practice a bit with the classroom sized flashcards before explaining the work page and sending students to do it on their own.

I can do music in Lesson 13. My name is _____

Rhythm Count  How many claps in each flashcard? Circle the number of claps.

	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5

Ask me to read a flashcard and clap its rhythm!

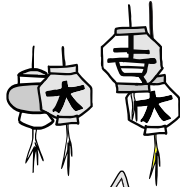
Most of primary music is done in large groups. I have found it helpful (and a sobering teacher self-assessment) to give students individual work from time to time. It assesses student learning accurately. Sometimes I discover I need to go back and revisit some ideas. Other times I discover something has been well learned and we forge ahead.

I can do music in Lesson 13 . My name is _____

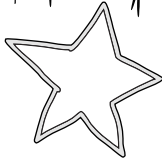
Find my name and print it on the line.



candle



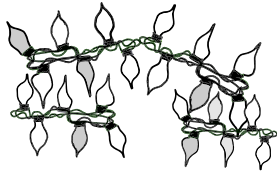
lanterns



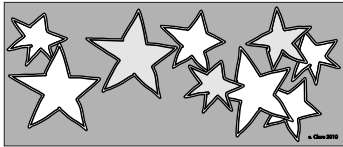
lights



lantern



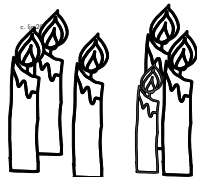
holiday



candles



fireworks



crescent moon



diyas

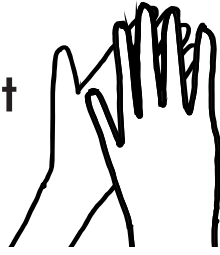


menorah

star

Ask me to read the words.

Rhythm Count



How many claps in each flashcard?
Circle the number of claps.

shining bright

1 2 3 4 5

bright stars

1 2 3 4 5

fireworks

1 2 3 4 5

crescent moon

1 2 3 4 5

lantern

1 2 3 4 5

candles

1 2 3 4 5

in the night

1 2 3 4 5

shining in the

1 2 3 4 5

night

1 2 3 4 5

candle

1 2 3 4 5

star

1 2 3 4 5

diyas

1 2 3 4 5

night

1 2 3 4 5

joy

1 2 3 4 5

lanterns

1 2 3 4 5

hope

1 2 3 4 5

peace

1 2 3 4 5

lights

1 2 3 4 5

Ask me to read a flashcard and clap its rhythm!

B Composing with Light Word Card Set

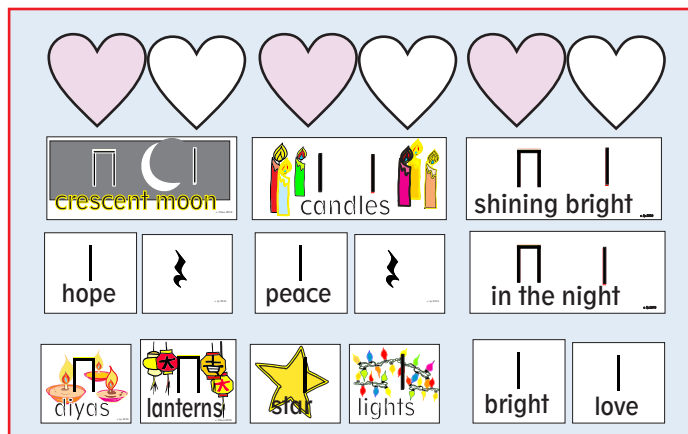
As the holiday season is relatively short, make good use of the flashcard set that fits the season. Use the pocket chart and, with student help, create two or three musical phrases to read. (basic info pages 38-39)

After composing two or three lines:

Divide the class in half. Half the class keeps the beat with you on their knees, or better --on hand drums or sticks. The other half of the class says the words. (It probably is too challenging for most students to say the words and keep the beat ---they'll wander into the rhythm.)

When both groups have had an opportunity to keep the beat, remind students that the rhythm is the "way the words go." Choose a student to play the glockenspiel on the rhythm. Since its ringing sound lingers, remove bars "F" and "B" for a harmonious sound. Now students may play any of the remaining bars.

Repeat as often as practical.



Bananas come in bunches. Beats come in groups called either bars or measures. The first beat in every bar is a little stronger. If you are using hearts to represent beats, show the stronger beat by using a different colour. For this chant, try using 3 bars with 2 beats each -- see above.

Seeing sign language spoken is like watching a communicative dance.

C Adding Sign to a Song

Introduce students to sign language by signing the key words in "Light the World." (see pages 84-85)

Explain that people who are deaf often enjoy music. They use their bodies to feel the vibrations and their hearts/minds to feel a part of a community making music.

Extra Idea! Invite a Musical Guest for a Short Visit

Students (or siblings or parents) who play an instrument, may be practising special pieces for holiday concerts. If your class has reading buddies, perhaps one of them plays an instrument. Invite a guest to come and play their instrument for your class. It's an opportunity for an up-close encounter with a musical instrument.

- Before:** *discuss "concert behaviour"
*help the class think of questions to ask the performer
- After:** *ask students for "kisses and wishes" from the performance (student behaviour and guest performance)
*invite students to dream:
What instrument would they like to learn?

Dance(A) & Drama(B)



A1.3 choreograph simple dance

Music(C)



C1.1 Holiday Lights

element: reading rhythm

Except for Santa-songs, material included in the lessons is multi-cultural. Check the "Additional Material" pages at the end of December lessons for holiday specific songs and ideas.

Warm-Ups(3 minutes)

1 Focus: Listening Game
(page 82)

2 Beat/Rhythm: Echo Rhythm Flashcards
(page 82)



students see
this side



teacher sees
this side

Practice and Review (hearing and using body to show changes in pitch)

1. Song: Light the World Key G, first note D(low so)

a capella count-in: 1 and,2 and, Light...

Teacher and students use one hand, as they sing, to show the way the tune goes higher and lower --to visualize the pitch changes.

2. Hearing High-Low (using the "so-mi" interval)

Repeat the exercise learned in November (page 59) BUT change from simply moving the hand high or low, to using the handsigns for "so"(high) and "mi"(low). If you are new to music --read the information below.



Solfa Basics

Singers use So-Mi's. Instrument players use Musical ABC's.
So-Mi's are the "phonics" for learning a song.

The name of the Key tells which musical alphabet letter "do" falls on for the song.

Using handsigns capitalizes on the connection between body, mind and voice. Moving the hand up and down actually helps our voices know where to go! "So" is chest height with the back of the hand facing students.

	Key F	Key C	Key G	Key D
	C	G	D	A
	A	E	B	F#

"So" is always two tones above "Mi". The interval or space between the notes will sound familiar ---think of a parent calling a child to come in from the backyard "Don-na" (so-mi!).


Students have been listening for the high-low interval that is the same as the interval between "so-mi" for several weeks. This week add the handsigns that symbolize "so-mi." The actual naming of "so-mi" will be done in January. By that time students will have sung the interval in several songs, recognized the difference between the two in listening exercises and used the handsigns. By the time "so-mi" are "named," they will be an ordinary part of music class. This mimics the way in which we learn any language --begin with listening, then speaking, then reading, and finally writing.

Learning Music Concepts Rhythm Symbols Have Names


Students have been looking at the flashcards while they echo the patterns and say the names.

Today make the transition to reading the rhythm symbols. Alert students will already know their names!

1 Hold up the symbol card. **"This is 'ti-ti'.**
Place the card on the pocket chart.
Say and clap the name "ti-ti". 2 claps

ti-ti 2 claps 

Hold up the symbol card. **"This is 'ta'.**
Place the card on the pocket chart.
Say and clap the name 'ta'. 1 clap

ta 1 clap 

Hold up the symbol card. **"This is 'sh'.**
Place the card on the pocket chart.
Softly say "sh" while moving hands outwards.

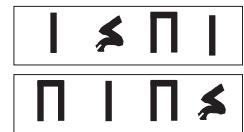
sh 0 claps 

In real music, if you see a 'sh,' you don't sing or play an instrument. We say the 'sh,' just to remind ourselves that it's there!

2 "I'm going to say and clap the rhythm symbols. Show me with your fingers in the air how many claps I do each time. Good work!"

3 "Now I'm going to point to a rhythm symbol. What are these called? (rhythm symbols) When I point, everyone says its name and clap its rhythm." (5 or 6 times)

4 (Put 2 rhythm echo flashcards on the pocket chart.) "Here's a challenge. Wait for the count-in, and then we'll read the flashcards with names and claps. Ready? One, two, ready, read ... (Change the cards and repeat.)"



Teacher Information: Rhythm Symbols

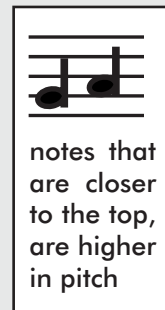
New to Music? Read on ... Rhythm symbols are notes without their heads/the circles attached. Most percussion instruments are played without reference to pitch. Their parts may be read from a single line of rhythm symbols or notes.







Usual Sequence for learning to read music ...

Students learn to read rhythm.

Students learn the basics of reading pitch (usually using whole notes or circles).

Then rhythm and pitch are put together onto staff lines to be read together.



   are the same as   

ti-ti ta sh

The rhythm name e.g. "ta", mimics the amount of time is given to the symbol in music.

Rhythm symbols and notes are grouped together in music. The groups are based on the number of beats (hearts). Grade One music usually has 4 beats/hearts in a bar/group. Groups of four are felt when walking. The first beat in each group is "stronger" and shown on the pocket chart by the colouring in the hearts. Bars/groups are divided by a line. Each of the rhythm symbols for Grade One fills a beat/heart.

Light Up the Holidays

Canada
c. LJ Clare 2011

1. **Diwali** $\begin{matrix} 4 \\ 4 \end{matrix}$ On Di - wa - li, lamps all glow, hang them high, hang them low.

2. **Hanukah** Han - u - kah is eight nights, games and food and can - dle - lights.

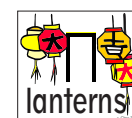
3. **Advent** Ad-vent can-dles num-ber four, Christ-mas Eve, add one more.

4. **Ramadan** Ra- ma- dan means wait to eat, See moon-light, taste a treat.

5. **New Year** Gung Hay Fat Choy Lan - terns bright, New Year's joy.

New Chant: Light Up the Holidays

- Place the "Holiday Chant" on the pocketchart. **"Sometimes, in music, rhythm symbols have small circles attached to them. Who can find a word that is under a "ta?" What about a different word under a "ta?" Under a "ti-ti?"**
- "The rhythm symbols tell us how to say the words. "Ti-ti" means two claps in one heart beat. "Ta" is only one clap in a heart beat. Who can come up to the pocket chart and show us a heart beat that has two claps? one clap?**
- Keeping a steady beat, read the first line and have students echo it. Ask if any one in the class celebrates Hanukah --or knows someone who does. Tell a bit about Hanukah celebrations. Repeat for each of the lines in the chant.
- This time read a line of the chant, students echo ---then without pausing, go on to the next line.
- Ask the class to join you in reading the entire chant. Give a count-in of 4 steady beats. Using a pointer or hand to show where the beat is will help students read together.
- Try reading the chant with the recording and/or song video.



Dance The Holiday Hop

Week One: (last week) become familiar with the music, learn introduction
Week Two: choreograph 4 dance phrases and practice
Week Three: create hand work to go with the foot moves and polish the dance

1. Begin with students seated. With the music playing, do the introductory hand/arm moves learned in the last lesson, and then pat the beat on knees.

video: Step 3 or 4

Introductory Section

- 1** feet stay in place, bend knees with beat, reach out with both hands,
& hands come back close to body as if typing on a keyboard
 **repeat on each beat until music changes
 Pattern is done 4 times: 1 & 2 & 3 & 4 &



2. While students are sitting demonstrate the two dance steps learned in Lesson 13a (pages 86-87). Invite students to stand and try each step with you.

Two Streams video: The Holiday Hop (no instructions, simply dance)

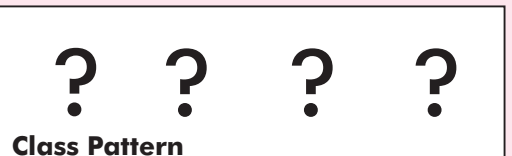
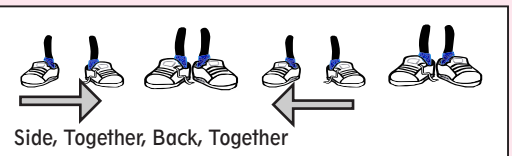
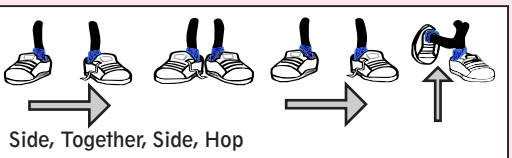
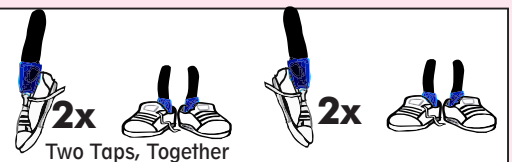
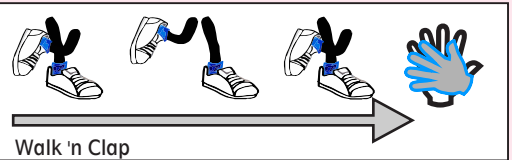
- A** Teach the other two basic dance steps. (page 86)
 Try out all the dance steps with the music.

OR video: Steps 5 and 6

- B** Engage students in making up a new dance step pattern.

1. "I'm going to make up a new dance pattern to fill four beats. Hmm, (do movements as you talk) on "1" I'm going to step forward; on "2" I'll clap; then on "3" I'll step back; and on "4" I'll clap again. Let me try it again. (repeat pattern as you talk)
2. "And I'll call it: forward - clap - back - clap!
 Either use the example given, or make up your own pattern as you go.
3. "Can you make up a dance pattern to fill four beats. Your arms might move or your feet. Try out a few moves." (As students move around try to pick out one or two interesting ideas.)
4. Call students back to focusing on you. Demonstrate a couple of the moves you saw being done. With student help, choose moves for each of the 4 beats. Try them in sequence. Do they fit well together? Invent words to describe the new dance step.
5. Play the music for The Holiday Hop. Do the introductory move then try out the new dance step with the music.

1 & 2 & 3 & 4 &



Dance Choreography for The Holiday Hop

video: Step 6 or "The Holiday Hop"

Engage students in choosing dance steps for the B and C sections below. If they (or you) have challenges hearing where the music changes, which is where the dance steps change, try playing the "Holiday Hop Choreography" song video either before or during class.

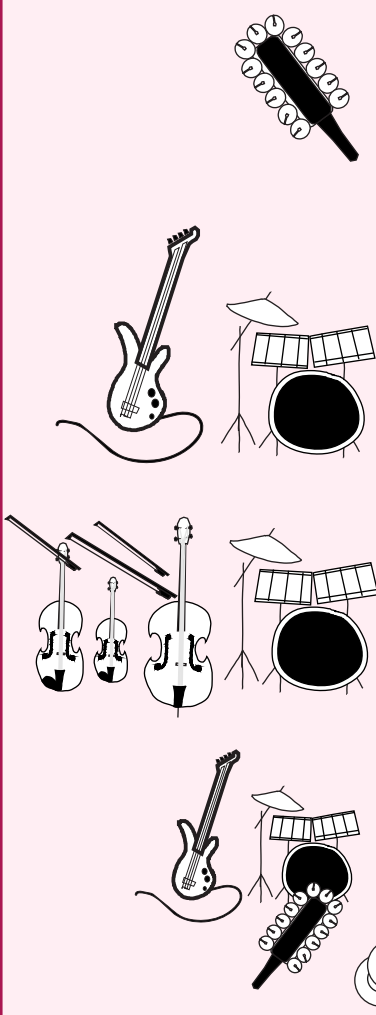
Once the steps have been decided, practice them in sequence before trying them with the music. If needed, enlarge the dance map below, print in the names of your class steps and post it where everyone can see it.

KISS: Keep it suitably simple. For this first try at dance choreography, limit the choices offered to your class. As time goes on, help the class to invent their own choreography for the whole piece of music.

Holiday Hop

video: The Holiday Hop (no instructions, simply dance)

Music Map



Dance Steps

1 & 2&3&4&

① hands forward, keyboard, knees bend to beat throughout

② hands forward, keyboard, knees bend to beat

③ hands forward, keyboard, knees bend to beat

④ hands forward, keyboard, knees bend to beat

①

② One of the Basic Dance Steps Done 4 Times

③

④

①

② Either Another Basic Dance Step Done 4 Times

③ OR

④ Class Created Dance Step Done 4 Times

①

② Basic Dance Step from "B" Section Done 2 Times

③ Tap one toe twice, reaching out and up with same hand.

④ Tap other toe twice, reaching out with other hand.

Reach out and up with both hands.

Clap once, immediately after music ends.

New Repertoire



Light Up the Holidays

Enjoy the Repertoire

Student Choice of Song or Dance

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

Practice is repetition. The second weekly lessons for CanDo 1 repeat most of the prior lesson with a few optional alternatives.

Warm-Ups(3 minutes)

Focus: Listening Game (page 75)
Beat/Rhythm: Echo Rhythm Flashcards

Practice and Review

Hearing High-Low with Handsigns
(page 83)

Music & Movement/Dance

The Holiday Hop

Optional Ideas

A **Work Page**
Music Literacy: Melody Mapping

B **Performance Standards**
Possible Performance Piece

C **Composing with Flashcards**

Check the "Additional Material" pages at the end of December lessons for holiday specific songs and ideas.

A Work Page Melody Mapping

1. Sing the song once with students following words/music on the paper.
2. Ask students to place a blue pencil crayon on the first note. "Connect the dots" --draw a line from note to note as the class sings the song again. (If your class hasn't done this before, demonstrate first.)
3. Ask the students to place a red pencil crayon on the first note. This time, they are to sing the song with "magic lips"/in their minds/silently. Teacher sings the song quietly using "la" instead of the words. Part way through the song, stop singing. Students stop moving their pencils when the teacher stops singing. Hands up to see who knows which word the singing stopped on. Since the words are very similar, distinguish them by telling which line the word is in.
4. Repeat with a green pencil crayon.

I can do music in Lesson 14 . My name is _____

Key G, first note D(low so) **Light the World** tune: traditional
glockenspiel count-in: 1 and,2 and, Light... words: LJ Clare 2011

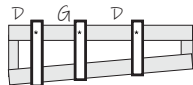
Line One
Light the world with hope we're gon-na make it bright!

Line Two
Light the world with hope, we're gon-na make it bright!

Line Three
Light the world with hope, we're gon-na make it bright, make it

Line Four
bright, make it bright, make it bright -----.

1. Light the world with hope
2. Light the world with peace ...
3. Light the world with joy...
4. Light the world with love ...



glockenspiel pattern
D G D(high) G

How many "ti-ti" rhythm signs can you find in this song? 2 3 4 5

Ask me what my coloured lines show!

Light the World

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

tune: traditional
 words: LJ Clare
 2011

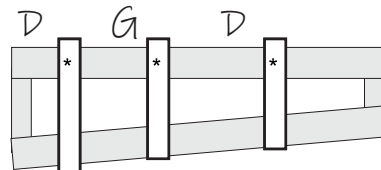
Light the world with hope we're gon-na make it bright!

Light the world with hope, we're gon-na make it bright!

Light the world with hope, we're gon-na make it bright, make it

bright, make it bright, make it bright -----.

1. Light the world with hope
2. Light the world with peace ...
3. Light the world with joy...
4. Light the world with love ...



glockenspiel pattern
 D G D(high) G

How many "ti-ti" rhythm signs can you find in this song? 2 3 4 5

Ask me what my coloured lines show!

Performance Standards

Periodically, music class needs to include time to polish a piece for performance. In Grade One, students should be able to begin and end singing together, keep their eyes mostly on the conductor, and enunciate carefully. Posture for performance singing is standing, feet slightly apart, knees loose, chins and shoulders down/relaxed with a straight back.

B Performance Piece

Combine the two "Holiday Light" pieces into one arrangement.

Even if your class is not performing at a concert, choose pieces to practice, and take your show "on the road" (visit another classroom, or invite office staff to come and listen? If your class is performing in a school concert, work on the pieces you have chosen instead of using the material given here.

Song: Light the World Key G, first note D(low so)

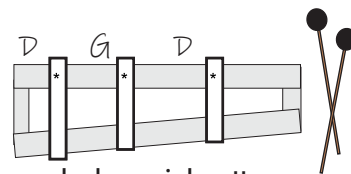
Chant: Light Up the Holidays Count-in one, two, ready, read ...

Intro: Teacher counts in: One, two, three, four
Students on Glockenspiels play: D G D(high) G

Part I Glockenspiels continue to play ...
Class sings last verse (using the word "love") of Light the World

Part II Class says the Holiday Lights chant.
(plays the rhythm/words on chopsticks)

Part III Students on Glockenspiels begin playing again during the "New Year" line of the chant.
Class sings the whole song: Light the World
*add simple actions
e.g. Make the ASL sign for each of the zipped words, followed by both hands reaching out to audience.

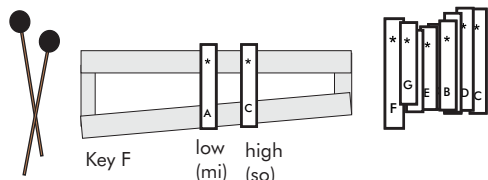


glockenspiel pattern
D G D(high) G

If your glockenspiels don't have a high D, use D G D G.

C Pocketchart Composing

- Using the Holiday Lights flashcards have students create an 8 beat line on the pocket chart.
- With a count-in of 4, ask students to read the line.
- Repeat #1 and #2 several times.
- Now move some of the cards down a space -- these will be sung "lower." Use the pitches for "so-mi" as the "high-low" when singing the composition. (Remember, that at this time, the pitches are not yet named as "so-mi.")
- Sing the newly composed song.



Step 1

♥	♥	♥	♥	♥	♥	♥	♥
candle	chrys	joy	love	crescent moon	hope	peace	

high(so)
low(mi)

Step 2

♥	♥	♥	♥	♥	♥	♥	♥
candle	chrys			crescent moon			
		joy	love			hope	peace

high(so)
low(mi)



Check out the "Seasonal Extras" after December Week Three's Lesson. Included in these materials are work pages so that students may "cut and paste" a Holiday Lights Composition at their desks.

December

Focus: reading rhythms & seasonal music

Lesson

15a

Dance(A) & Drama(B)



Music(C)



A1.2 use dance as a language/DANCE

**C1.1 Santa Claus Has 10 Toys
Up on the Husetop**

Except for Santa-songs, material included in the lessons is multi-cultural. Check the "Additional Material" pages at the end of December lessons for holiday specific songs and ideas.

Warm-Ups(3 minutes)

1 Focus: Listening Game

2 Body: Stretches

Practice and Review

Song: Light the World Key G, first note D(low so)
a cappella count-in: 1 and,2 and, Light...

Chant: Holiday Lights place the words/rhythm symbols on the pocket chart

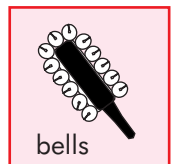


(Remind students that the rhythm symbols sometimes have circles added to them. When circles are added, they are called "notes.")

1. Read the words to the chant using a steady count-in: **One, two, ready, read ...**
2. Now, practice saying/reading and clapping the rhythm names (ti-ti, ta) to the chant.
3. Divide the class into two groups.
One group says and claps the "ti-ti's."
One group says and claps the "ta's."
4. Give bells or shakers to the "ta" group.
Give rhythm sticks to the "ti-ti" group.
Say the rhythm names again, using the instruments instead of clapping.
Repeat, if needed.
5. Teacher says the words to the holiday chant, while students play their instruments.
6. Students say the words and play their instruments.



tap on "ti-ti"



shake on "ta"



shakers
maracas

Santa Claus Has 10 Toys!

Key G, first note G(do)

a cappella count-in: 1,2,3,4,San...

tune: traditional

words: LJ Clare

2011

holiday song

presto

San - ta Claus has x ten toys, San - ta Claus has x ten toys,
San - ta Claus has x ten toys, Go San - ta, Go! Ho, ho, ho!

Santa Claus has (step right) 10 toys,
Santa Claus has (step left) 10 toys,
Santa Claus has (show 10 fingers) 10 toys,
Go Santa go! Ho(clap) ho(clap) ho(clap)!

Santa Claus has (step right) 9 toys

The places to move are marked with an "x" in the music. The first few times I did this song, I had students mirror the direction my feet moved e.g. if I moved forward, they moved back; if I moved left, they moved right). Because our space to move was limited, at one point my only additional moving space was back(for me), back, back --which meant students were taking steps forward --closer to me. It became a kind of a game with me taking steps back, and students taking bigger steps forward to try to reach me and trap me. Serendipity!

New Song: Santa Claus Has 10 Toys!

1. Sing the first verse of the song to your class. Clap where there is an "x" in the music.
2. Sing the song again, asking students to clap with you. If the timing of the claps is challenging, repeat.
3. Everyone stands. Instead of clapping on the "x", move one foot and have students mimic you.
4. By now students have heard the song three times. Ask what they think happens next in the song.
5. Invite students to sing with you and finish the song together.
(Don't be surprised if your class wants to do it again immediately! You will probably tire of this song long before your students do. For this reason I delay teaching it until part of December has gone by when I am the classroom teacher. If you are with the class only for music ---teach it earlier in December. The juxtaposition of taking a step on the rests in syncopation is a good rhythm learning exercise.)

Note: If you only have one music period a week, consider skipping the next song in favour of spending more time dancing and re-singing songs already learned for the season.

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

Up On the Housetop

United States
1860s holiday song
Benjamin R Hanby



Up on the housetop rein-deer pause, Out jumps good old San - ta Claus!



Down thru the chim-ney with lots of toys, all for the lit-tle ones' Christ-mas joys

chorus



Ho, ho, ho! Who wouldn't go? Ho, ho, ho! Who wouldn't go----?



Up on the house-top, click, click, click. Down thru the chim-ney with good Saint Nick!

2 First comes the stocking of little Nell,
Oh, dear Santa, fill it well
give her a dolly that laughs and cries,
One that will open and shut her eyes.
Ho, ho, ho...

3 Next comes the stocking of little Will,
Oh, just see what a glorious fill
Here is a ball and lots of blocks,
There's even a little train that talks.
Ho, ho, ho...

Benjamin Hanby was born in Ohio in 1833. In his short life (he died at age 35) he worked as a teacher, principal, minister and editor for a music publishing house. He wrote over 60 songs. The house where he wrote most of the songs is now a museum in Westerville, Ohio.

C.C. Moore's poem "Twas the Night Before Christmas", written in 1822 became so well known that by the mid 1800s it was taken as the authority on how Santa made his visits. It certainly was the source for Benjamin Hanby who wrote "Up on the Housetop" in the 1860s. "Jolly Old St. Nicholas", whose authorship has never been pinned down, is also attributed by some to Hanby because of its similarity in style and content.

New Song: Up on the Housetop

1. (Sing/play the chorus.) "Who is Saint Nick?" (Santa Claus) "Listen again and count how many times Santa laughs." (2 times or 6 "Ho"s) "What do you think makes the "click, click, click?" (reindeer hooves/paws) (Put the word for "paws" on the pocket chart. Next to it put "pause".) " These two words sound the same but they have different meanings. This is the kind of "paws" a cat or mouse has. What does this kind of "pause" mean?"
2. Give out the student pages for this song. Ask students to follow the words as they listen to the CD. When the chorus is sung, students sing along.
3. Read over the words with students. Make sure they understand that in music, we read the first line in each staff first, and then, go back up to the top for the second verse, etc. Sing with CD
4. "Find the "ho, ho, ho" in the music. Look above the words to the notes. These notes have something none of the other notes has, what is it?" (little dots) "That's right. Those little dots tell us to hop from note to note --to detach the notes/words. Let's try it." (Ho ho ho) "Excellent. Now we'll sing the song again. Remember to sing/hop when you come to the "Ho, ho, ho."

Dance: The Holiday Hop video: The Holiday Hop (no instructions, simply dance)

Week One: become familiar with the music, learn introduction
Week Two: choreograph dance steps(last week)
Week Three: create hand work to go with the foot moves and polish the dance

1. If the dance practice last lesson went well, you may want to begin today with the music and run through the dance. Otherwise, begin with students on the carpet. Follow the lesson plan from 14a(page 86). Do the introductory section to the music and pat the beat on knees for the rest of the music. Proceed to lines for some "mirror" practice of the dance steps chosen. Then try the whole dance.

2. If you and the class have energy for it, today work on "What do I do with my hands?" Most of the dance phrases don't include instructions for hands. Brainstorm a few possibilities with the class ...

hand roll, one hand points up/one down,
hands cross - hands out, ...

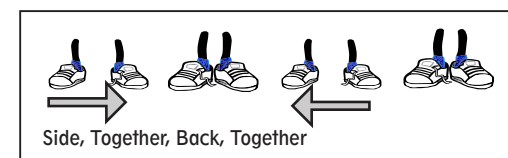
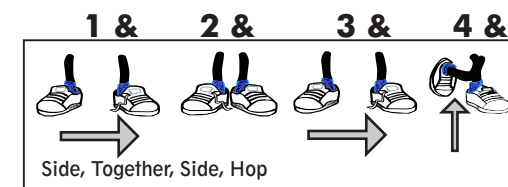
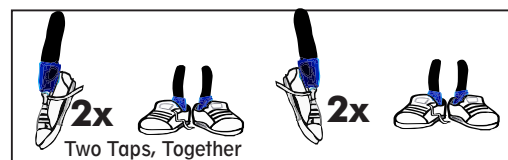
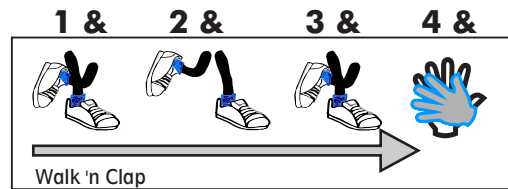
Model one dance phrase for the class. Decide "What to do with our hands." Continue until whole dance is done.

3. Now DANCE!

4. And, since you're up and dancing, and it's nearly the holidays, do the other dances in student repertoire.

Turkey in the Straw
Ha, Ha, This-A-Way.

You may even want to hop to The Kangaroo.



New Repertoire



**Santa Claus Has 10 Toys!
Up On the Housetop**

Happy Holidays



Music page needed for this lesson, if teaching **Up On the Housetop**.

I can do music in Lesson 15 . My name is

Up On the Housetop United States
 Key D, first note (A)so glöckenspiel count-in: 1,2,3,4,Up... Benjamin & Hanby
 1860s holiday song

Up on the housetop rein-deer pause, Out jumps good old San - ta Claus!

Down thru the chim - ney with lots of toys, all for the lit-tle ones' Christ-mas joys

chorus
 Ho, ho, ho! Who wouldn't go? Ho, ho, ho! Who wouldn't go...?

Up on the house-top, click, click, click, Down thru the chim-ney with good Saint Nick!

2. First comes the stocking of little Nell
 Oh, dear Santa, fill it well
 give her a dolly that laughs and cries,
 One that will open and shut her eyes.
 Ho, ho, ha...

3. Next comes the stocking of little Will
 Oh, just see what a glorious fill
 Here is a ball and lots of blocks,
 There's even a little train that talks.
 Ho, ho, ha...

Benjamin Hanby was born in Ohio in 1833. In his short life (he died at age 35) he worked as a teacher, principal, minister and editor for a music publishing house.

Santa Claus Has 10 Toys! tune: traditional
 Key G, first note (G)do glöckenspiel count-in: 1,2,3,4,San... 2011 holiday song

San-ta Claus has x ten toys, San-ta Claus has x ten toys,
 San - ta Claus has x ten toys, Go San - ta, Go! Ho, ho, ho!

Ask me to sing you a holiday song!

I can do music in Lesson 15 . My name is _____

Up On the Housetop

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

United States
1860s holiday song
Benjamin R Hanby

Up on the housetop rein-deer pause, Out jumps good old San - ta Claus!
Down thru the chim - ney with lots of toys, all for the lit-tle ones! Christ-mas joys
chorus
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Santa Claus Has 10 Toys!

Key G, first note G(do)
glockenspiel count-in: 1,2,3,4,San...

tune: traditional
words: LJ Clare
2011
holiday song

San-ta Claus has x ten toys, San-ta Claus has x ten toys,
San - ta Claus has x ten toys, Go San - ta, Go! Ho, ho, ho!

Ask me to sing you a holiday song!

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

Seasonal songs are fun, but have a short shelf life. Take time today to sing any class holiday favourites.

Warm-Ups(3 minutes)

Choose your favourites.

Practice and Review

Light Flashcard Set *rhythm counting
*pocketchart composing

Music & Movement/Dance

The Holiday Hop(see note below)

Optional Ideas

A **Song:** We Wish You a Happy Holiday

B **Seasonal Songs**
Mary and Joseph Had a Baby Boy(Xmas)
The Friendly Beasts(Xmas)
We Wish You a Happy Holiday(multiple)

C **Desk-Top Composition**
Note: May be used in January.

Enjoy the Repertoire Student Choice of Song or Dance

Holiday songs are fun but they have a limited season. Time today to enjoy the best parts of holiday music. Choose activities that your class enjoys.

Sing!

Light the World/Holiday Lights
We Wish You ...

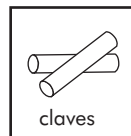
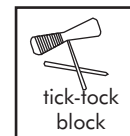
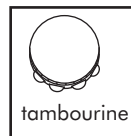
All Together/Let's Make Peace

Movement! Dance!

Santa Claus has 10 Toys!

The Holiday Hop

Play Instruments!

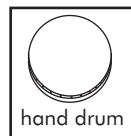


Light the World with the glockenspiel.

Try **Up on the Housetop** playing spoons or sticks on the "ho"s and "click"s.



Give out an assortment of shakers, claves, and spoons/triangles to half of the class. They play along with **The Holiday Hop** while the other half of the class dances. SWITCH



You may want to try a more challenging accompaniment by assigning each of the instruments to only one of the movements.

We Wish You a Happy Holiday

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

England, 16th Century
 adapted LJ Clare
 2010

Verse

1. We wish you a Mer-ry Christ - mas, We wish you a Mer-ry Christ - mas, We
2. We wish you a Hap-py Han-u- kah, We ...
3. We wish you a Bright Di - wa - li, We...
4. We wish you a Fes-tive Eid-----, We...

Chorus

wish you a Mer-ry Christ - mas and a Hap - py New Year! Good

Tid - ings we bring, to you and your friends, Good

Tid - ings and() and a Hap - py New Year!

New Song: We Wish You a Happy Holiday

1. Put the greeting word cards on the pocket chart. Ask students to echo as you say each of the greetings.
2. "In England, one of the New Year customs is to go carolling (singing songs) while visiting your neighbours. The carollers were given special food as a treat. During the visit, conversation is supposed to stay on "good news", good tidings. If you were going on an English New Year's visit, what good news could you share?" (Give several students an opportunity to tell some good news.)
3. "The song we're going to sing is from England. The chorus goes like this: sing the chorus "Good tidings we bring ..." What holidays were they celebrating?" (Christmas and New Year)
4. "Listen two more times and join with me the third time." (sing the chorus three times)
5. "Good singing. Some of you probably already know the first part of the song. If you recognize it, put your hands way up high." (Sing: We wish you a Merry Christmas ...) Ready to try singing the verse and the chorus? Wait for the count-in.
6. "Remember when we were learning "Light the World" and we zipped new words into it? We can zip new holidays into this song. Which holiday greeting shall we try next?" (Work your way through the holiday greetings on the pocket chart -- or additional ones suggested by your class.)

Good Tidings

Festive Eid

Merry Christmas

Happy Hanukah

Bright Diwali

Happy New Year

Mary and Joseph Had a Baby Boy

Key F, first note F(do)
a cappella count-in: 1.2.3.4.Mary...

holiday song
Trinidad
arr: LJ Clare 2011



1. Ma-ry and Jo - seph had a ba - by boy, Ma-ry and Jo - seph had a
2. An__ -gels sang__ when the ba - by born, An__ -gels sang__ when the
3. Star__ shone o - ver where the ba - by born, Star__ shone o-ver where the



ba - by boy, Ma-ry and Jo - seph had a ba - by boy, and they
ba - by born, An__ -gels sang__ when the ba - by born, and they
ba - by born, Star__ shone o - ver where the ba - by born, and they



say that his name was Je - sus. He come from the



glor - ry, He come from the glo - ri - ous king - dom.

4. Wise ones saw when the baby born ...
5. People still know when the baby born ...
(and they say that his name IS Jesus)

New Song: Mary and Joseph

The syncopation in this song can make the music a challenge to read, but its the same syncopation that makes the tune so singable and memorable. Learn the song using the CD/DVD.

Play only the first verse:

- 1st listening:** count the number of claps
- 2nd listening:** clap with the claps
- 3rd listening:** clap and listen for the story
- 4th time:** sing with the music

Performance Arrangement Ideas

Try having a small group whisper-chant the first line 3 times before the singing begins. Repeat the chant as an interlude. Add percussion e.g. rhythm sticks on words, tambourine hit on the quarter rests and shakers on the words "glory" and "glorious". Sh ti ta ta ti / ta ta (he come from the glory) on drums may be too challenging for Grade One but is an option for the teacher?

The calypso feel to this folk song betrays its origins in the West Indies. Thought to be collected by James Bryce, who in 1942 claimed an age of 94, its one of the few traditional religious Christmas songs from Central America.

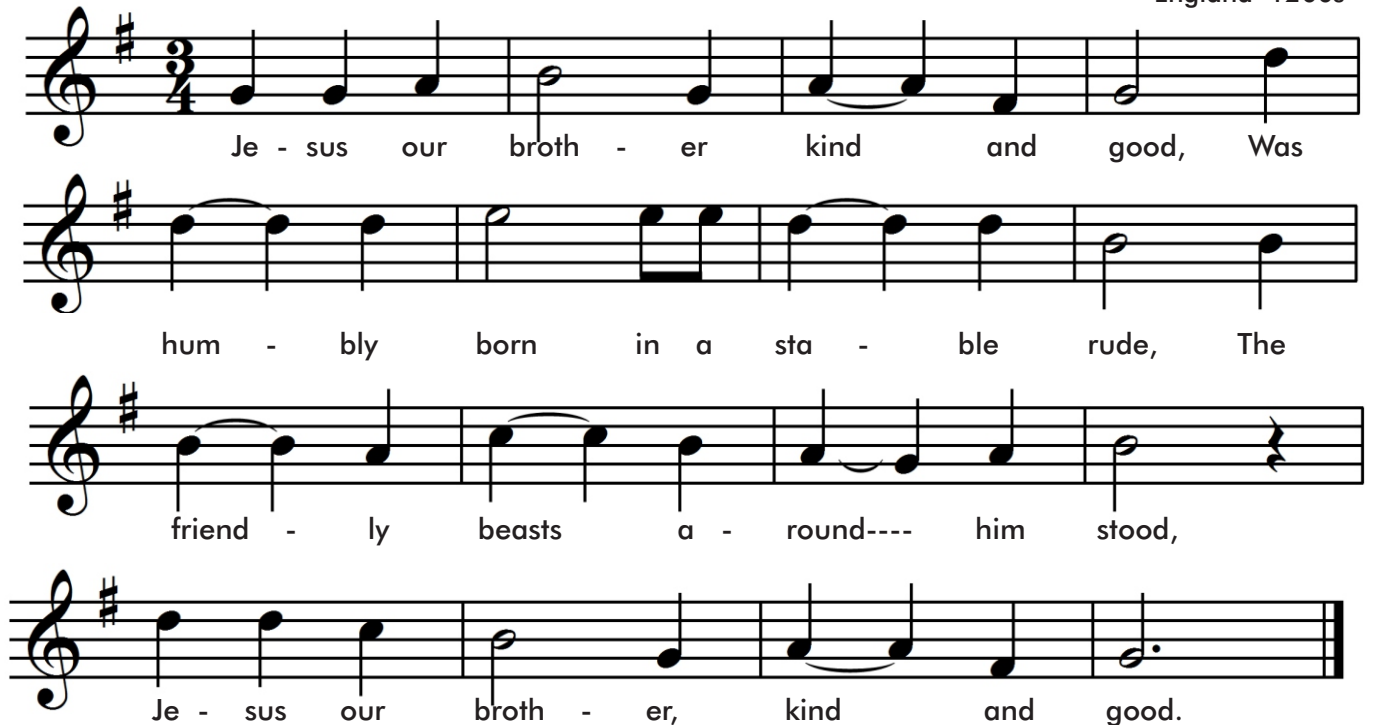
Key G, first note do(G)

a cappella count-in: 1 2 3 Jesus...

CD intro: bars

The Friendly Beasts

carol
England 1200s



Je - sus our broth - er kind and good, Was
hum - bly born in a sta - ble rude, The
friend - ly beasts a - round---- him stood,
Je - sus our broth - er, kind and good.

1. "I," said the donkey, shaggy and brown,
"I carried his mother up hill and down,
I carried his mother to Bethlehem town.
I," said the donkey shaggy and brown.

2. "I," said the cow all white and red,
"I gave him my manger for His bed,
I gave him my hay to pillow his head.
I," said the cow all white and red.

3. "I," said the sheep with curly horn,
"I gave him my wool for his blanket warm,
He wore my coat on Christmas morn.
I," said the sheep with curly horn.

4. "I," said the dove from rafters high,
"I cooed him to sleep that he should not cry,
We cooed him to sleep, my mate and I.
I," said the dove from rafters high.

5. "I," said the camel all yellow and brown,
"I carried my saviour all through the town,
I carried his family up hill and down,
I," said the camel all yellow and brown.

6. Thus every beast, by some good spell,
In the stable dark was glad to tell
Of the gift that he gave Emmanuel.
the gift that he gave Emmanuel.

"The Friendly Beasts" has its origins in 12th century France. It's Latin version was part of a festival celebrating the work of the donkey in the Christmas story and its aftermath of fleeing to Egypt. The donkey/ass is praised for such things as being "stout of heart with ears like wings and eyes like flame." The English version probably comes from the early in the 19th century, written by Robert Davis.

The simple, easy tune and rhythm lend themselves to performances featuring various children as the animals. It also makes the basis for an art project illustrating either the entire song, or a choice of verses. Scan the art and show it alongside a live performance for a standing ovation!

YouTube versions for an indoor recess or lunch period.

- <http://www.youtube.com/watch?v=XiHxBupPwH8> (Ethan and his art work, play with a nativity set)
<http://www.youtube.com/watch?v=4q8JOeAVctI> (professionally staged children and live animals)
<http://www.youtube.com/watch?v=RsOJOPxezWA> (puppets take the various parts)
<http://www.youtube.com/watch?v=DMIB89RG86g> (multicultural live performance/tune is iffy)

Desk-Top Composition

Solo Each student gets to "cut and paste" their own ideas for a holiday chant.

The pages provided are sized to fit each other. If you enlarge one, enlarge them all by the same amount.

Group An alternative to doing this as a "cut and paste" project, would be to make multiple copies of the large flashcards used on the pocket chart. Assemble the copies into envelopes that contain at least 2 "sh," 4 "large" flashcards and 4 "small" flashcards. Include 8 hearts in each envelope.

Divide the class into groups and give each group one of the envelopes. Their task is to create one line that will fill eight beats/hearts.

Give 5 or 6 minutes for working time. Then ask each group to put its line on the pocket chart. Read the compositions as a group.

Circle your choice. Choose an "A" and a "B" Composer's Name _____

Tempo

presto
allegro
andante

Dynamics

forte
piano

Beat

Rhythm

Circle your choice. Form **AABA ABAB AAAB ABBA ABBB**

in the night	peace	hope
shining bright	light	bright
shining in the	big	lit-tle
twinkling	out - side	
night	in - side	
Student Composition Size	love	joy

Student Composition Size

crescent moon	night	lights
bright stars	star	fireworks
fireworks	diyas	lantern
lantern	lanterns	candles
candles	candle	candle

Happy Holidays

Circle your choice.

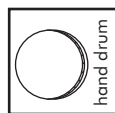
Tempo

- presto
- allegro
- andante

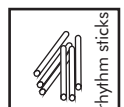
Dynamics

- forte
- piano

Beat

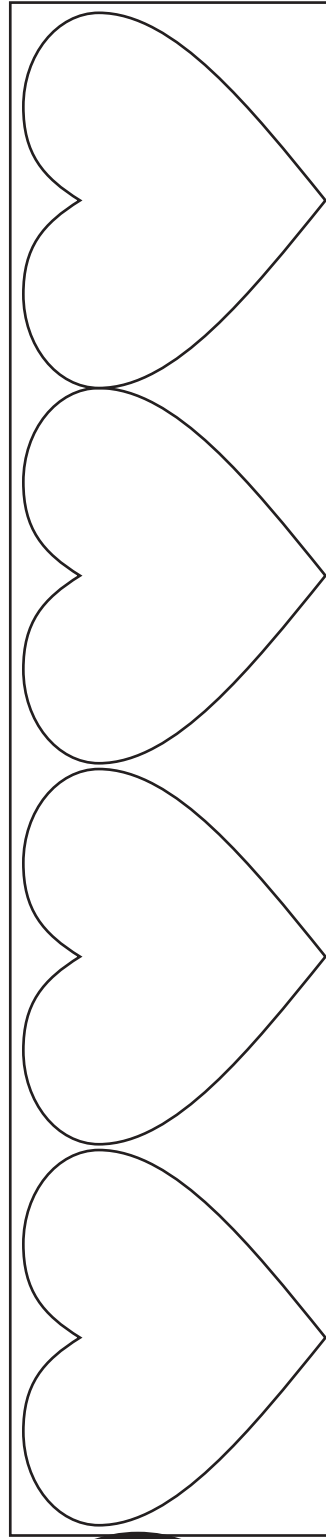
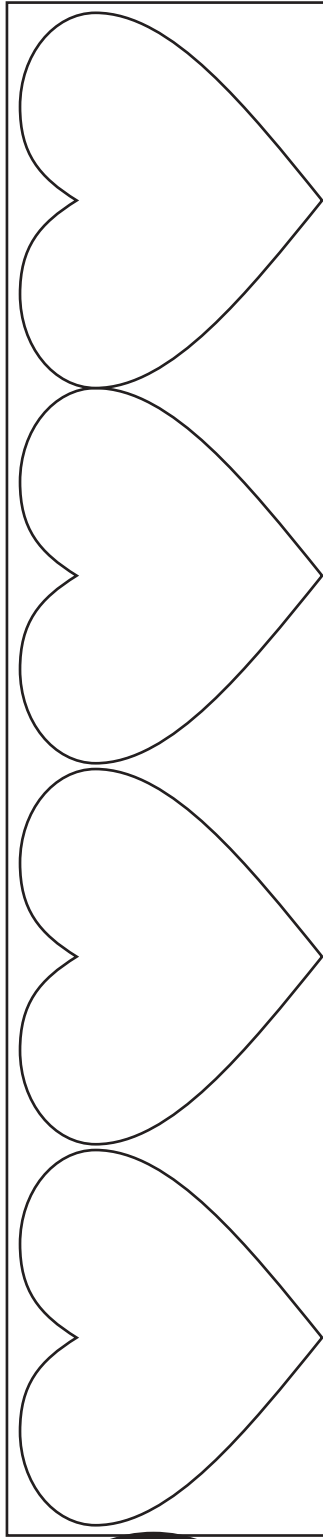
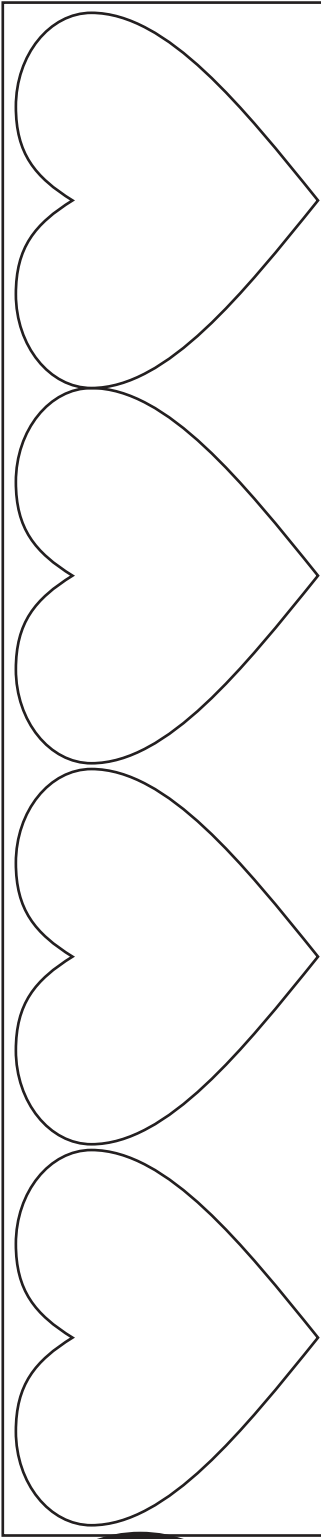


Rhythm



Choose an "A" and a "B"

Composer's Name _____



Circle your choice.

Form

- AABA
- ABAB
- AAAB
- ABBA
- ABBB

Student Composition Size



crescent moon

c. Clare 2010



night



lights




bright stars

c. Clare 2010



star



c. ljç 2010




fireworks

c. Clare 2010




diyas

c. ljç 2010

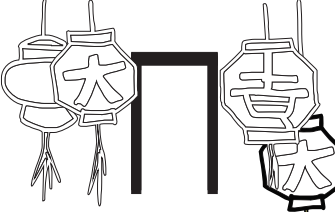


c. ljç 2010




lantern

c. Clare 2010



lanterns

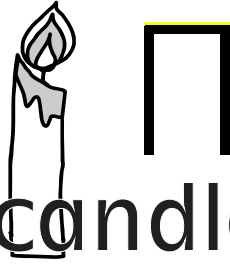
c. Clare 2010



c. ljç 2010




candles









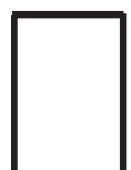








candle

c. Clare 2010



c. ljç 2010

 <p>in the night</p> <p><small>c. liz 2010</small></p>	 <p>peace</p>	 <p>hope</p>		
 <p>shining bright</p> <p><small>c. liz 2010</small></p>	 <p>light</p>	 <p>bright</p>		
 <p>shining in the</p> <p><small>c. liz 2010</small></p>	 <p>big</p>	 <p>lit-tle</p>		
 <p>twinkling</p> <p><small>c. liz 2010</small></p>	 <p>out - side</p>			
 <p>night</p> <p><small>c. liz 2010</small></p>	 <p>in - side</p>			
<p>Student Composition Size</p>			 <p>love</p>	 <p>joy</p>