

January

Lesson

Focus: playing instruments, using props

16 Dance(A) & Drama(B)



A1.1 variety of movements
"Here We Go Looby Loo"

Music(C)



C1.1 "C-c-c-c C-c Cold"
C1.5 symbols represent sounds --rhythm
elements: timbre
dynamics --articulation

17 Dance(A) & Drama(B)



B1.1 engage in dramatic play

Music(C)



C1.1 "Ten in the Bed" "Hush Little Baby"
C3.1 describe music in our lives *lullabies
elements: timbre
dynamics --piano/forte

18 Dance(A) & Drama(B)



A1.1 use movement in a variety of ways

Music(C)



C1.1 "Cold and Flu Season"
C1.1 "Frère Jacques"
C2.2 describe ways elements
may be used for purposes

19 Dance(A) & Drama(B)



B1.2 demonstrate understanding characters
by adopting mannerisms to fit a role
B1.1 engage in dramatic play
B2.1 express feelings re drama experience
(enrichment section)

Music(C)



C3.2 identify music by listening
Peter and the Wolf by Sergei Prokofiev
element: timbre
--explore different instruments

January

It's C-c-c-c Cold Outside
Here We Go Looby Loo
Hush Little Baby trad
Hush Little Baby revised
Ten in the Bed
There Was An Old Woman Who
Cold and Flu Season
Frère Jacques

Active Listening

Peter & the Wolf

Enrichment Songs

January Snow
Baa Baa Black Sheep rev.
Polly Had a Dolly
Paul He Had a Dolly

Dance(A) & Drama(B)



A1.1 variety of movements
"Here We Go Looby Loo"

Music(C)



C1.1 "C-c-c-c C-c Cold"
C1.5 symbols represent sounds --rhythm elements: timbre dynamics --articulation

Warm-Ups(3 minutes)

1 Focus: Listening Game

Say/sing simple movements that you and the students do, e.g. hands on your heads. After a few, say/sing an instruction that the leader (you) with the wrong movement, e.g. sing: hands on your head do: put your hands on your knees. Students are to LISTEN and do the correct movement following the instruction not the leader.

After the game ask: **"Why is the listening game important for music?"**
(musicians need to trust their ears)

2 Pitch: Hearing Highs and Lows (review warm-up) (using "so" = high and "mi" = low)

so	G	C	D
mi	E or	A or	B
do	C	F	G

No matter what musical alphabet letter you choose as "so," "mi" is always going to be lower.

Choose a note to be "so" (G, C or D). Play the note. Sing the note to "high" while holding your hand up high. Ask students to sing "high" with you --their hands raised as well. Choose the "mi" that goes with your "so." Play "mi." Sing the note to "low" while holding your hand down low. Ask students to sing "low" with you --their hands move down also.

Now sing or play one of the two notes. Sing "high" or "low" to match the note. Students echo. Repeat several times.

Now ask students to listen to the note and WITHOUT hearing you sing, students are to move their hands either "high" or "low." (Hide the glockenspiel so that students do not have the visual cue. Repeat.

The final step is for students to listen to the note and then sing the word "high" or "low" to match the note while moving their hand either up or down. Repeat.

3 Pitch: Warm-Up Hellos (See Lesson 1, page 3)

Using either your voice, the CD track or the DVD video sing some "Hellos" to welcome the New Year.






Nameste
Hola
Bonjour
Jambo

Warm-Up activities are short and sweet!








Practice and Review

New year -- new set of picture flashcards. Along with the flashcards are cards for the rhythms: "ta" "ti-ti" and "sh." Students have been saying the rhythm words as they clap echoes. Now its time to begin matching rhythms with words.





1. Place the flashcards for "ta" and "ti-ti" on the pocket chart. Ask students to show on their fingers the rhythm counts for the winter flashcards, e.g. mitten = 2; hat = 1. Place each card under its rhythm symbol.
2. Ask students to create 2 word chains, each filling 4 beats(hearts). Using a steady count-in (one, two, ready, read) read the lines with students.
3. Remind students that music uses patterns and repeats. Place an "A" beside the first line, and a "B" beside the second. Ask students to choose a word chain to be repeated.

	A	B	B
			
A	cold	cold	Brrrrrrr
B	icy		

"ta" = 1

"ti-ti" = 2

			
--	---	--	---

4. Say: "Sometimes musicians need help remembering what they've decided to do. I'm going to put a reminder up here to help us remember which line to repeat. We'll do "A" first, so I'm putting an "A" here. Next comes "B," and then another "B" as a repeat. ABB is called the form of the music." (Adapt to which ever word chain was chosen to be repeated.) Ready to read? Wait for the count-in: One, two, ready, read ..."

music form

New Song: It's C-c-c-c C-c Cold

- 1 "Imagine that there are great big piles of snow outside where you live (maybe there are, maybe there aren't, it's hard to tell with global warming eh?). You're outside playing. Imagine yourself climbing up a hill and sliding down again. Imagine yourself building a snow fort or making snow angels. Now you've been outside a long time. Which part of your body is coldest? How can someone looking at you tell that you are cold? (red cheeks, dripping nose, frost on your hat/hair) Your cousin comes over and asks, "Are you cold?" You don't want to go inside, so you shake your head and say, "No." But your cousin can tell that's not true. How does your cousin know? (Give students a few guesses.) Because when you say "No", your teeth are chattering and it sounds like this "n-n-n-no". Chattering is what happens when a person is very, very cold. Your lips are so cold it changes the way you sound."

Key C pentatonic
first note G(so)
a cappella count-in: 1 and 2 it's...

It's C-c-c-c C-c Cold

Canada
2012
LJ Clare

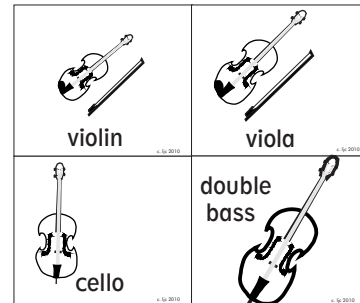
It's c-c-c-c c-c cold. It's c-c-c-c c-c cold.

Cold, cold, cold, it's c-c-c-c c-c cold.

My n-n-n-n nose is cold. My n-n-n-n nose is cold.
Cold, cold, cold, my n-n-n-n nose is cold.

My t-t-t-t toes are cold. My t-t-t-t toes are cold.
Cold, cold, cold, my t-t-t-t toes are cold.

It's c-c-c-c c-c cold. It's c-c-c-c c-c cold.
Cold, cold, cold, it's c-c-c-c c-c cold.



2 "Listen for the chattering words in this song --see if you can remember them all. Sing/play all the verses to "It's c-c-c-c c-c cold".

3 "What were the chattering words?" (*cold, toes, nose*)
"Listen again to the first verse. Count how many times you hear the word "cold." Play/sing the first verse.

"How many "colds" did you hear?" (six)

"The number "6" can help us chatter in the song. Watch my fingers." (Count on your fingers as you say "c1-c2-c3-c4 c5-c6".) "Now you try it."

4 "Ready to try chattering with the song? Here we go." (Sing/play the whole song. Students know the first verse, and the others are easily picked up.)

5 "In music, when sounds are like "chattering" it's called staccato." (Try saying the word "staccato" so it mimics what it means i.e. stac-ca-to. Show the word card for staccato.)

staccato

"What other pieces do we know that have parts played or sung staccato?"

Ha-Ha This-A-Way (*on the "ha-ha"*)

Up On the Housetop ("*Ho ho ho*" and "*click click click*")

The Kangaroo (*for the hops*)

legato

If necessary give musical hints e.g. clap the rhythm of the song.

opposite to
staccato

In the new song, which words are sung staccato? cold nose toes
The whole song is played by orchestral string instruments --violin, viola, cello and bass. Usually these instruments are played by "bowing" ---scraping the bow across the strings. When the notes need to be staccato, the musician uses fingers to pluck the string. The plucking is called "pizzicato." ("Pizzicato" is a fun word to say --try it out several times using musical elements e.g. loudly, softly, slowly, quickly.)

pizzicato

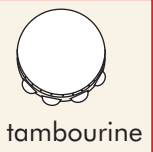
6

"We need an instrument to play on the "c-c-c-c c-c-cold." What are the names of the instruments we have in our classroom?"

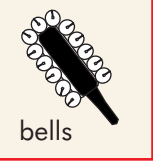
As students name the instruments:

1. place the instrument where it may be seen
OR put its picture on the pocket chart
2. name the material the instrument is made out of
3. give words that describe the sound the instrument makes
4. briefly describe the way the instrument is played (tapping, shaking, striking)

materials		sound word ideas	
metal	elastic	loud	ringing
wood	leather	soft	sharp
gourds	skin	dull	jingly
unfortunately, plastic		hollow	



tambourine



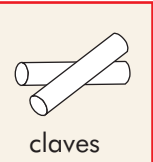
bells



shakers
maracas



spoons



claves



hand drum



cow bell



triangle



tick-tock
block



rhythm sticks



finger
cymbals

7

"Think about the way "c-c-c-c c-c-cold" sounds. "C-c-c-c c-c-cold" Which instrument do you think we need to use to help the song?" (As students give suggestions, elicit their reason for the choice.)

8

New year, but same old rules for instruments!

respect wait to use no complaining

Place an instrument in front of each child. Experiment by using different kinds of sounds to play the c-c-c's as the class sings the song (hopefully without the recorded voices). Name a category e.g. metallic. Students decide if the instrument in front of them fits the category. If it fits, then they play while singing that verse.

Repeat using other categories.

9

After 3 or 4 opportunities to play instruments while singing, discuss what instrument makes the most effective "staccato" sound for the song. Then, one last time, sing the song with the chosen "most effective" instrument.

Instrument Passing Plans

Choose a plan that works for your classroom, and stick to it. After a few sessions, students will catch on and it will help with instrument sharing.

circle formation: pass instruments to the friend on the right

row/line formation: pass the instruments to the person behind, person at the end of the line bring their instrument to the front

OR: first row passes to the back,

last person first row passes to last person second row

second row passes to the front

first person in the second row passes to first person in the third row

third row passes back, etc.

until the last person brings the instrument to the front of the first row

How will instruments be shared in your room?

Music & Movement/Dance

1. Form a circle with your students ---people need to be close enough to hold hands, but spread out enough to allow some wiggle and movement. When everyone is standing quietly: **"The music is going to give us some instructions. We need to listen carefully and try to do what the song says."** Play the song on the CD. This first time, stand still for the beginning lines as they have no spoken instructions.

The directions "in" and "out" refer to "into the circle" and "out of the circle". If your classroom doesn't lend itself to forming a circle, "in" may refer to "into the imaginary line down the middle of your body, and "out" to outwards from the middle line.

2. **"Good listening and following the directions. What kind of song is this?** (dance song) **On the two lines at the beginning of every verse we hold hands**(if you are using a circle formation) **and dance to the right which is ????**(help students decide which way the circle will move) **this way. After the word "light", we change directions and dance to the left. As soon as the music says "I put", then we stay in place and follow the directions. Ready to try?"** Play the CD and try the complete dance.
3. Resurrect "The Holiday Hop," or another of the class favourite dance songs ---just for fun!

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

Here We Go Looby Loo

Traditional
Dance Song
1800s



Here we go Loo -by Loo ____, Here we go Loo - by light ____.
Here we go Loo - by Loo ____, all on a Sat-ur-day night ____. I
put my right hand in ____, I put my right hand out ____, I give my hand a
shake, shake, shake, and turn my -self a - bout ____.

2. I put my left hand in...
3. I put my right foot in...
4. I put my left foot in...
5. I put my whole self in, I put my whole self out,
I give myself a shake, shake, shake,
And turn myself about.

"Looby Light" is probably a precursor to now better known songs such as "Hokey Pokey"(a version which is still under copyright in the USA, but not in the English Commonwealth) and "Skip to My Lou". In Scotland, "loo" is love.

New Repertoire



It's C-c-c-c C-c Cold
Here We Go Lobby Loo

Lesson Plan for 16a Ends Here

CanDo Music 1 January

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Lesley J Glare

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

If your schedule has changed in this term and you now have two music times a week, **WONDERFUL!** Two music times a week offers time to expand on the dance and drama ideas as well as to simply enjoy music that has been learned. Use the first weekly lesson to introduce new concepts/ideas, and the second one to reinforce those ideas by repeating activities, songs, etc. Introduce new material in this second music time only if your class has a solid foundation in the basics.

Warm-Ups(3 minutes)

Body: Stretches
Pitch: Sing Shape Cards

Practice and Review

Song: It's C-c-c-c C-c Cold
(instead of using instruments, stomp out the "c-c-c's")

Music & Movement/Dance

Here We Go Looby Loo

Optional Ideas

- A Work Pages**
Rhythm: matching symbols and syllables
Timbre: naming percussion instruments
- B Familiar Chant**
Apples, Peaches (Lesson 1, page 8)
- C New Poem** January Snow

A Work Pages

Repeat the "Practice and Review" section from this week's lesson. Follow it up by using the work page. Using individual work pages once in a while makes students accountable for their own learning. Group activities in music class increase in effectiveness when students are aware they will need to show that they are learning.

Rhythm

I can do music in Lesson 16. My name is _____

Print "ta" or "ti-ti" under each flashcard.

mittens	hats	Brrrrrrr	nose	toes
cold	mitts	snow	scarf	ice
hat	snowy	clothes	scarves	icy

| = "ta"
 ▭ = "ti-ti"
 ? = "sh"

	heart	heart	heart	heart
A	cold	cold	?	Brrrrrrr
B	icy	mittens	cold	toes
C	hats	scarves	cold	clothes

1 Say the "ta" "ti-ti" and "sh" names to read these lines.
 2 Now read the lines using the words.
 3 Finally say a chant by reading the lines in this form: **CCCA**
 4 Be a composer. Create a chant by choosing a form. My form is _____.

Ask me to read you a C-c-c-c Cold Chant!

I can do music in Lesson 16. My name is _____

Percussion Instruments

Find the name

	_____	spoons
	_____	tambourine
	_____	finger cymbals
	_____	cow bell
	_____	tick tock block
	_____	triangle
	_____	claves
	_____	maracas
	_____	hand drum
	_____	bells
	_____	rhythm sticks

The instrument that I want to play the most is _____

Ask me to tell you how to play my favourite instrument!

Timbre

Using either instruments or flashcards, ask students to name the instrument **AND** give a word to describe its sound.








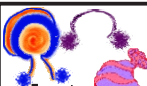

With the class choose an instrument to be played on the chattering in "C-c-c-c C-c Cold." Sing the song and play the instrument.

With the class decide on a different way to use an instrument during the song i.e. play somewhere other than on the chattering. (on the beat, just on the word "cold," etc.)

Print "ta" or "ti-ti" under each flashcard.

 mittens	 hats	Brrrrrrr	 nose	 toes
ti-ti	ta			
cold	 mitts	 snow	 scarf	ice
 hat	 snowy	clothes	 scarves	icy

	=	"ta"
└─┘	=	"ti-ti"
~	=	"sh"

				
A	cold	cold		Brrrrrrr
B	icy		cold	
C			cold	clothes

1 Say the "ta" "ti-ti" and "sh" names to read these lines.
Now read the lines using the words.

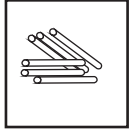
Finally say a chant by reading the lines in this form: **CCCA**

2 Be a composer. Create a chant by choosing a form. My form is _____.

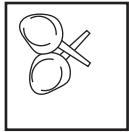
Ask me to read you a C-c-c-c Cold Chant!

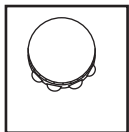
Percussion Instruments

Find the name for each musical instrument. Print the name on the line beside the instrument.

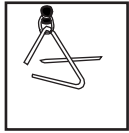


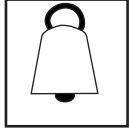


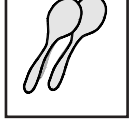


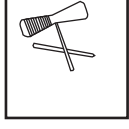


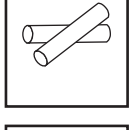


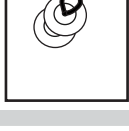












spoons

tambourine

finger cymbals

cow bell

tick tock block

triangle

claves

maracas

hand drum

bells

rhythm sticks

The instrument that I want to play the most is _____.

Ask me to tell you how to play my favourite instrument!

B

Familiar Option

Apples, Peaches, Pears and Plums ---from Lesson 4

First Time: "hands up when your birthday comes"

Second Time: "clap when your birthday comes"

Third Time: all students standing "jump up when your birthday comes"

Students need to be standing for this version so that they can jump quickly and keep the rhythm of the chant going. Encourage students to do each action within the name of their birthday month. This means they need to anticipate their month, rather than waiting to hear it said.



New Poem: January Snow

(If you are new to reading music learn the rhythm by listening to the CD.)

- Ask students to match you as you do the beat pattern.
- While you and students are doing the beat pattern, say the first line: **"January snow makes February cold"**. Students echo. Continue through the poem/chant.
- Repeat the above PLUS say the names of the **months in a louder voice**. Students echo.
- Put the **word/rhythm cards** to the first half of each line on the pocket chart. Show one of the "2nd half" cards to students. Ask for a volunteer to **match the card** with its beginning words.
- Using a count-in of **1, 2, ready, read ...** read the poem/chant with students.

□ □	January snow makes	□ □ ♪	February cold,
♪	March winds blow	□ ♪	breezy and bold,
	April showers	♪	mud and rain,
	bring May flowers	♪	here again,
}	June is bright	♪	sunny days,
	July, August,	♪	oh-- heat haze,
□	September harvest	♪	fruit and hay,
□ ♪	October blows	♪	leaves away,
□	November quiet,	♪	cool and gray,
□	December leads to	♪	New Year's Day.

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

Make the poem complete by printing the ends of each line.
When you are finished, find a friend and read the poem to them.

January snow makes _____	leaves away,
March winds blow _____	mud and rain,
April showers _____	oh --heat haze
bring May flowers _____	fruit and hay
June is bright _____	breezy and bold.
July, August, _____	New Year's Day.
September harvest _____	February cold.
October blows _____	sunny days,
November quiet, _____	here again,
December leads to _____	cool and gray,

Read and clap the rhythm symbols.

□ □ | | □ □ | | □ □ | | □ □ | |

Create your own rhythm symbol lines.
Put one rhythm symbol in each box.
Read and clap your rhythm symbol lines.
Now ask a friend if you may read and clap their rhythm lines.

□	□	□	□	□	□
□	□	□	□	□	□

ti-ti
ta
sh

Ask me to read and clap a rhythm line.

"Ta-a" (half note) is part of music curriculum in Grade 2. The symbol is included here as an "optional" extra. If you wish, or if a student asks what the symbol is, tell them its a "ta-a" (clap once then with hands together, move them both in a circle).

Work Page

At their desks, students now have an opportunity to repeat individually what was just done by the entire class.

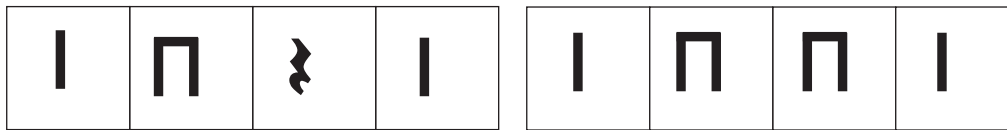
I can do music in Lesson 16 . My name is _____

Make the poem complete by printing the ends of each line.
When you are finished, find a friend and read the poem to them.

January snow makes _____
 March winds blow _____
 April showers _____
 bring May flowers _____
 June is bright _____
 July, August, _____
 September harvest _____
 October blows _____
 November quiet, _____
 December leads to _____

leaves away,
 mud and rain,
 oh --heat haze
 fruit and hay
 breezy and bold.
 New Year's Day.
 February cold.
 sunny days,
 here again,
 cool and gray,

Read and clap the rhythm symbols.



Create your own rhythm symbol lines.

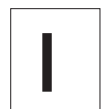
Put one rhythm symbol in each box.

Read and clap your rhythm symbol lines.

Now ask a friend if you may read and clap their rhythm lines.



ti-ti



ta



sh

Ask me to read and clap a rhythm line.

Dance(A) & Drama(B)



B1.1 engage in dramatic play

Music(C)



C1.1 "Ten in the Bed" "Hush Little Baby"
C3.1 describe music in our lives *lullabies
elements: timbre
dynamics --piano/forte

Warm-Ups(3 minutes)



Body: Yawning Sighs

Model a yawning sigh i.e. take a breath in as you pull your shoulders up to your ears, then slowly, steadily yawn an "aaaaah" out and bring your shoulders down to a relaxed position. The key is to let the breath out slowly and steadily. This is a relaxing exercise as well as a precursor to using a long sustaining breath out to sing on. Yawns really are contagious, so keep your patience at hand for the epidemic soon to hit your class.

Ask your students to do yawning sighs with you. Their challenge is to keep yawning (breathing out) as long as you do. Repeat 3 or 4 times.

Solfa Information for Teachers



There is a mind-body connection that helps the voice to follow pitch when our hands change with the pitch.

Zoltan Kodaly(Hungary) used ideas he found in a visit to England (Sarah Glover, John Curwen) to develop a systematic way to teach music to children. His work through the 1930s-50s is one base in musical pedagogy for young children. The handsigns used as a visual aid to singing have been found to have a connection to engaging both sides of the brain in learning music.

Key of C

- C do
- B ti
- A la
- G so
- F fa
- E mi
- D re
- C do

Every note in a scale has a handsign. After a year of teaching music, I could use them all easily because I used them most days with at least 4 classes. If you're not teaching music all day it may take a while, but practise with your students and you'll conquer the ones used in this grade.



Key C Songs are written in different Keys. The name of the Key tells where "do" lives for the song.

E **Why isn't every song in the Key of C (or A or F)?**
Wouldn't it be easier if every song were in the Key of C?

Well, try playing a "C" on the glockenspiel. Now, using that pitch as the first note, sing "Frère Jacques." Many people find it comfortable/easy to sing Frère Jacques when they start on "C." BUT, some people have higher voices. Play a "G" on the glockenspiel and then sing Frère Jacques using the "G" as the beginning note. Was it too high? Try again using "F" as the beginning note.

Singers need to find a place to sing songs that accommodates the pitch of their voices. Solfa focuses on the spaces, the intervals between notes which makes it easy to change Key.

The musical alphabet runs in a circle from A to G, begins again at A and so on.
To move to a higher pitched note, move forward in the alphabet.
To move to a lower pitched note, move backward in the alphabet.

2

Pitch: Singing Highs/Lows Using So-Mi and Handsigns

In December, Lesson 14 (page 90), students listened for "high" and "low" using the interval between "so" and "mi." Now "high" is being named as "so" and "low" as "mi".

Ask students to listen. Play the "so" on a glockenspiel.
Now make the "so" handsign as you sing the word "high."

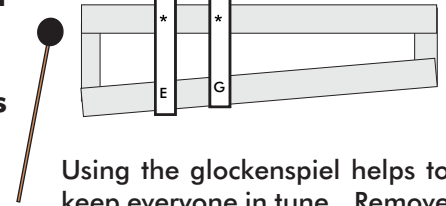
Play the "mi" on a glockenspiel. Make the "mi" handsign as you sing the word "low."



Key C
G chest height
E waist height

"Sometimes musicians call "high" "so." Its handsign looks like this. (Sing "so" making its handsign several times.) Try it with me."

"Sometimes musicians call "low" "mi." Its handsign looks like this. Try it with me."



Using the glockenspiel helps to keep everyone in tune. Remove bars that aren't needed to simplify playing.

Sing, or if needed, play and sing a few patterns for students to echo.

high	high	low	high
so	so	mi	so
high	low	low	high
so	mi	mi	so
high	low	high	low
so	mi	so	mi

Begin with "so" as it is easier to sing "so-mi" in tune (versus "mi-so").

If your singing voice is pitched too low to work as a model for young voices, you may want to try:

- 1. borrowing a student from a higher grade to be the model
- OR** 2. using the warm-up tracks from the CD or DVD
- OR** 3. choose a student from your class who sings easily, practice before music time with this student so she/he may be the model

Whatever method you use, if you tie it into playing the glockenspiel, then soon students will be able to match pitch with the glockenspiel notes for echoing. It takes a bit of practice for students to match their voices with an instrument voice. The simplest, and best way to teaching children how to sing, is to sing for and to them.

3

And now that ears and voices are warmed up in the Key of C, sing!

Song: It's C-c-c-c C-c Cold Key of C, first note "so" G

Music has 3 written languages.

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

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

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

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

Hush Little Baby Revisited

Lullaby
Canada 2001
Lesley J Clare



1. Hush lit - tle ba - by don't you cry,
2. If that lul - a - by's too slow,
3. If your lit - tle toe won't laugh,
4. If the wa - ter in the bath turns cold,
5. Hug your ted - dy and rest your head,
6. Close your eyes sweet dreams ap - pear,
7. My love will hold you through the night,



1. Ma - ma's gon - na sing you a lul - la - by.
2. Ma - ma's gon - na tick - le your lit - tle toe.
3. Ma - ma's gon - na give you a sooth - ing bath.
4. Ma - ma's gon - na find you a ted - dy to hold.
5. Snug - gle down in your co - zy bed.
6. 'cause you're safe at home with me right here.
7. And wake you with the morn - ing light.

New Song: Hush Little Baby Genre: Lullaby

- 1 (Try a few yawning sighs as an introduction.) **"What do you do when you are getting ready for bed?** (pjamas, bedtime snack, story, brush teeth) **Families have different ways to say "Good-Night". In some families, the mother or the father sings a special song called a lullaby to help their children fall asleep.** "(Ask if any children have been sung lullabies.)
- 2 **"Imagine that you are lying in bed. You're tired. You want to go to sleep. What kind of song will help you? Will it be fast or slow? Why? Will it be loud or soft? Why?"**
- 3 **"Now, imagine you are in bed and can't fall asleep. Listen to this song, see if it helps you fall asleep."** Sing the song or play it from the CD.
- 4 **"What in the song would help you fall asleep? Why? What in the song would keep you awake? Why?"**
- 5 **"Listen to the song again ... and look at the pictures as the lullaby is sung."** (Either use the movie from the DVD OR printed pictures from the pdf files OR one of the many picture books available based on this song..)

"Hush Little Baby" is a wordy song for Grade 1. Instead of trying to teach it by rote or reading, the song will be included in the next few lessons as a "listening to learn" piece. Repetition and encouragement will teach words and melody.

The origins of this song are unknown, but as mockingbirds are found in North America, it is thought to be from the United States. It has been made popular by its use in a number of movies and tv shows e.g. Batman episode, and through its inclusion in the repertoire of singers such as James Taylor and Carly Simon.

All the best intentions of parents sometimes go out the window when trying to placate a crying child. In the original lullaby, the parent offers one bribe after another to try to stop the crying.

I tend to lean into the sentimental comfort of the familiar words in songs, so I still like the traditional version even though I prefer words that are more congruent with my beliefs. You'll need to decide which version to offer children in your classroom.

OR Teach one of the word sets, then play or show the song video for the second set of words. Ask students for their opinions about which set of words would make a more effective lullaby.

Hush Little Baby

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

Lullaby
United States
anon arr: LJC



Hush lit-tle ba- by don't say a word. Ma-ma's aon-na buy you a mock-ina-bird.



If that mock-ing- bird don't sing,	Ma-ma's gon-na buy you a	dia -mond ring.
If that dia-mond ring turns brass,		a look-ing glass.
If that look-ing glass gets broke		a bil - ly goat.
If that bil - ly goat won't pull,		a cart and bull.
If that cart and bull turn over,		a dog named Rover.
If that dog named Ro-ver won't bark,		a horse and cart.



If that horse and cart fall down, You'll still be the sweet-est lit-tle ba-by in town. So



hush lit-tle ba - by don't you cry, Ma-ma's gon-na be here by and by.

1 Say the nursery rhyme. Say it again. Ask: **Where did the old woman live? What did she give her children? Why do you think she didn't give them bread?**

There was an old woman who lived in a shoe.
She had so many children, she didn't know what to do.
She gave them some soup without any bread,
Then kissed them all soundly and put them to bed.

An adaptation of the nursery rhyme first published in 1794 where the old woman, probably at her wit's end, "whips them all soundly" before putting them to bed. There have been attempts to link the old woman with an historical figure for little reason other than the "many children" e.g. Queen Caroline.



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

Ten in the Bed

anon
arr: LJClare

Ten in the bed and the lit-tle one said, "Roll o - ver, roll
Nine

Eight ... (and so on until)

One in the bed and the lit-tle one said, "Good night." (fine)

o - ver." x x x So they all rolled o - ver and one fell out. x

New Song: Ten In the Bed

2 "In big families, children often need to share things --like toys, but also clothes, and sometimes even beds. There are good things about sharing a bed ---in the winter its warmer, and you can whisper secrets to each other. But there are not so good things about sharing a bed --like getting an elbow in the stomach when you turn over. Here's a song about what might happen if there were ten in a bed at the same time." (Sing/play the first verse.)

3 "What do you think happens next in the song? Yes. Now there are only nine in the bed and again the little says, "Roll over, roll over." (say in a singing voice) Can you sing with the little one? Try it, ready ... "Roll over, roll over." Good singing. Here we go with the song." (Play/sing from nine in the bed until six in the bed with students adding the "Roll over's". Stop the CD/dvd.)

4 "Ready to sing the whole song? I think so. What's the next number in the bed? (five) Here we go..." (sing/play until two in the bed, then stop)

5 "What do you think might happen at the very end of the song? (enjoy the ideas) Instead of singing, listen carefully so you can hear what happens. (sing/play til the" end of the song)

6

A movie producer (person who organizes making a movie) has decided to make a short movie using this song for the story line.

(Make notes of student ideas as they discuss/answer the following questions.)

1. What parts will actors need to take in the movie?
2. What will the set be like for the movie?
3. What is the purpose of the movie?
4. Are the characters in the movie human?

7

The movie producer is holding auditions (try-outs) for parts in the movie. When actors get ready for an audition they think about the character/role they want to play. They come up with ideas of how the character thinks and feels in the story.

If you were trying out to be the "little one," what are some words to describe how you feel?

What kind of things would you be thinking about?

Acting Roles

#1 --still in the bed

#10 -first one who rolls out

mother

father

#5 --the one in the middle

My role in this drama is to be #10 first one to roll out.

I feel hurt and angry.

I think I want to get back in the bed.

8

Now its time to practice for the main part of the movie ---the song part. Choose actors to be the 10 (or whatever number is half of your class) in the bed. Either do the song twice so that everyone has a turn, or have two bed fulls. Designate as the "little one" a child who will sing out in a loud voice "Roll over, roll over." Ensure that everyone in the bed understands that the only one who gets to say "Roll over" is the little one.

Have fun!

New Repertoire



**Hush Little Baby
Ten In the Bed**

Dance(A) & Drama(B)

Music(C)

Warm-Ups(3 minutes)

Body: Yawning Sighs
Pitch: Singing Highs/Lows as So-Mi

Practice and Review

Rhythm Counting
using the "Winter Flashcards"

Music & Movement/Dance

Here We Go Looby Loo

Optional Ideas

A Work Page
Dance: Steps for Looby Loo

B Work Page
Drama: Ten In the Bed Roles

C Enjoy the Repertoire
including zipping in new winter words

A Work Page –Dance

- Place large copies of the dance step diagrams where they may be easily seen. Before students stand, look at the diagrams and explain how to "read" them. Remind students that dances need count-ins.
- Practice each step separately.
 - say the words to the step
 - count-in and slowly try the step while saying the words
 - count-in and try the step while thinking the words
 - speed up the count-in and try the step again
- The work page may be done by individual students, OR by the class as a group.
- Leave time for trying out the chosen steps while students sing the song (easier than using the recorded music as the tempo may be slowed down).

Explain the work page before giving it out.
Set time limits for choosing steps.

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

Here We Go Looby Loo

Scotland
Dance Song
1800s

People in Scotland have been dancing to "Looby Loo" for a long time. Some people think that the word "loo" is a way of saying "love" in Scotland. Some people think this song is about taking a bath on Saturday night to get clean for Sunday ---going to the "loo," shaking the water off. What do you think?


<p>chorus</p> <p>Here we go Looby Loo, Here we go Looby light, Here we go Looby Loo, All on a Saturday night.</p> <p>verse</p> <p>I put my right hand in, I put my right hand out, I give my hand a shake, shake, shake, And turn myself about.</p> <p>chorus Here we go Looby Loo,</p>	<ol style="list-style-type: none"> right hand left hand right foot left foot whole self
--	--

You are the choreographer (the person who decides the steps in a dance).

- Try out each of the steps/moves below to decide which ones you like dancing. Circle two that you want to include in your dance.

A


1 & 2 & 3 & 4 &



Walk Walk Walk to step

B


1 & 2 & 3 & 4 &



Side Together Side Hop

C

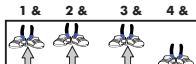
1 & 2 & 3 & 4 &



Toe Tap Together Toe Tap Together

D


1 & 2 & 3 & 4 &



Jump Jump Jump Stand

E

1 & 2 & 3 & 4 &



Side Together Back Together
- Show when the moves will be danced by putting their letter beside the words. Use each of your choices two times.

Here we go Looby Loo _____

Here we go Looby light _____

Here we go Looby Loo _____

All on a Saturday night _____
- Try out your dance steps as you quietly sing the song.
- Teach your dance to a friend. When your friend knows the dance, print her/his name here.

Ask me to teach you my dance!

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

Here We Go Looby Loo

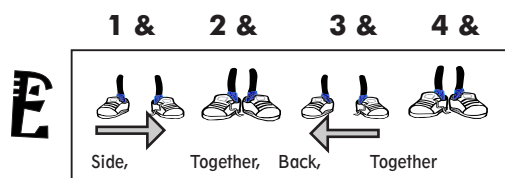
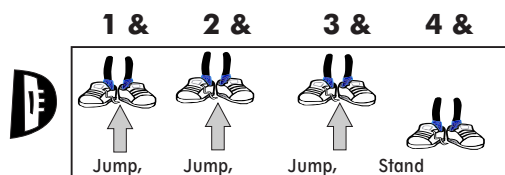
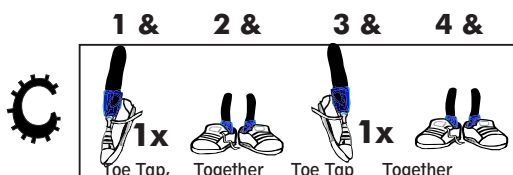
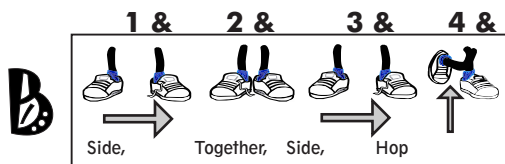
Scotland
Dance Song
1800s

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chorus	Here we go Looby Loo, Here we go Looby light. Here we go Looby Loo, All on a Saturday night.	
verse	I put my right hand in, I put my right hand out, I give my hand a shake, shake, shake, And turn myself about.	<ol style="list-style-type: none"> 1. right hand 2. left hand 3. right foot 4. left foot 5. whole self
chorus	Here we go Looby Loo,	

You are the choreographer (the person who decides the steps in a dance).

1 Try out each of the steps/moves below to decide which ones you like dancing. Circle two that you want to include in your dance.



2 Show when the moves will be danced by putting their letter beside the words. Use each of your choices two times.

Here we go Looby Loo, _____

Here we go Looby light, _____

Here we go Looby Loo, _____

All on a Saturday night, _____

3 Try out your dance steps as you quietly sing the song.

4 Teach your dance to a friend. When your friend knows the dance, print her/his name here.

Ask me to teach you my dance!

B Work Page –Drama

- 1 Re-do the Drama exercise from Lesson 17a, including a few opportunities to sing/act the song.
- 2 Explain what is being asked of students on the work page.
- 3 When students have finished the work page, they are to draw a scene from the movie on the back of the paper. The scene needs to show the character they choose showing the emotions the student picked.

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

Ten in the Bed

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

anon
arr: LJClare

Ten in the bed and the lit-tle one said, "Roll o - ver, roll
Nine
Eight ... (and so on until)
One in the bed and the lit-tle one said, "Good night." (fine)

o - ver." x x x So they all rolled o - ver and one fell out. x

1

A movie producer has decided to make this song into a short movie. Auditions are being held for the parts. Circle the part below that you want to try out for?

Acting Roles

#1 --still in the bed

#10 -first one who rolls out

mother

father

#5 --the one in the middle

2

During the audition, the producer asks you how your character feels about what is happening in the song. Circle two feeling words, or print your own feeling words below.

Feeling Words

angry	shocked
excited	sorry
giggly	surprised
guilty	tearful
happy	tired
sad	upset

3 Now the producer asks what your character thinks about what is happening in the song. Print a sentence explaining what you think.

Ask me to tell you about the movie!



Enjoy the Repertoire Student Choice of Song or Dance

Ten in the Bed

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

anon
arr: LJClare



Ten in the bed and the lit-tle one said, "Roll o - ver, roll
Nine
Eight ... (and so on until)
One in the bed and the lit-tle one said, "Good night." (fine)



o - ver." x x x So they all rolled o - ver and one fell out. x



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Acting Roles

#1 --still in the bed

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father

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Feeling Words

angry	shocked
excited	sorry
giggly	surprised
guilty	tearful
happy	tired
sad	upset



Now the producer asks what your character thinks about what is happening in the song. Print a sentence explaining what you think.

Ask me to tell you about the movie!

Ev'rybody, Sing a Song of Winter

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!
Win - ter is the time when we play ho - ckey.
Win - ter is the time when the snow falls down.
Win - ter is the time when it's cold-----, cold-----, cold___.
Win - ter is the time when the snow falls down.

This song was one of the possibilities for enrichment in Lesson 4(September - Autumn) page 28 and Lesson 6(Winter-Spring-Summer) page 45.

If you have not already used them, check out the four versions of the work page that focuses on seasonal words page 45.

If you taught the song in the first term, use the pattern of the song and "zip" in new words composed by students to create a unique song for your class.

Winter is the time when a seasonal activity
 Winter is the time when something visible in the season
 Winter is the time when seasonal weather
 Winter is the time when repeat the second line

I can do music in Lesson XX. 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 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
Winter is the time when we play hockey, Winter is the time when the snow falls down. Winter is the time when it's cold, cold, cold, Winter is the time when the snow falls down.	_____	_____	leaves
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.	_____	_____	swimming
Summer is the time when we go swimming, Summer is the time when the sun shine down. Summer is the time when it's hot and sticky, Summer is the time when the sun shines down.	_____	_____	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!

Dance(A) & Drama(B)



A1.1 use movement in a variety of ways

Music(C)



C1.1 "Cold and Flu Season"

C1.1 "Frère Jacques"

C2.2 describe ways elements may be used for purposes

There is a mind-body connection that helps the voice to follow pitch when our hands change with the pitch.

Warm-Ups (3 minutes)



Pitch: Matching Solfa "so" "mi"

Following the method outlined in the last lesson, sing several patterns using "so" and "mi," with their hands signs, for students to echo.

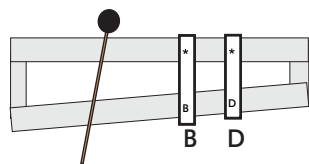


Key G

D

B

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



Using the glockenspiel helps to keep everyone in tune. Remove bars that aren't needed to simplify playing.

The first song today is in the Key of G. Use this Key to pitch match and it tunes the voice and ear for singing



Yawning Sighs

Practice and Review

Song: Hush Little Baby

Key G, first note: low "so" (D)

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

1. What kind of song is "Hush Little Baby?" (lullaby)
2. When are lullabies sung?
3. What can we do with our voices to help it sound like a lullaby?
(keep our voices quiet so the baby can fall asleep ---dynamics: piano)
(sing fairly slowly ---tempo: andante)

Sing the song with the DVD video or using the CD and story-pages printed from pdf files on the DVD.

New Chant: Cold and Flu Season

1

(This introduction connects the lullaby just sung, with the new chant.) "At night, when its time for sleeping, beds are an excellent place to be. Sometimes when we're sick, we need our beds so we can rest and our bodies can heal themselves. If our head is ready to get up and play, but our body isn't very well, it can be hard to stay in bed."

"This time of year, many people get the same kind of illness. What kind of illness goes around this time of year? (colds, flu) Why do you think we catch colds and the flu more easily this time of year." (If you have already had health lessons, this could be an opportunity to review information or to find out what students assimilated from those lessons. If you haven't yet talked about contagious illnesses and germs --now might be a good time.)

Part One

Cold and Flu Season

Canada
Rhyme

L J Clare 2011

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



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

2

Learn Part One

Take it a bit slowly because this is a mouthful of words.

Set up a beat pattern: **clap pat knees pat knees pat knees** (repeat)

Have students join you on the beat ---you'll probably need to slow them down several times as keeping the beat in Grade One often turns into a bit of a race. Once the beat is established, quiet the volume and then simply say the words above twice through. If you are new to music this year, learn the rhythm by listening to the CD. In music the first beat of a bar is a bit stronger --you'll hear this on the CD, include the push on the first word of every bar as you are teaching this to your students.

3

"**What is everyone doing?** (sneezing) **Yes.**" (Now say the words slowly and clearly once. Ask students to echo you --do one bar at a time e.g. "Cold and flu season" and then "Ev'ryone is sneezin".

Begin the beat pattern, and do the echos again. Then give a count-in of "One, two ready, go" and say chant with students.

Repeat until students can say the chant easily without your help.)

Cold and Flu Season

Part Two



4

Learn Part Two

Mouth the words to "one, two, three, four," while visibly counting with your fingers to set the tempo. Say "Ah ---choo!" with the actions. You'll have immediate attention as "pretend" sneezing is funny.

Invite students to sneeze and do the actions with you. Learning this part of the chant goes very quickly.

one two three four

Ah ----- choo! X
ta - a ta sh

count to 2 on fingers clap "sigh"

5

Add an Instrument to Part Two

Add a tambourine (or two) on the "Ah ---- choo". To emphasize the length of the "Ah", shake the tambourine for the "Ah" and then hit its side for the "choo". If you think your class is up for it, the tambourine may be passed to another child on each rest, giving four students opportunities to play every time the chant is said.



tambourine

6

Ask: "Why is the tambourine a good choice for this piece?" (It has a sustained sound for the "Ah----" and a detached sound for the "choo!")

7

Add instruments to Part One

Place the music for the first part of the chant on the pocket chart. Using a count-in, read the chant with students. Now, read the chant saying the rhythm names for each symbol. Try to maintain a steady beat while doing this.

Cold and Flu Season Part One Canada Rhyme L J Clare 2011

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

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



spoons



hand drum



bells



shakers maracas



finger cymbals

8

Part of musicianship is choosing timbres to enhance music. In this piece, focus has been put on the kind of instrument chosen for the "Ah-choo!" Involve students in choosing an instrument to play on each "ti-ti" and an instrument to play on each "ta" in Part One of "Cold and Flu Season." You may want to try out several instruments to hear their sounds before making a final choice.

Practice playing the instruments while everyone says the "ta" and "ti-ti" rhythm symbol names. Then move to saying the words while the instruments are being played.



rhythm sticks



triangle

9

Combine the two parts into a "performance piece."

Finally turn the two parts of the chant into a whole with instruments. Begin with Part 1 "Cold and Flu Season." Say it twice. Move smoothly, without stopping, into Part 2 "Ah-choo." Say it once. End by saying Part 1 again.

Music & Dance

New Song: Frère Jacques *Enough of bed and sleeping, time to wake up!*

- 1 "Once there was a boy named "Jacques" who liked to sleep. His friends would come over and sing, "Frère Jacques" which means "Brother Jacques." "Are you sleeping?" "Dormez-vous?" Listen, Jacques, "morning bells are ringing" "sonnez le matine." Where do you think Jacques lived?" (France, Quebec, Manitoba, New Brunswick ... anywhere people speak French eh?)
- 2 "Frère Jacques" is an echo song. Every line is sung once, and then as an echo. I'll sing the first line, you be the echo. (Sing clearly and slowly, exaggerating mouth movements will help students "hear" the sounds.)

Students may know this song from Kindergarten either in French or English. If they don't, learning the words and tune will come as students dance to it ---another form of **learning songs by immersion**.

Frère Jacques

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

France
folksong
c. 1600s

Frè - re Jac-ques, Frè - re Jac - ques, Dor-mez vous, dor - mez vous?
Son-nez les ma-ti-nes, son-nez les ma-ti- nes, Ding dang dong, ding dang dong.

- 3 "To make sure Jacques stays awake, we're going to dance with him. When I say "Go!" find a partner, spread out a bit so there is some space around you and stand facing your partner. Go."
- 4 Teach the dance as you sing/say the words. Then play the CD or DVD and dance to the music.

Frère Jacques, Frère Jacques

walk 8 steps either with a partner or to get to a new partner

Dormez-vous? Dormez vous?

face partner, --point first finger on one hand --wave it as if chastising
--then wave first finger on the other hand

Sonnez le matine, Sonnez le matine

take both hands and push/pull to music as if jiving

Ding, dang, dong, ding, dang, dong.

pat knees twice, then partner's hands

Extra Time?

Do the music mapping activity for Frère Jacques from Lesson 18b.

New Repertoire



Cold and Flu Season
Frère Jacques

Dance(A) & Drama(B)

Music(C)

Warm-Ups(3 minutes)

Body: Yawning Sighs
Pitch: Matching Solfa "so-mi"

Practice and Review

Song: It's C-c-c-c C-c Cold
(instead of using instruments,
stomp out the "c-c-c's")

Music & Movement/Dance

Frère Jacques
Work Page for inventing steps

Optional Ideas

A **Work Page**
Pitch: Melody Mapping
with Frère Jacques

B **New Zipper Song**
Baa Baa Black Sheep Revised

C **New Song for Drama**
Miss Polly Had a Dolly
Paul, He Had a Dolly

A Work Page Melody Mapping

The workbook page/activity this week is an exercise in mapping the pitch of the music for Frère Jacques.

- 1st time:** connect the notes as the song is sung
- 2nd time:** connect the notes as students listen to the music stop part way through, ask what word "note" it is
- 3rd time:** connect the notes as students listen to the music stop part way through, ask what word "note" it is



If you want to do this as a class activity, enlarge the workpage to 11 x 17 or use a document reader.



I can do music in Lesson 18 . My name is _____


Frère Jacques France
folk song
c. 1600s



Key F, first note F(d)
accidental count-in: 1,2,3,4,Pre...
Frè - re Jac-ques, Frè - re Jac-ques, Dor-mez vous, dor-mez vous?
Son-nez les ma-ti-nes, son-nez les ma-ti-nes, Ding dang dong, ding dang dong.

Dance Moves







*everyone in lines
(walk forward 4 steps)  4x
(walk backward 4 steps)  4x

Dormez-vous?  

Sonnez les matines,
Sonnez les matines, 

Ding, dang, dong, (pat knees two times, then clap)  2x
Ding, dang, dong, (pat knees two times, then clap and quarter turn right)  2x 1/4

Now you are the choreographer (the person who decides the steps in a dance).
Choose moves from the ones below to go with each line in the chorus.

- 1 (clap down low, clap up high) 
- 2 (step right, clap) (step left, clap) 
- 3 (jump, jump, jump) 
- 4 (step-together right, step-together right) (step-together left, step-together left) 
- 5 (tap toe twice, tap heel twice)  2x  2x

Ask me to show you my dance!

Work Page Choreography

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

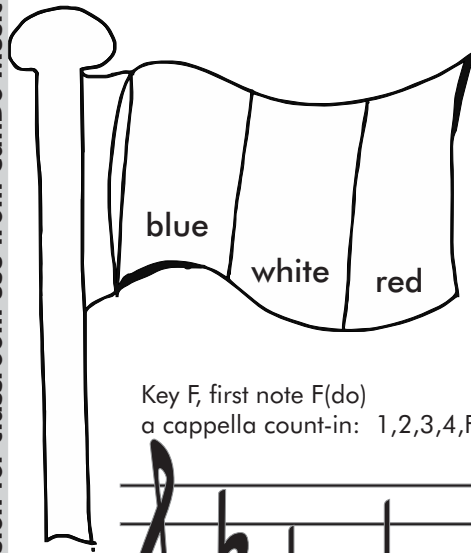
France's flag is blue, white and red.
Colour in the flag for France.

Frère Jacques

Key F, first note F(d)
accidental count-in: 1,2,3,4,Pre...
Frè - re Jac-ques, Frè - re Jac-ques
Dor-mez vous? Dor-mez vous?
Son-nez les ma - ti - nes, Son-nez les ma - ti - nes,
Ding, dang, dong. Ding, dang, dong.

Use a blue or red crayon to connect the notes in each line above.
You've just made a music map.
What does a music map show?

Ask me to show you my music map.
Ask me what country this song is from.



France's flag is blue, white and red.
Colour in the flag for France.

Frère Jacques

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

France
folksong/round
c. 1600s

Frère-re Jac-ques Frère-re Jac-ques

Dor-mez vous? Dor-mez vous?

Son-nez les ma - ti - nes, Son-nez les ma - ti - nes,

Ding, dang, dong. Ding, dang, dong.

Use a blue or red crayon to connect the notes in each line above.
You've just made a music map.
What does a music map show?

Ask me to show you my music map.
Ask me what country this song is from.

I can do music in Lesson 18 . My name is _____

Frère Jacques

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

France
folksong
c. 1600s

Dance Moves *everyone in lines

Frère Jacques
Frère Jacques

(walk forward 4 steps)
(walk backward 4 steps)



Dormez-vous?
Dormez-vous?

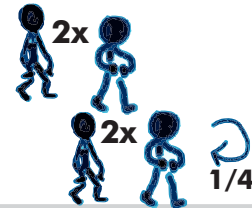


Sonnez les matines,
Sonnez les matines,



Ding, dang, dong,
Ding, dang, dong.

(pat knees two times, then clap)
(pat knees two times,
then clap and quarter turn right)



Now you are the choreographer (the person who decides the steps in a dance).
Choose moves from the ones below to go with each line in the chorus.

① (clap down low, clap up high)



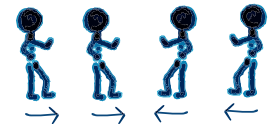
② (step right, clap)
(step left, clap)



③ (jump, jump, jump)



④ (step-together right, step-together right)
(step-together left, step-together left)



⑤ (tap toe twice, tap heel twice)



Ask me to show you my dance!

B New Song: Baa Baa Black Sheep Revised

Baa Baa Black Sheep

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

nursery rhyme
England 1744
adapted LJ Clare

"Baa baa black sheep, have you a-ny wool?" "Yes, yes, 3 bags full.
(traditional words) "Yes sir, yes sir, 3 bags full.

One for a scarf and one for a hat, One for some mit-tens and that is that."
One for the master and one for the dame, One for the lit-tle boy who lived down the lane.

"Baa baa black sheep, have you a - ny wool?" "Yes, yes, 3 bags full."

"Baa Baa Black Sheep" is an English nursery rhyme sung to the French melody "Ah! Vous dirai-je, Maman" (also Twinkle, Twinkle, and the Alphabet Song). Black sheep were prized for their wool as it could be made into servicable clothing without being dyed. Its possible that the nursery rhyme is a taunt against high taxes on wool from the 1200's.

1 If children are familiar with this nursery rhyme in its original form, sing/say it and ask: **"How is this different from the one you know? Why do you think people change songs?"** (Discuss.)

"The nursery rhyme that you learned was written a long, long time ago in England. Many people raised their own sheep so they could make clothes to keep warm. The king said that he wanted some of the wool to sell and help pay for his army. The church said they wanted some of the wool to help the church. For every three bags of wool that a family made, they only got to keep one. This nursery rhyme was a way of complaining without getting into trouble for complaining, because the king didn't like people who complained."

OR

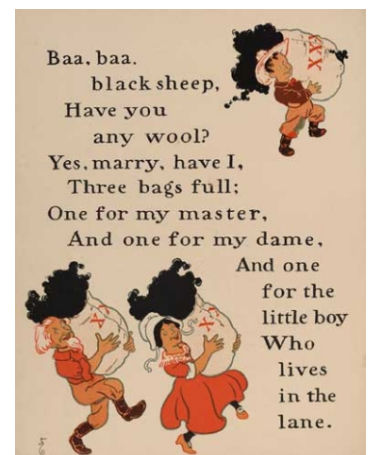
1 **"What kind of clothes do you wear in the winter? (warm ones) What are they made out of? (take a few answers) Some people make their own sweaters and hats and mitts by knitting wool. (explain a bit about the process) Here's a song about wool."** (Sing/play song.)

2 **"When we sing the word "baa", let's make it sound like a sheep. Watch my hand for the signal to try saying, "Baaaa". (Use conducting signals to start and stop the baaas.) This time when I sing the song, you put the Baas in. Ready?"**

3 **"You're very good sheep. Ready to try the whole song? Here we go ..."**

zip in other items that may be knitted from wool

follow up by using the winter flashcard set to create word chants





Polly Had a Dolly or

Key F, first note C (low so)

a cappella count-in: 1, 2, 1, Miss...

Paul, He Had a Dolly

England
Children's Song
1900s



Pol - ly had a dol-ly who was sick, sick, sick, So she called for the



doc - tor to come quick, quick, quick. the doc - tor came ___ with ___



bag and ___ hat, and ___ knocked on the door ___ with a rat - tat - tat!

Polly had a dolly who was sick, sick, sick,
So she called for the doctor to come quick, quick, quick!
The doctor came with a bag and a hat,
And knocked on the door with a rat-tat-tat.

*rock a pretend doll in arms
push buttons on a phone
show bag, tap head for hat
knock on the door for "rat-tat-tat"*

Doctor looked at the dolly and shook her head,
And said, "Now Polly put her straight to bed!"
Doctor wrote on a paper for a pill, pill, pill.
"I'll be back in the morning yes I will, will, will."

*peer at a pretend doll, shake head
shake finger at Polly
use pretend pen to write on pad
wave "good-bye"*

1. "If someone in your family is sick, what do you do to help them feel better?" (student discussion) **"Sometimes when we're sick we need to see a doctor. Usually we go to the doctor's office. But it used to be different. The doctor used to come to people's houses to visit them. You might know this next song. If you do, help me with the actions, but remember to sing the words silently in your minds so other students can hear the tune I use. After you listen, be ready to tell me what happens in the doctor's visit."** (Sing/play the song once through doing the actions.)
2. "What does the doctor do?" (knocks, looks, shakes head, gives prescription) **"Listen to the song again, but this time, everybody do the actions. Ready to listen?"** (Sing/play the song.)
3. "This time I'm going to sing/say the first part of a line ... you sing the rest of it."

Miss Polly had a dolly who was	sick, sick, sick
So she called for the doctor to come	quick, quick, quick
The doctor came with a	bag and a hat etc.
4. "Good remembering. Ready to try the whole song? Wait for the count-in: one, two, sing,
5. Try the song as a play. Engage students in finding a few simple props to use to enhance the performance. What could be used as a "dolly?" Where is the house? Where is the doctor at the beginning? etc. Repeat the play at least once with different actors.

Dance(A) & Drama(B)



Music(C)



B1.2 demonstrate understanding characters by adopting mannerisms to fit a role

B1.1 engage in dramatic play

B2.1 express feelings re drama experience (enrichment section)

C3.2 identify music by listening

Peter and the Wolf by Sergei Prokofiev

element: timbre

--explore different instruments

Prokofiev's "Peter and the Wolf" was written to involve children in enjoying orchestral music. Lessons this week focus on the story characters, their mannerisms, and the instruments that represent them. It is possible to squeeze everything into one lesson, BUT, if at all possible, schedule an extra music time this week (or include some of the enrichment ideas from this week in February lessons). Some weeks, warm-up can spread into lesson time. This week be sure to keep warm-up limited to 3-4 minutes.

Warm-Ups (3 minutes)

1 Rhythm: Echo Rhythm Flashcards

Choose 8 flashcards from the Grade One set. Show the side with the symbols to students. One hand holds the flashcard, the other hand is used to pat one knee (instead of clapping). Say the rhythm names, students echo and clap. Or --put one rhythm flashcard on the pocket chart. Use one hand to point to each symbol as you say its name. Students echo and clap the rhythm names.

students see



teacher sees

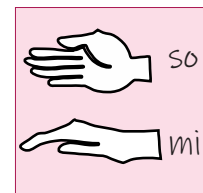
ti-ti ta ti-ti ta

Clapping, or some other movement, while saying rhythm names is important. Physical activity moves this activity into a whole brain development activity. Music involves kinesthetic learning. Students may "drop" the clapping when saying rhythm names as it is "easier," however not as effective for learning.

2 Pitch: Echo Solfa "so-mi" with Handsigns

The first song today is in the Key of C. Use this Key to pitch match and it tunes the voice

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

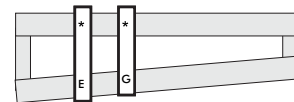


Key C

G

E

Using the glockenspiel helps to keep everyone in tune. Remove bars that aren't needed to simplify playing.



Practice and Review

Song: "C-c-c-c C-c Cold"

Key C, first note "so"(G)

a cappella count-in: 1 2 3 4 1 2 3 It's

Try having student stand and stamp out the "chattering" notes e.g. C-c-c-c-c and T-t-t-t etc.

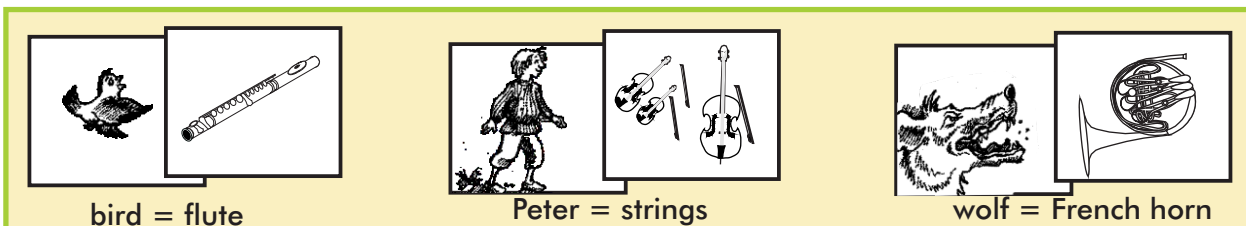
Background Information: Peter and the Wolf

Something a little different for this week's lessons which are based on a story. In 1936, the Children's Theatre in Moscow commissioned Sergei Prokofiev to create a symphony that would encourage children to enjoy orchestral music. The idea must have caught fire in Sergei's imagination because he completed "Peter and the Wolf" in only four days. Although well known now, the debut of "Peter and the Wolf" was disappointing for its composer who wrote: "attendance was poor and failed to attract much attention ..." Prokofiev would be surprised to learn how popular his symphony is today.

The storyline of the original Peter and the Wolf is simple:

- 1 Peter lives with his grandfather on a small farm near a forest. His playmates are the animals (bird, duck, cat). It's Spring, and their favourite place is the green meadow just outside the farm's gate. One day the grandfather leaves to do errands. He warns Peter to stay inside the farm gate because a wolf has been seen nearby.
- 2 From inside the farm gate, Peter watches the wolf come and swallow the duck. The wolf then tries to catch the bird and the cat. Peter makes a plan to capture the wolf.
- 3 Peter and the bird trap the wolf using a rope. When the grandfather and the hunters arrive, Peter enlists them to take the wolf to the zoo. As they parade through the village, everyone can hear the duck, still alive and quacking from inside the wolf.

In the story, each of the characters is identified with a short theme on a musical instrument.



Peter and the Wolf lives on, not only in symphony, but also in cartoons and parodies. Many of the newer versions change the story line. The Disney cartoon changes the season to winter, has Peter going out on a wolf hunt with the help of the bird, cat and duck and no one gets swallowed. There's another cartoon version done in the USSR that has the cat going to ask the wolf for help to capture the bird --the wolf, not being particular, eats the cat!

I like the original. The hunt for the wolf takes on an urgency after the duck is swallowed and, at the end of the music, the sound of the duck coming from the wolf's belly leaves to the imagination another story of how the duck gets out of the wolf again. You'll need to decide which version you like best.

The ways in which a study of Peter and the Wolf may reflect the curriculum are as wide as one's imagination. In these lessons, the focus is a musical one.

- A identification of orchestral instruments
- B analysing how instrument sounds may represent things/people
- and C personal reflections on the efficaciousness of Sergei's choices

Underlying all these curriculum expectations is, as always in music, the basic goal of encouraging students to explore making life richer through music.

Sergei Prokofiev (23 April 1891 - 5 March 1953) was born in the Ukraine. He was a musical child prodigy, touring widely to perform. After the revolution, with the permission of the new government, he spent a number of years in the United States, returning to Russia in the late 30s. He continued to compose music throughout his life.

Music & Story: Peter and the Wolf by Sergei Prokofiev




1 "I like stories. Sometimes I read stories from books. Sometimes I watch stories on tv. Sometimes I listen to someone tell a story. Most stories are told by using words. But there are other ways to tell stories. What other ways to tell stories can you think of? (miming, photographs, puppets, and maybe music, but if not continue) Sometimes music can tell stories, even music without words."

"Listen to this and imagine what the story might be about." (scary music)

"Listen to this and imagine what is happening." (bumblebee music)

As students give ideas, explore what in the music lends itself to that interpretation,

2 "Sergei Prokofiev wrote a story about a boy named Peter. (Put Peter's name flashcard on the pocket chart.) Every time you hear the violin and cello played, it means Peter is doing something. (Put the string instrument flashcards (picture and name) beside Peter's name.) Listen to the music for Peter. (Play "Peter.") An artist who listened to Prokofiev's music, drew a picture of what she thought Peter would look like." (Put Peter's picture flashcard beside the others.) "What does the music say about Peter?" (happy, playful ...)

		<p>strings violin viola cello</p>	<p>A violin is made out of wood, but its strings are metal. The bow is rubbed/scraped along the metal to make sound.</p>		<p>fun playful</p>
---	---	---	--	---	------------------------

3 "These are the other characters in Prokofiev's story." (Say and place each of the name cards on the pocket chart. The picture cards will be used AFTER students have an opportunity to use their imaginations with the music.)

Peter
Grandfather
Bird
Cat
Duck
Wolf
Hunters

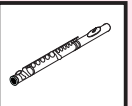
"I wonder what these characters are like. Maybe the bird is a big eagle that swoops down on cats? Maybe the wolf is afraid of his shadow! Prokofiev, remember he wrote the story, also composed some music to tell us about the characters."

Imagine/Guess

4 Listen to the music Prokofiev composed for the flute. Show the flute flashcard. Play the bird's theme, as it's the easiest to identify. Does it sound like a wolf? Why? Who do you think it sounds like? Be ready to give a reason for your guess. When the correct answer is given, put the flute flashcard beside the word "bird". What kind of bird is it? (large, small ...) Eventually add the bird picture card reminding students that it is an artist's interpretation of what the bird looks like.



flute

		<p>flute</p>	<p>A flute is made out of silver --a metal, and played by blowing air across the mouth hole.</p>	<p>???</p> <p>???</p>
---	---	--------------	--	-----------------------

pocket chart diagram















As the lesson continues, the pocket chart will be built up until it finally appears as seen to the right. Building the pocket chart piece by piece engages students in thinking about the instruments.

As each of the instruments is introduced, explore its sounds by listening to the way Prokofiev uses them in his story. After the music has been heard and discussed, then the character picture cards may be added.

It's possible to teach the lesson without using the picture cards. In activity time, students could "interpret" the music in drawing the characters the way their imaginations see them.

Thanks to Classics for Kids from 90.9 WGUC in Cincinnati for permission to use their drawings in this curriculum. Check their site for other kid-friendly ideas.

www.classicsforkids.com

Peter		strings violin viola cello	
Grand-father		bassoon	
bird		flute	
cat		clarinet	
duck		oboe	
wolf		french horn	
hunters		timpani	

5 This is an clarinet. (Show the flashcard.) **Prokofiev picked it to represent the cat.** (Put the flashcard beside the cat.) **Listen and see if you can imagine just what this cat was like in the story.** (Play the cat's theme, then take several ideas describing the cat. Add the word cards describing the cat/oboe to the pocket chart.)



clarinet

cat		clarinet
-----	---	----------

Clarinets are made out of metal. Inside the mouthpiece is a thin strip of reed (like a heavy grass). When air is blown into the mouthpiece, the reed shakes/vibrates and makes sound.

???
???

6 Can you guess what instrument is playing in this music? (Play the hunter's theme. Take a few guesses. If "drum" isn't offered: "Good guessing, but this is the instrument." If "drum" is offered, simply show the flashcard of timpani -- sometimes called kettle drums.) **Who do you think the timpani are for and why?** (Take a few guesses. If no one guesses correctly, place the timpani flashcard beside the hunters and ask, "What do you think the hunters are doing in the music?")



timpani

hunters		timpani
---------	---	---------

Drums are made from many different materials around the world. Timpani are just one kind of drum. The outside is made from metal. The head (place that is played) is made from leather that is stretched very tight. Timpani are played using mallets.

Intermission with Drama/Miming

Before continuing with the rest of the characters, take a little break to do some miming.

"Miming is a special kind of acting. Mimes, just like music, don't use words. Mimes use their hands and faces and bodies to tell stories. I'll play one of the themes. When you know which character it is, use your hands and your face and your arms to act like the character. Here's the first one."

(Play 2 or 3 of the themes. Enjoy the miming.)

7 "Good listening and miming! This is a bassoon. (Show the flashcard.) Bassoons are played like the clarinet. Who can tell me how it is played? (inside mouthpiece is thin reed, air blown makes it vibrate) The bassoon is for the Grandfather. Listen and try to imagine how Grandfather is feeling from his music." (Play Grandfather's theme. Take several ideas in response to question. Hints might help, e.g. Is Grandfather happy?)

Imagine/Guess Remember



bassoon

Grandfather



bassoon

Bassoons are made out of metal. Inside the mouthpiece is a thin strip of reed (like a heavy grass). When air is blown into the mouthpiece, the reed shakes/vibrates and makes noise.

???
???

8 "There are only two characters left --the duck and the wolf. One of their instruments is the oboe --which is played like a clarinet or bassoon. The other instrument is the French horn. It's played by buzzing into the mouthpiece. I'm going to play both pieces of music. Listen to them and then try to figure out which music goes with the duck and which goes with the wolf." (Play the themes for the duck and the wolf. Encourage students to give reasons why they think an instrument belongs with one of the animals.)



oboe



french horn

duck



oboe

Played like a clarinet or bassoon.

???
???

wolf



french horn

Played by buzzing into the mouthpiece.

???
???

Consolidating the Learning

Are you ready to show what good listeners you are? I'll play a theme. You mime which character it's for. (When I play short excerpts of music for identification, I often repeat one or two rather than running through the whole list. This gives students who are having difficulty hearing the instruments an immediate second opportunity to identify it.)

French Horn	Grandfather	Strings
Wolf	Bassoon	Peter
Duck		Cat
Oboe	Bird	Clarinet
	Flute	Timpani
		Hunters


Work Pages

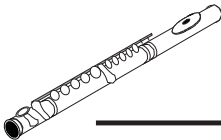
Choose a work page for your students to complete. While they are working, play the music from Peter and the Wolf. (Music for the whole symphony is on the DVD Shadow Play version of Peter and the Wolf --use it with no video showing.)

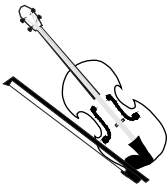
I can do music in Lesson 19. My name is _____

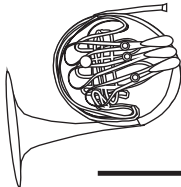
Peter and The Wolf by Sergei Prokofiev

Print the name of the instrument on the line and then draw the character from the story.











oboe clarinet timpani strings bassoon french horn flute


Ask me to describe one of the characters in this story.


I can do music in Lesson 19. My name is _____

Peter and The Wolf by Sergei Prokofiev









grandfather

cat


Peter

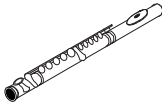
hunters


bird

wolf

duck







oboe clarinet timpani strings bassoon french horn flute

Ask me to describe one of the characters in this story.

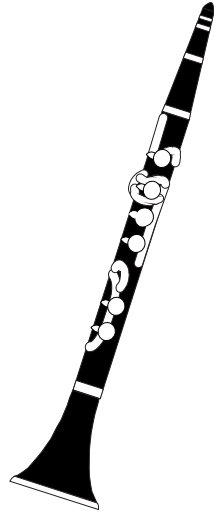
Note:

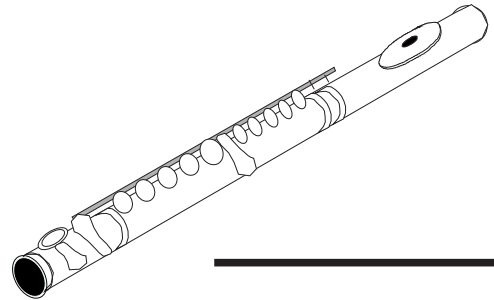
"Second lesson" Ideas for this week include an opportunity for students to see a production of Peter and the Wolf provided on the DVD or chosen from various versions available on the internet. If your class has only one music period a week --you may want to either use the resources during an indoor recess or as a treat at another time. If you are a traveling music teacher, you could make the resources available to classroom teachers for their use.

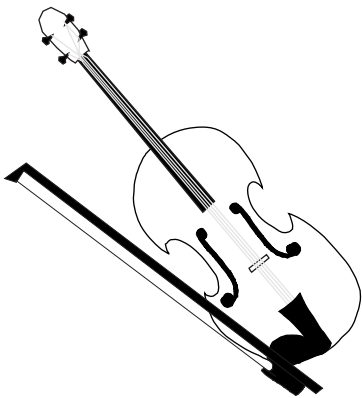
I can do music in Lesson 19 . My name is _____

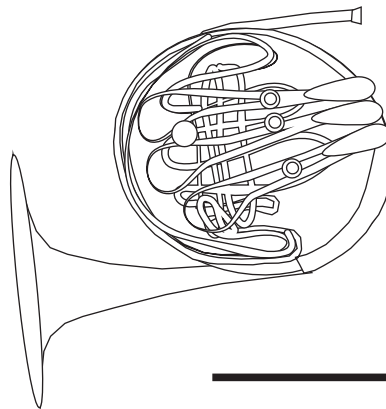
Peter and The Wolf by Sergei Prokofiev

Print the name of the instrument on the line and then draw the character from the story.









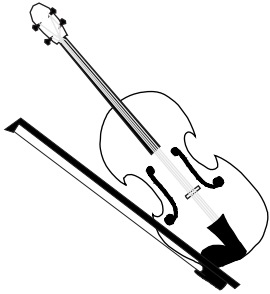
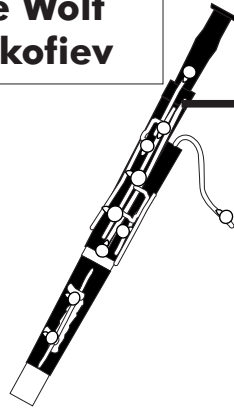
oboe clarinet timpani strings bassoon french horn flute

Ask me to describe one of the characters in this story.

I can do music in Lesson 19 . My name is _____

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**Peter and The Wolf
by Sergei Prokofiev**



grandfather

cat

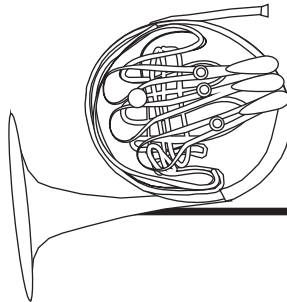
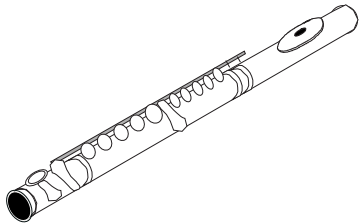
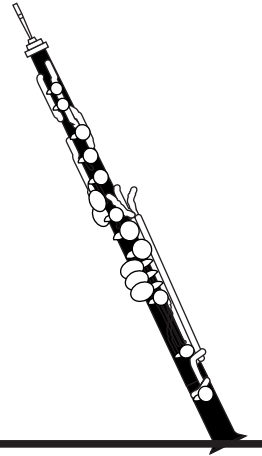
Peter

hunters

bird

wolf

duck



oboe

clarinet

timpani

strings

bassoon

french horn

flute

Ask me to describe one of the characters in this story.

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

Peter and the Wolf is the theme for second lesson ideas this week.

Warm-Ups(3 minutes)

Rhythm: Echo Rhythm Flashcards
Pitch: Echo Solfa "so-mi"/handsigns

Practice and Review

Song: I Like to Eat

Music & Movement/Dance

Frère Jacques

Optional Ideas

A Listen/Watch the Story

B Visualize the Story

C Listen for a Role in the Story

Peter and the Wolf

A Listen/Watch the Story

The mp4s included in CanDo Music have a short version(approx 13 minutes) of Peter and the Wolf. Le Théâtre des Ombres (a shadow-box theatre) from France kindly gave permission for parts of it to be included. Check out their website for other information www.theatredesombres.com. This production gives lots of space for imaginations to soar with the music and images. It's also a theatre form seldom seen these days and easily tried in classrooms.

B Visualize the Story

After listening/watching the story, ask students to draw their favourite part of the story while they listen to it again.

C Listen for a Role in the Story

Match the musical themes with their instruments and characters using the ideas from this week's main lesson.

Play the symphony using the mp4s, but without visuals. Assign groups of students a "part" in the story and give them the character's flashcard. When they hear their part playing, they are to stand up, and then sit down when it stops.

Sergei Prokofiev's original "Peter and the Wolf" runs about 25 minutes long. It can be found in numerous places on **youtube**. Please check the version you find as some are inappropriate for classroom viewing.

Boris Karloff narrates Peter and the Wolf at <http://www.youtube.com/watch?v=PHUryiwQIUI&feature=relmfu>. The story is accompanied by the full orchestral music. As the visual is simply an album cover, it leaves lots of room for student imaginations to work. Note that even though Karloff narrates a story about a big green meadow, the album cover shows a winter scene as in the Disney version.

And, of course, there is the Disney version --google to find it in English, French, Italian, German and Spanish. Refer to the notes on "background information" that detail changes Disney made to the original story.

I can do music in Lesson 19 . My name is _____

**Peter and The Wolf
by Sergei Prokofiev**

My favourite part of the story is _____

Tell me what you like about my picture!