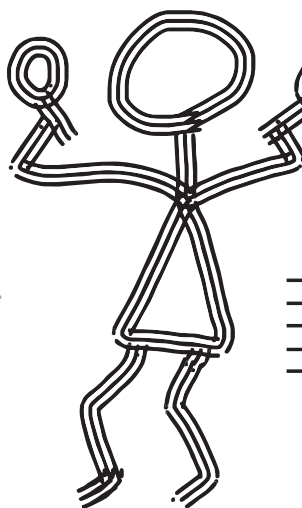
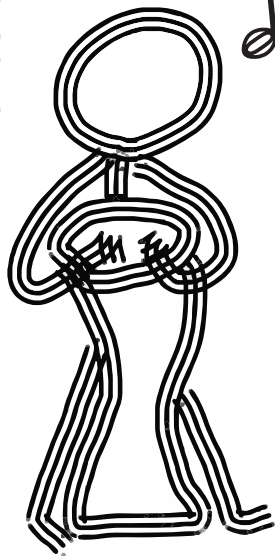




What is my fav'-rite rhyme?

I Can Do

MUSIC !



My name is _____

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

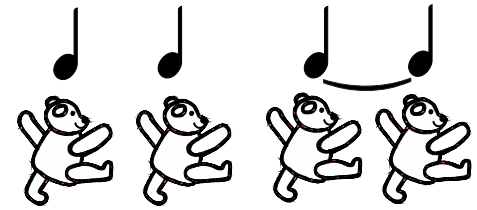
Teddy Bear



1. Ted-dy Bear Ted-dy Bear
2. Ted-dy Bear Ted-dy Bear



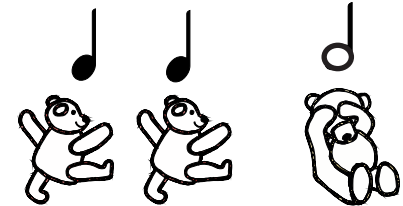
turn a - -round ____
climb the stairs ____



show your shoe ____
turn out the light ____



touch the ground
say your prayers



that will do!
say "Good - night!"

BEAT

Colour in the beats/hearts the word gets.

climb

ground

Teddy

will

stairs

Bear

do

RHYTHM

Make the rhythm symbol for the word as it is done in "Teddy Bear."

 Bear			
	ground	will	Teddy
say	Teddy	do	climb

Ask me to read the rhythm names for "Teddy Bear."

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

Counting Chant
LJ Clare
Canada 2011

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

1

- apples at the farm
- five apples six apples
- apples on the kitchen table
- apples on the floor
- three apples four

Find the words that go with these musical rhythms. Print the number of the musical rhythm beside the correct words.

Colour in the "ta" and "ti-ti" apples.

2

ta

ta-a

ti-ti

sh

Print the name of each rhythm symbol underneath it.

3

Read "One Apple, Two Apples" using the words.
Read "One Apple, Two Apples" saying and clapping the rhythm symbols.

Ask me to read the "One Apple, Two Apples" chant.

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

Ha, Ha This-A-Way

United States
folksong

Ha, ha, 1	2
this -	Ha, ha,
a - way,	that -
	a way,
Ha, ha, 3	4
this -	All
a - way,	day
	long.

Ask me!

Who is this man?
What is he playing?



Fill in the empty ovals.

- 1** is the same as
- 3** is different from
- 3** is the same as
- 2** is different from
- 4** is different from

Connect the verb with its gerund.

- | | |
|---------|------------|
| hop | wiggling |
| wiggle | walking |
| skip | trotting |
| trot | hopping |
| walk | stretching |
| stretch | skipping |
| fly | swimming |
| clap | stomping |
| stomp | flying |
| sneak | sneaking |
| swim | clapping |

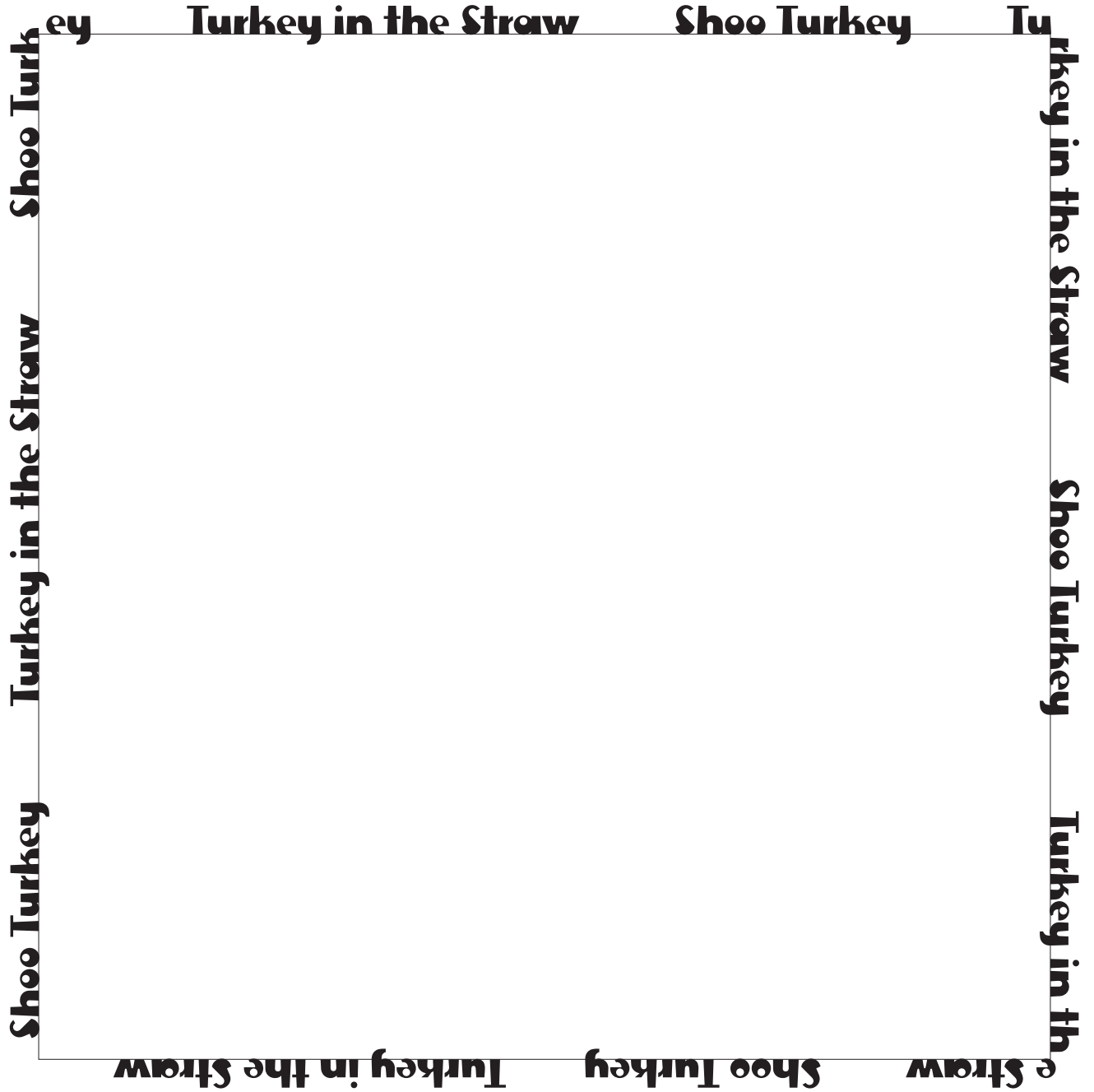


Ask me! Who is this man?
What is he playing?

What are your favourite 3 ways to move?

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

Draw a picture of your favourite "Turkey" dance.



Ask me to show you the dance that goes with my picture.

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

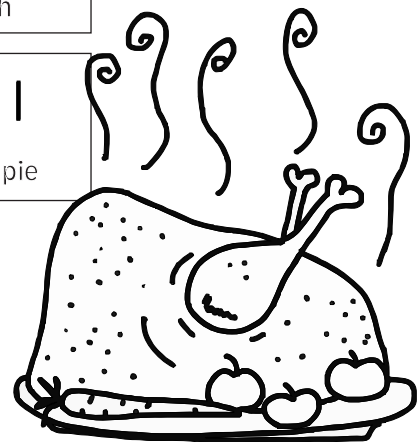
c. 2012 LJ Clare, copied with permission for classroom use from CanDo Music

What will you put on your dinner plate?

Thanksgiving	din - ner,	food	on my	plate		
ta	ti-ti	ta	ta	ta	ti-ti	ta-a
Thanksgiving	din - ner,	I can	hardly	wait		
ta	ti-ti	ta	ta	ti-ti	ti-ti	ta-a

 corn on the cob	 bread 'n butter	 mashed potatoes
 stuff-ing	 tur - key	 lots of
 sweet potatoes	 squash	 cran - ber - ry
 sauce	 more	 apple pie
 peas 'n carrots	 salad	 pumpkin pie
 Yum _____	 Yum	

If you are getting full, it is okay to leave a few spaces empty to make room for dessert!



Ask me to say my Thanksgiving Dinner Chant.

Performance Record

My name is _____.

Names of Songs in Performance

Date of Performance

Other Performers

Kind of Audience

Tips to Help Performance

- being on time
- keeping the beat
- holding papers quietly
- starting with everyone
- dressing to impress
- good posture
- paying attention to the conductor
- keeping one eye on the conductor
- knowing all the words
- singing in tune
- waiting quietly to begin
- smiling

Before the Performance

Three things I do well.

1. _____
2. _____
3. _____

Three things I need to work at.

1. _____
2. _____
3. _____

After the Performance

Three things I did well.

1. _____
2. _____
3. _____

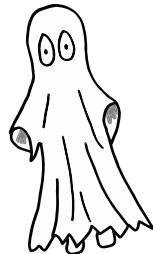
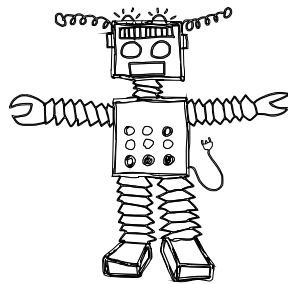
Three things I need to work at.

1. _____
2. _____
3. _____

**Ask me to what I do well when performing,
and what I need to work at.**

Rhythm Counting

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



vampire

1 **2** 3 4

pirate

1 2 3 4

king and queen 1 2 3 4

teddy bear 1 2 3 4

rock star 1 2 3 4

rabbit 1 2 3 4

cowboy 1 2 3 4

bumblebee 1 2 3 4

superhero 1 2 3 4

robot 1 2 3 4

soldier 1 2 3 4

ghost 1 2 3 4

princess 1 2 3 4

_____ 1 2 3 4

Ask me to sing my verse in "I'm Gonna Be a"

This Little Light of Mine

Harry Dixon Loes
United States
c. 1920

Allegro

Find the place in the music for the words that are circled.
Print each word on the line under its musical note.

1 This little light of mine, I'm gonna let it shine
2
3 This little light of mine, I'm gonna let it shine
4
5 This little light of mine, I'm gonna let it shine
6 Let it shine, let it shine, let it shine.



**Ask me to sing you the song
and tell you where my light can shine!**

I can do music in Lesson 10 . My name is _____

Key D, first note mi(F#)
 a cappella count-in: 1,2,3,4,Pass...
 pentatonic: D, E, F#, A, B

Pass One Window Tideo

England
 folksong
 arr:ljc 2008

Allegro

mi so so la mi so so x mi so so la mi re do x
 Pass one win-dow ti - de - o. Pass two win-dows ti - de - o.

mi so so la mi so so x mi so so so so la mi re do
 Pass three win-dows ti - de - o. Jin-gle at the win-dow ti - de - o.

mi so do' mi so do' mi so so so so la mi re do x
 Ti - de - o, Ti - de - o, Jin-gle at the win-dow, ti - de - o.

mi so do' mi so do' mi so so so so la mi re do x
 Ti - de - o, Ti - de - o, Jin-gle at the win-dow, ti - de - o.

- 1 The word "pass" is always in the same place. Where is it? _____
- 2 Where is the highest note in the song? _____
- 3 How many rests are in this song? _____
- 4 How many "ta-a"s are in this song? _____
- 5 Practise the melody for this song by quietly singing the solfa.
- 6 How many times did you sing the high "do?" _____
- 7 What instrument would you like to hear played on the word "jingle?" _____
- 8 Circle a "ta" that is on the second space.
- 9 Circle a "ti-ti."
- 10 What tempo is suggested for this song? _____

Ask me to sing and do the actions for this song.

speed _____

lively _____

loudly _____

repeated words _____

softly _____

quickly _____

changing words _____

list of songs _____

hopping _____

stately _____

music leader _____

steady pulse _____

way the words go _____

smoothly _____

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

allegro

andante

beat

chorus

conductor

forte

legato

piano

presto

rhythm

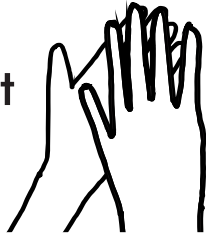
staccato

tempo

verse

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

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



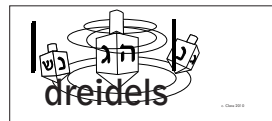
1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



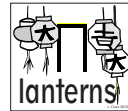
1 2 3 4 5



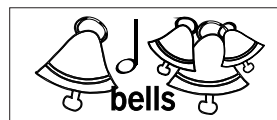
1 2 3 4 5



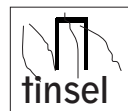
1 2 3 4 5



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



1 2 3 4 5

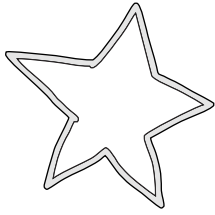


1 2 3 4 5

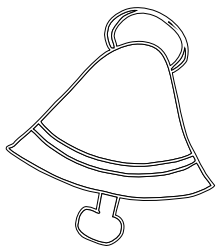
**Tell me the name of a holiday decoration,
and ask me its rhythm count (the number of claps it has).**

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

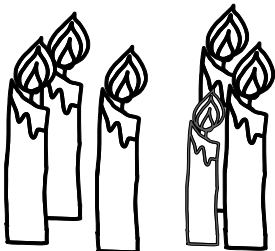
Find my name and print it **underneath** me.

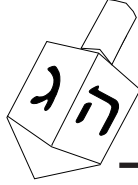


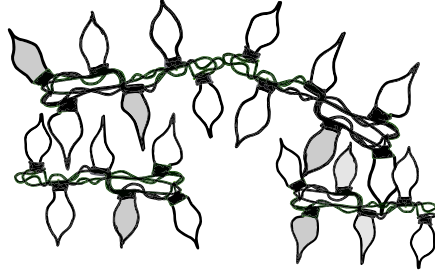


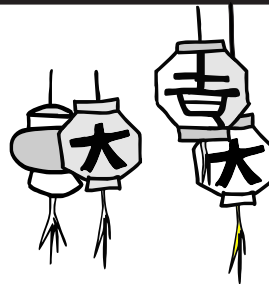




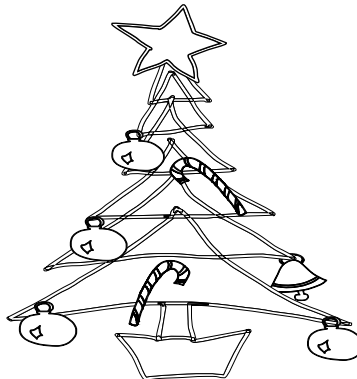












candle

candy canes

lights

dreidel

lanterns

holiday

candles

fireworks

Christmas tree

diyas

bell

star

**Ask me to read the names
and tell you about my favourite decoration.**

Melody Card Match-Up

1. Draw a line from each card in this column, to its matching card in the next column.

2. Now print in the solfa under each note in this column.

This old man he plays one

Red, or-ange, yel-low, brown

Ted- dy Bear, Ted- dy Bear

turn a- round-----.

that will do!

so

mi

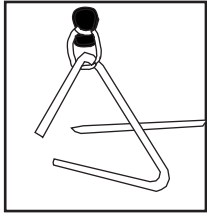
so

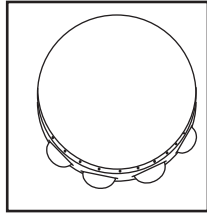
so

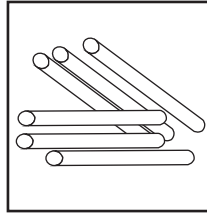
so

3. Now try quietly singing each of the melody cards.

Print the name of each instrument on the line underneath it.





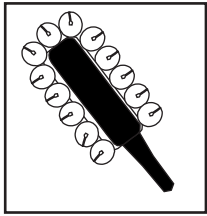


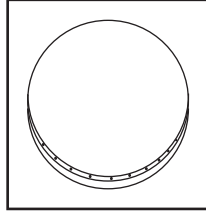
Percussion Instruments

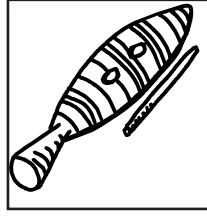
triangle

rhythm sticks

hand drum



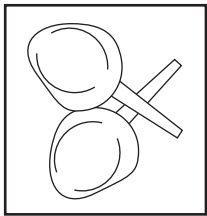


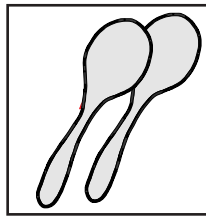


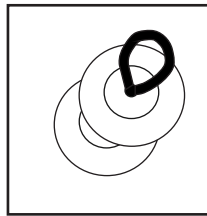
finger cymbals

shakers

guiro







bells

spoons

tambourine

cow bell

Name 2 percussion instruments where metal helps to make sound.

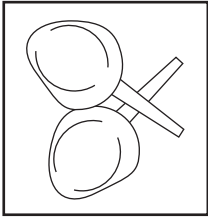
Name 2 percussion instruments made of wood.

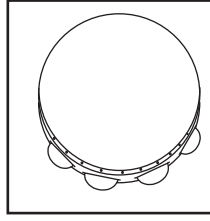
Name 2 percussion instruments played by shaking.

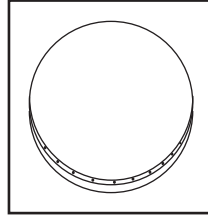
Name 2 percussion instruments played by tapping.

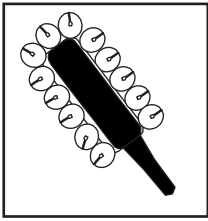
I can do music in Lesson 17 . My name is _____

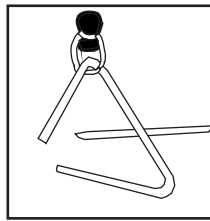
Print the name of each instrument on the line underneath it.

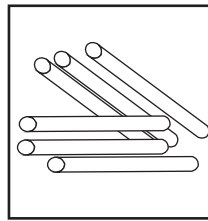


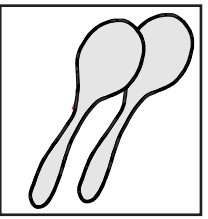


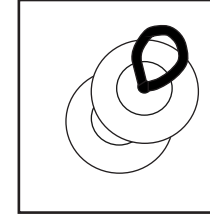


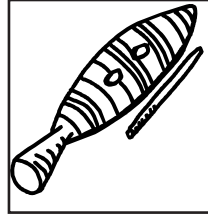












Percussion Instruments

triangle

rhythm sticks

hand drum

finger cymbals

shakers

guiro

bells

spoons

tambourine

cow bell

Name 2 percussion instruments made of wood.

Name 2 percussion instruments played by tapping.

Name 2 percussion instruments where metal helps to make sound.

Name 2 percussion instruments played by shaking.

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

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

bars

notes

piano

presto

Print 4 words that describe the speed of music.

allegro

legato

staccato

Print the music word beside its meaning.

andante

loudly _____

softly _____

music staff

tempo

hopping _____ smoothly _____

forte

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

pulse
steady

rhythm

word patterns
that repeat

sound layers

tempo

music
leader

long/short
word patterns

beat

speed

make
stronger

harmony

volume

dynamics

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

c. 2012 LJ Clare, copied with permission for classroom use from CanDo Music

Print 4 words that describe the speed of music.

music staff

forte

staccato

presto

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

allegro

bars

legato

Print the music word beside its meaning.

andante

loudly _____

hopping _____

piano

tempo

softly _____

smoothly _____

notes

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

make stronger

beat

word patterns that repeat

sound layers

rhythm

speed

long/short word patterns

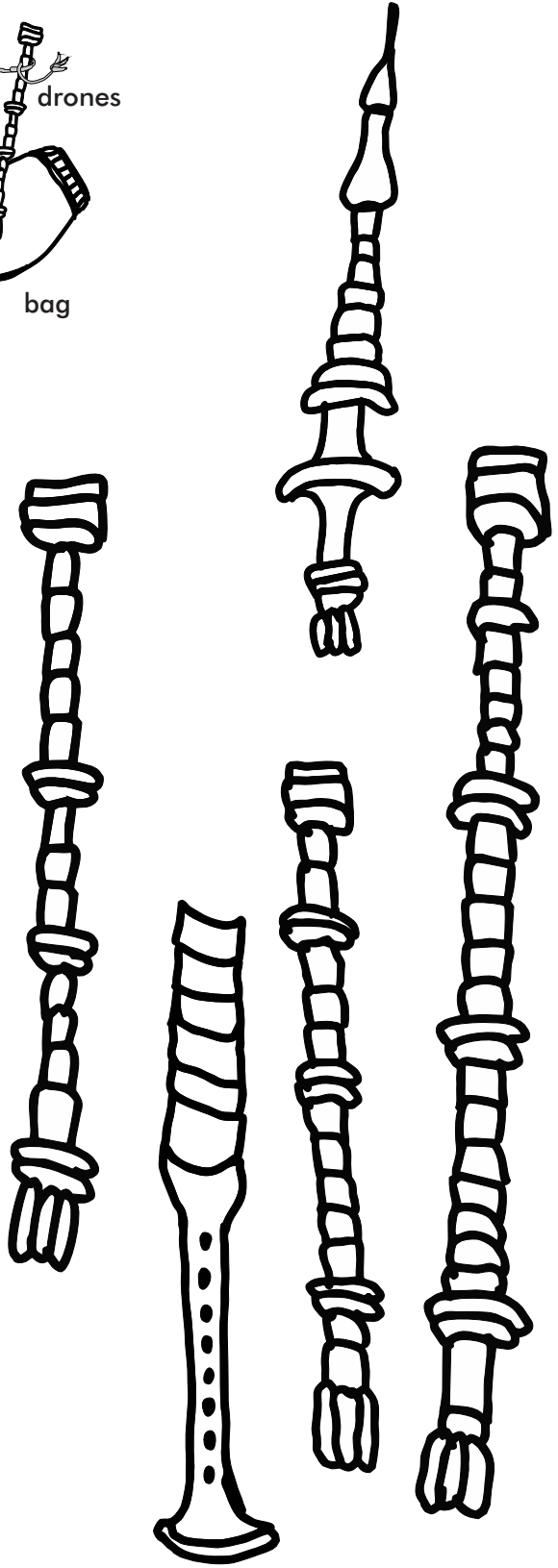
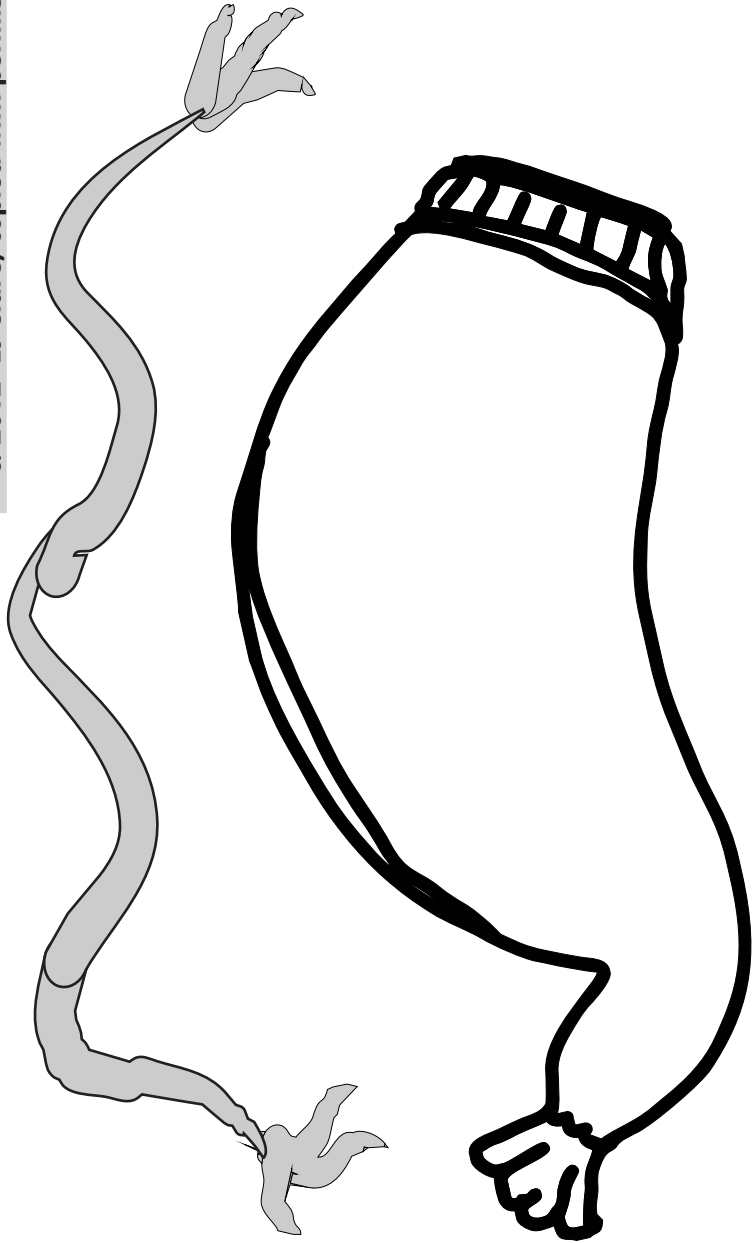
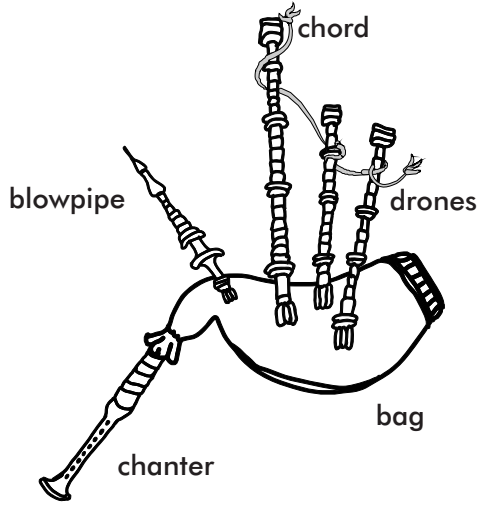
harmony

music leader

pulse steady

dynamics

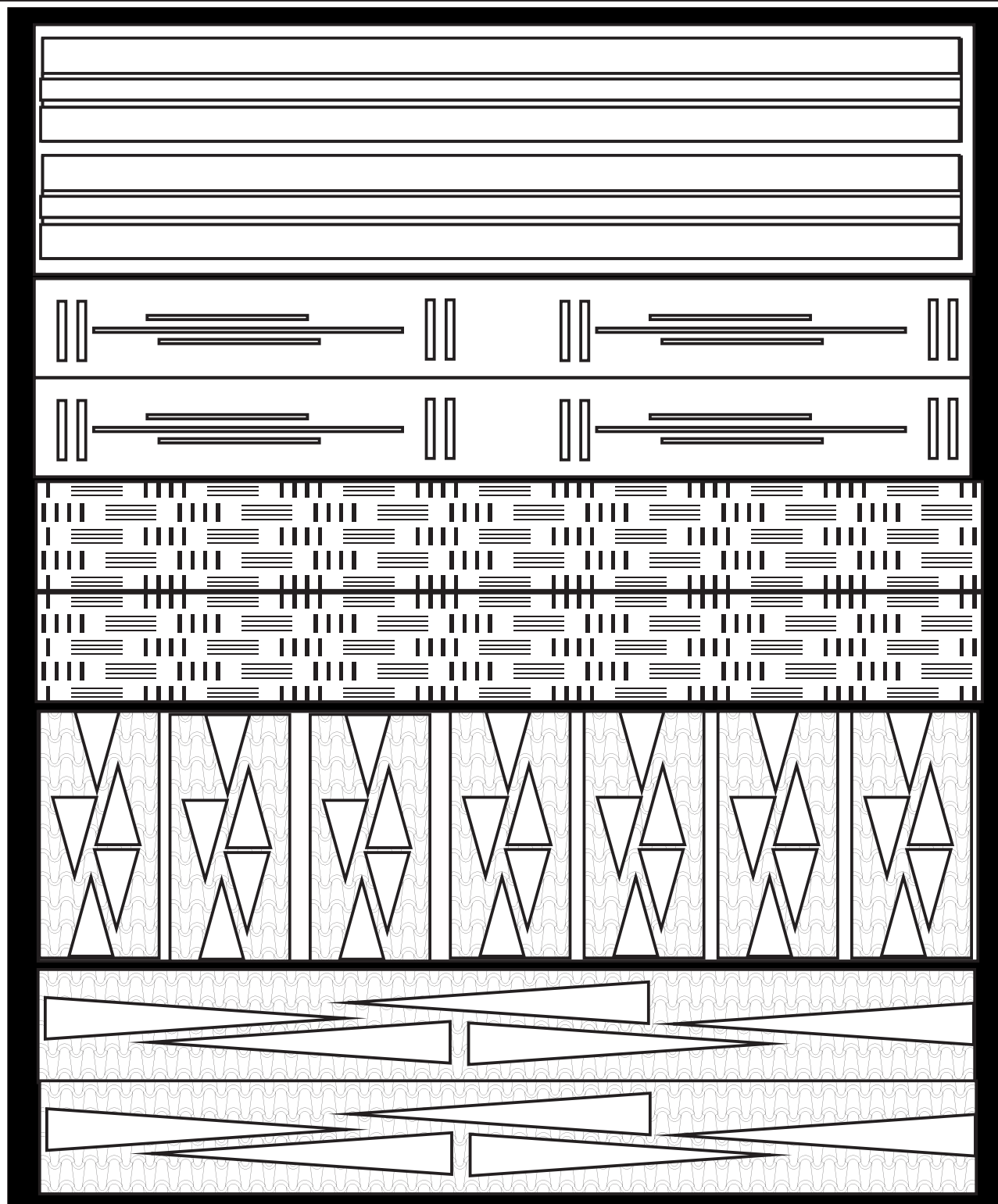
volume



I can do music in Lesson 21 . My name is _____

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"Chay Chay Cool--eh" is from Ghana, Africa. People in Ghana use patterns in their songs and in a special cloth they weave called Kente. Kente cloth is made on looms that are 20cm wide. Strips of cloth are then sewn together to make larger pieces of cloth. Orange, red, bright blue, gold and green are popular colours in the designs.



Ask me to sing the leader's part in "Chay Chay Cool-eh"!

I can do music in Lesson 22 . My name is _____

Fill in the missing musical notes
"do" "mi" or "so".

If "do" is in a space, then ____ is in a space, and ____ is in another space...

If "do" is on a line, then ____ is on a line, and ____ is on another line...

Choose from "so", "mi" or "do".

Print your choice on the blank lines.
Now make a note in the correct space.

- | | | | | | | | |
|--------|-----|-------|------|------|-----|-------|------|
| 1. Mix | a | pan - | cake | Stir | a | pan - | cake |
| 2. Fry | the | pan - | cake | Toss | the | pan - | cake |

Pop	it	in	the	pan
Catch	it	if	you	can

I can do music in Lesson 22 . My name is _____

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

England
nursery rhyme
1798



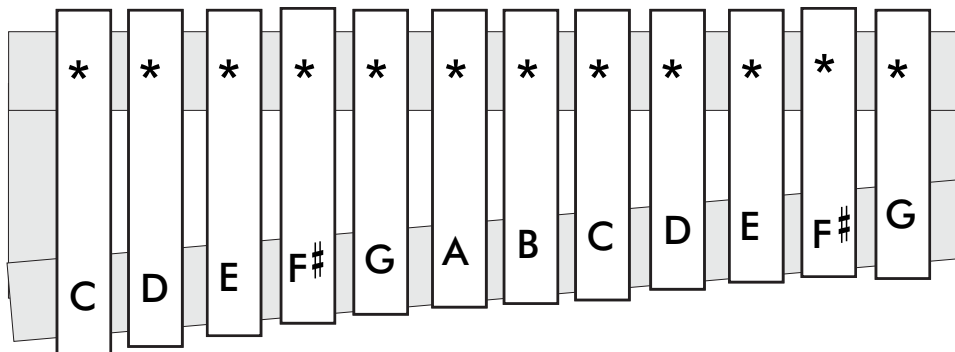
1. Hot Cross Buns Hot Cross Buns
2. Hot Cross Buns Hot Cross Buns
3. Hot Cross Buns Dozens come in twelves
4. Hot Cross Buns (repeat verse 1)










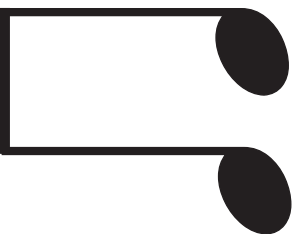
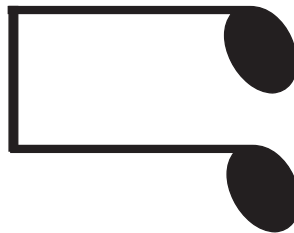



One ha'pen-ny two ha'pen-ny Hot Cross Buns
If you have no daugh-ters give them to your sons.
If you have no lit-tle elves eat them all your-selves.













Print the "do," "re," "mi"s on the lines above the notes.
After you are finished, try singing the song with the solfa (mi-re-do) instead of words.

Now try playing the song on the drawing of the glockenspiel here.
When you think you are ready,
ask your teacher if you may try playing the song on the real glockenspiel.



Use a red crayon
to colour in
the glockenspiel bars
needed to play
Hot Cross Buns.

 score	 s/he	 shoots	 po-wer play
	 s/he	 scores	 hoc-key stick
 check-ing	 face	 off	 ic - ing

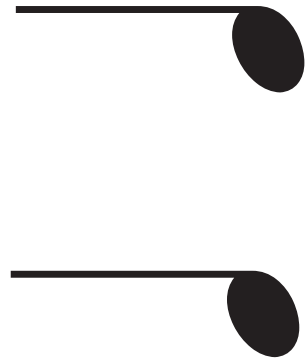
 score	 s/he	 shoots	 po-wer play
	 s/he	 scores	 hoc-key stick
 check-ing	 face	 off	 ic - ing



game



yeah!



play - er



Student Pocket Chart

Composer's Name _____

Percussion _____

Name _____

Symbol _____

count-in:

one

two

ready

read

1. Compose 3 phrases.

2. Choose 2.

Colour the

circle outlines red.

3. Use letters in the boxes

to show the form you want

--	--	--

4. Choose a tempo.

Andante

Presto

Allegro

5. Choose articulation.

Legato

Staccato

A

B

C




Composition Assessment for Learning

MARCH

Both written and presentation work is tracked on this page.
 Circle standards that are met in each category.
 Use this page as a reference in completing the student record.

Student Name _____

Date _____

	level one 	level two 	level three 	level four 
UNDERSTANDING -choose words to make 3 musical phrases -uses musical dynamics -chooses tempo	-3 phrases made --chooses tempo	-3 phrases made showing some variety -uses dynamics once --chooses tempo	-3 phrases made showing wide variety -dynamics used throughout --chooses tempo	- new words added in making phrases -3 interesting phrases varied & showing experimentation -dynamics used creatively, tempo chosen
CRITICAL ANALYSIS -3 pockets filled in a rhythmic pattern, 2 chosen for chant -be able to give reasons for choices of tempo and dynamics	-2 phrases chosen -3 pockets filled	-2 phrases chosen -reasons given for choices of phrases and words emphasized	-2 phrases chosen -phrases flow into a coherent chant -reasons given for choices using music terminology	-2 phrases chosen -phrases flow into a coherent chant -choices are clearly reasoned using musical terminology
COMMUNICATION -make a neat copy of the chant showing tempo and dynamics	-tempo or dynamics shown	-copy is neat -temp & dynamics shown	-copy is neat and accurate -form has been chosen -tempo & dynamics shown	-copy is easily read, neat, clean and accurate -form chosen -tempo & dynamics shown -percussion clearly marked
PERFORMANCE -perform chant with voice using count-in -follow composition choices -use good performance techniques -percussion played	-words said as written -voice monotone or muffled -tempo inconsistent -percussion instrument used	-words said as written -voice is clear -count-in used -tempo usually followed -dynamics usually followed -percussion used	-words said as written -clear voice with good diction -count-in used and tempo usually maintained -posture is effective -correct percussion playing	-words said as written -clear voice shows good diction & variation -count-in tempo used throughout -posture is effective -breathing is controlled -percussion played with accurate dynamics

Hockey Cheer Composition

Composition completed in class time allotted: **Yes**

Paper work done neatly and carefully: **Yes** Sometimes

Composition showed musical ideas **Yes** **No**
 e.g. repetition, rhyming, interesting word choices.

Conducting showed the composer had practised the piece. **Yes** **No**

Conducting showed:
 (circle choices)
 clear count-in
 effective voice use
 benefits of practice
 a smile
 good breathing



Level One
 ice cream cone
 little ice cream



Level Two
 ice cream cone
 1 scoop of ice cream



Level Three
 ice cream cone
 2 scoops of ice cream

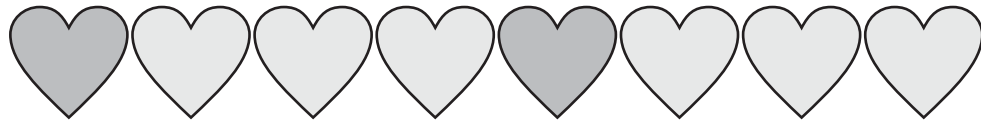


Level Four
 ice cream cone
 2 scoops of ice cream
 & a cookie

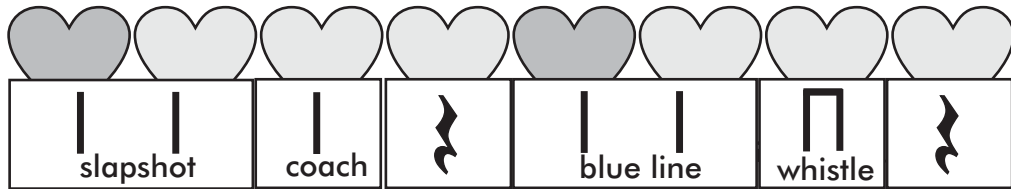
Comments:

Next Steps:

Counting Beats and Clapping Rhythm



1 How many beats does one heart show? _____



In the musical phrase above:

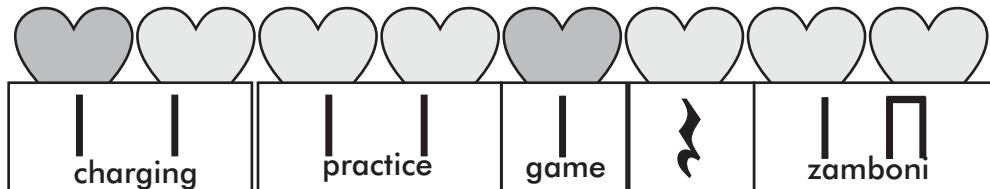
2 slapshot is _____ beat(s) and _____ clap(s).

3 coach is _____ beat(s) and _____ clap(s).

4 blue line is _____ beat(s) and _____ clap(s).

5 whistle is _____ beat(s) and _____ clap(s).

6 _____ is _____ beat(s) and _____ clap(s).



In the musical phrase above:

7 charging is _____ beat(s) and _____ clap(s).

8 practice is _____ beat(s) and _____ clap(s).

9 game is _____ beat(s) and _____ clap(s).






10 zamboni is _____ beat(s) and _____ clap(s).

Spring Rhythm Round-Up

How many "claps" does each word get?

1	2	3	4	5	mud	1	2	3	4	5	raincoat
1	2	3	4	5	tulips	1	2	3	4	5	planting
1	2	3	4	5	buds	1	2	3	4	5	sunshine
1	2	3	4	5	sprouting	1	2	3	4	5	apple blossoms
1	2	3	4	5	robin	1	2	3	4	5	baseball

Rhythm Symbols



				
ti-ti 2 claps	ta-a 1 clap	ta 1 clap	sh no claps	ta-a-a-a 1 clap

Fill the box with a rhythm symbol to match the word claps.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
play	sunshine		boots	wind	bunnies

Choose rhythm symbols for each box.

Give yourself a quiet, steady count-in of "1, 2, ready, read" and try reading your version of the poem.

<input type="text"/>	<input type="text"/>		<input type="text"/>
Rain	splashes	on the	play yard
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
I	splash	in the	rain
<input type="text"/>		<input type="text"/>	<input type="text"/>
Sun	dries the	puddles	up,
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Rain	splashes	down	again

do mi so one sharp #
 means
 do-mi-so
 are on lines

Key G, first note: D(so)
 Count-In: 1,2,3,4,Pit...

Rain Rain Go Away

England
 arr: ljc

so mi so mi so so

Pit Pat Pit Pat Pit-ter Pat-ter Pit-ter Pat-ter Pit-ter pat-ter pit-ter pat-ter Pit-ter pat-ter pat-ter pat-ter

Rain rain go a- way Come a-gain an- o-ther day Come a-gain an-o-ther day My friend ? wants to play

so so so so mi mi do do so so

Pit-ter pat-ter pit-ter pat-ter Pit-ter pat-ter pat-ter Pit - ter Pat Pit Pat

Just for fun, try having people's voices be instruments in this song.
 What kind of sound can you make to be an instrument for each of the

speed _____

lively _____

loudly _____

**repeated
words** _____

softly _____

quickly _____

**changing
words** _____

**list of
songs** _____

hopping _____

stately _____

**music
leader** _____

**steady
pulse** _____

**way the
words go** _____

smoothly _____

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

beat

andante

rhythm

staccato

conductor

forte

legato

piano

presto

chorus

allegro

tempo

verse

repertoire

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

Naming Solfa In A Song

- 1** Circle the correct answers. In this song, "Do" is on a line.
 Where is "Mi" in this song? line space
 Where is "So" in this song? line space

- 2** Fill in the missing "solfa".
 Sing the solfa in this song.

Rain Rain Go Away England
arr: ljc

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

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

Rain, rain go a-way, Come a-gain an-oth-er day, Come a-gain an-oth-er day

so mi so so
mi mi so mi

My friend _____ wants to play. Pit - ter pat-ter pit-ter pat-ter,

- 3** Circle the correct answers. In this song, "Do" is in a space.
 Where is "Mi" in this song? line space
 Where is "So" in this song? line space

- 4** Fill in the missing "solfa".
 Sing the solfa in this song.

Holi Ho! Canada
LJ Clare
2010

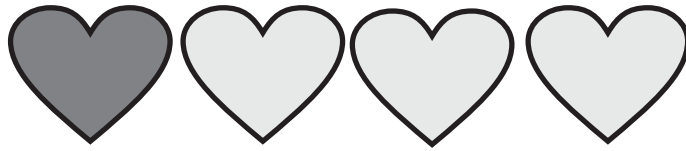
Key F, first note A(mi)
 a cappella count-in: 1,2,3,4,Ho...

so mi mi
mi

1. Play Ho-li. Dance Ho-li. -----
 2. Play Ho-li Dance Ho-li -----

1

Choose rhythms to make your composition.



beat



beat instrument

ostinato



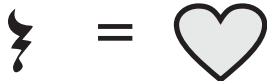
ostinato instrument

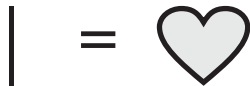
2

Choose instruments to play.

instrument name











3

Gather a group of 4 or 5 musicians.

Try playing each composition.

the musician who is the composer is also the conductor.

Practice again.

I'm a Little Piece of Tin

United States
folksong

Key D, first note F#,
a cappella count-in: 1, 2, 3, 4, I'm...

arr: LJ Clare 2010

One hearts means how many beats?

1 2 3 4

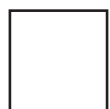
How many beats in a group/in a bar?

1 2 3 4

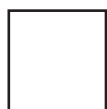
- ① little is _____ beats and _____ rhythm claps.
- ② been is _____ beats and _____ rhythm claps.
- ③ nobody is _____ beats and _____ rhythm claps.
- ④ where is _____ beats and _____ rhythm claps.
- ⑤ door is _____ beats and _____ rhythm claps.

ti-ti 2 claps	ta-a 1 clap	ta 1 clap	sh no claps	ta-a-a-a 1 clap

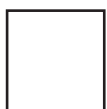
Fill the box with a rhythm symbol to match the word claps.



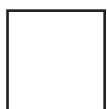
car



racing



truck



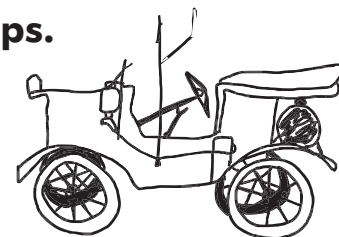
garage



wheel



new



Off to the Races with Beats and Rhythms!

One	two	three	ready	to	read
Fast fast	cars	x	slow _____	cars	
Traf-fic	jams	and	traf-fic	lights	x
Old cars,	new cars,	x	red cars,	blue cars,	x
Mak-ing	lefts	and	mak-ing	rights	x
Speed-ing	up	x	slow -	ing	down
All a-	round	x	my	home	town!

One hearts means how many beats?
How many beats in a group/in a bar?

1	2	3	4
1	2	3	4

- ① lefts is _____ beats and _____ rhythm claps.
- ② traffic is _____ beats and _____ rhythm claps.
- ③ home is _____ beats and _____ rhythm claps.
- ④ slow is _____ beats and _____ rhythm claps.
- ⑤ up is _____ beats and _____ rhythm claps.

Thinking challenge: Why did the composer give the word "slow" two beats?

I can do music in Lesson 32a . My name is _____

speed _____

lively _____

loudly _____

**repeated
words** _____

softly _____

quickly _____

**changing
words** _____

**list of
songs** _____

hopping _____

stately _____

**music
leader** _____

**steady
pulse** _____

**way the
words go** _____

smoothly _____

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

beat

andante

rhythm

staccato

conductor

forte

legato

piano

presto

chorus

allegro

tempo

verse

repertoire

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

I can do music in Lesson 32b . My name is _____

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

bars

notes

piano

presto

Print 4 words that describe the speed of music.

allegro

legato

staccato

Print the music word beside its meaning.

andante

music staff

loudly _____

softly _____

tempo

hopping _____ smoothly _____

forte

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

pulse
steady

rhythm

word patterns
that repeat

sound layers

tempo

music
leader

long/short
word patterns

beat

speed

make
stronger

harmony

volume

dynamics

Composer's Choices

Print the name of the instrument you want to play the following.

