

# March

**Focus:** composition, rhythm & beat counting

24



## Music(C)

- C.1.3 create simple compositions for a specific purpose
- C1.5 use symbols to represent sounds
- C1.1 song: **The Grand Old Duke of York**  
**Napoleon**

### Lesson 24b

- C1.1 songs: **If All the Raindrops**  
**Sur Le Pont**



## Dance(A)

- A1.1 develop short movement phrases inspired by community activity
- A1.3 move in various ways  
**Napoleon: march**

### Lesson 24b

- Dance: **Sur Le Pont**

Hockey Cheers --a composition project began in the last week's lesson. March's first week completes the written work for the composition project. The projects will be used to review reading skills in the weeks that follow.



After the warm-up, turn to page xxx and continue with teaching the new songs offered.

Most schools have a week off during March --although its scheduling may vary. For this reason, the other two lessons given here for March are stand-alone lessons i.e. complete in themselves, in case your March break falls between them.

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## Music(C)

- C1.1 variety of songs **Holi Ho**
- C1.2 apply elements when moving
- C1.5 use symbols to represent sounds  
crescendo, decrescendo
- C2.1 express personal response to music --in movement
- New Chant: **Maple Syrup**
- New Song: **Holi Ho**



## Dance(A)

- \*experience free movement dance to music
- A2.1 reflect on choices of movement

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## Music(C)

- C1.5 reading music notes: **Rain, Rain**
- C1.1 song: **Sun, Sun**
- C1.3 adding timbre to poetry:  
**Pitter Patter**



## Dance(A)

- Dance: **Jump Jim Joe**  
(in 26b)

### New Songs

The Grand Old Duke of York  
Napoleon  
Holi Ho  
Maple Syrup  
Rain, Rain  
Sun, Sun

### Supplementary

#### New Songs

If All the Raindrops  
Sur Le Pont  
Jump Jim Joe

# March

Lesson

# 24a

**Focus:** composition, rhythm & beat counting



## Music(C)

- C1.3 create simple compositions for a specific purpose
- C1.5 use symbols to represent sounds
- C1.1 song: **The Grand Old Duke of York**  
**Napoleon**

### Lesson 24b

- C1.1 songs: **If All the Raindrops**  
**Sur Le Pont**



## Dance(A)

- A1.1 develop short movement phrases inspired by community activity
- A1.3 move in various ways  
**Napoleon: march**

### Lesson 24b

- Dance: **Sur Le Pont**

Hockey Cheers --a composition project began in the last week's lesson. March's first week completes the written work for the composition project. The projects will be used to review reading skills in the weeks that follow.



After the warm-up, turn to page 220 and continue with teaching the new songs offered.

Most schools have a week off during March --although its scheduling may vary. For this reason, the other two lessons given here for March are stand-alone lessons i.e. complete in themselves, in case your March break falls between them.

## Warm-Ups(3 minutes)

1

**Pitch: Roller Coaster Aahs**



2

**Warm-Up Song**

Hockey, Hockey  
Key A, first note "E"(low mi)

If student flashcards have not been cut out (see Lesson 23a), then time will need to be allowed to do this before continuing.

## Hockey Cheer Composition (continued from Lesson 23A)

# E

### Class Makes a Composition

\*follow the process detailed on page 209, Lesson 23a then add steps 6 and 7

- 6. choose a tempo  
place the flashcard on the pocket chart



- 7. choose articulation

**legato** if all words are legato,  
place the flashcard on pocket chart

**staccato** mark with dots made of sticky tack  
placed above each word

- 1. lay out flashcards
- 2. create 3 hockey phrases
- 3. try out the phrases
- 4. choose 2 phrases
- 5. decide on a form  
ABA, AAB, BBA, BAB
- 6. choose a tempo
- 7. choose articulation

# F Teacher Models a Composition Presentation

1. Draw class attention to the form, tempo and articulation.
2. Give the count-in clearly and at tempo chosen.
3. Lead the class in reading the chant.

# G Working Time approx: 10 minutes

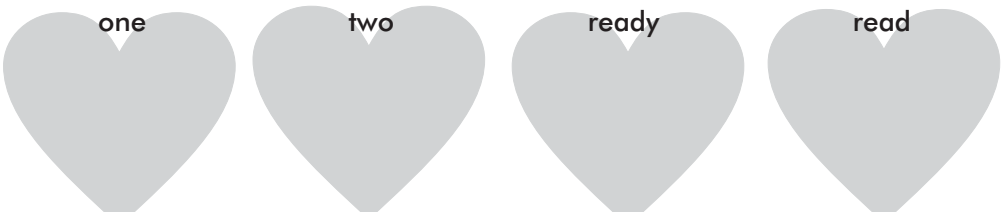
Show a copy of the student pocket chart. As you reiterate the instructions, remind them of how they are re-creating on paper what the class as a whole has been doing on the display pocket chart.

Composer's Name \_\_\_\_\_

1. Compose 3 phrases.

## Student Pocket Chart


count-in:      one      two      ready      read



**A**

2. Choose 2.  
Colour the circle outline red.

3. Use letters in the boxes to show the form you want



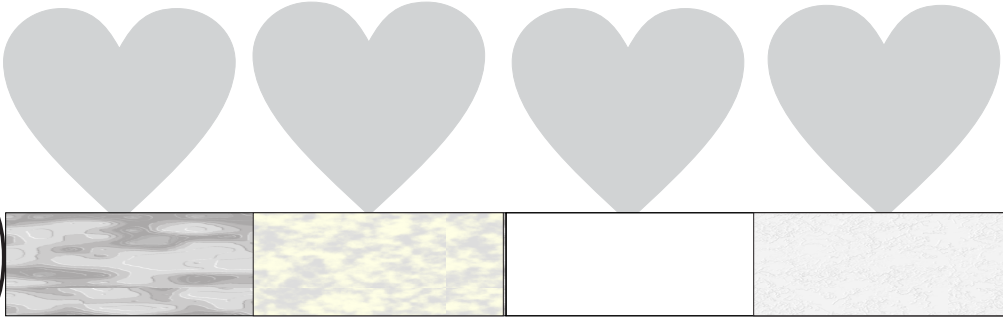
**B**

4. Choose a tempo.

**Andante**

**Presto**

**Allegro**

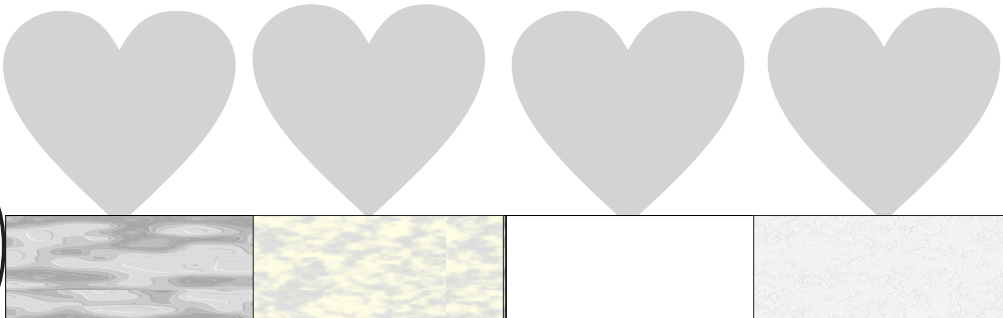


**C**

5. Choose articulation.

**Legato**

**Staccato**



Can Do Music 2

March

217

Lesley J Clare

# 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

<input type="text"/>	<input type="text"/>	<input type="text"/>
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4. Choose a tempo.

**Andante**

**Presto**

**Allegro**

5. Choose articulation.

**Legato**

**Staccato**

**A**

**B**

**C**

After 10 minutes of working time, call a stop to the work.

## **H** First Hockey Cheer Try-Out

**"An exciting part of composing is getting to share what you've done with others."**

- 1** Gather students together with their working papers (but no pencils). I like to do this in with everyone sitting on the edge of the carpet, their pages on the floor in front of them. In this position I can see what the students are reading from and it keeps the paper rustling at a minimum.
- 2** Choose a student who has demonstrated an ability to read rhythms easily. Give a quiet count-in: "One, two, ready, cheer ..." Without picking up the paper, the student reads their cheer --using the form that they have chosen. If they have not finished their work, ask them to read at least one phrase.
- 3** Proceed around the "circle" quickly. Enjoy the readings without critique at this time.

## **I** Critical Analysis

- 4** When everyone's cheer has been read: **"Musicians often make changes to their work. Look at your cheer. Are there things you want to change now that you've heard it out loud?"** (Listen to a few ideas.)
- 5** **"What is important when performing a cheer?"**  
e.g. volume, clarity, facial expression.  
**"Tell a neighbour what you did well. Then tell a neighbour something you're going to try to better next time."**

## **J** Working Time

Some students will need more working time. Invite students who have finished their cheers to consider making changes. When students have revised and completed their compositions ask them to tidy their work areas and bring their cheers to the gathering area.

Students finished early may work in small groups in the gathering area --practising the cheers for later presentation.

**NB: Collect the compositions!**

**Enjoy the Repertoire** Pre-select a few songs students enjoy.



**Squeeze in of the 2 new songs offered in this lesson.**

This Duke of York was probably the second son of King George III (1738-1820).

In the Napoleonic Wars, Frederick, Duke of York was infamous for his unsuccessful campaign up and down the hill in the town of Cassel, Belgium.

# The Grand Old Duke of York

England

17th century

folksong

Key F, first note C(low so),  
a cappella count-in: 1 and 2 and 1 and 2 the...



Verse 1: The grand old Duke of York \_\_\_\_, he had ten thousand men \_\_\_\_, he



marched 'em up to the top of the hill and marched'em down a-gain \_\_\_\_, And



when they're up they're up \_\_\_\_, and when they're down they're down \_\_\_\_, and



when they're on - ly half way up they're nei-ther up nor down \_\_\_\_.

Verse 2: He drummed them up ...

Verse 3: He piped them up ...

Verse 4: He waved the flag to the top of the hill, and waved it down again.

## New Song: The Grand Old Duke of York

1. "France and England are countries who sent many people over to build the country we now call Canada. At that time, France had an emperor, and England had a king. England also had princes, counts, and dukes (princess, countess, duchess) all men who sometimes led armies. Listen and try to remember 4 things one duke did when he was leading an army." Sing or play(mp3) the song.
2. "Where did the Duke of York take his men in the song? (up the hill and down the hill) Why do you think he did that? How many men were there? (10,000) Why weren't there any women in his army? If you were one of his soldiers, how would you feel about the Duke
3. Teach the refrain using the rote method.  
Sing one phrase: "And when they're up they're up" students echo.  
Sing next phrase: "And when they're down, they're down" .... students echo.  
Sing the two phrases together ..... students echo.  
Sing the last phrase "And when they're only half way up ... nor down" .. students echo.  
Sing all 3 phrases ... students echo.  

(If students attempt to sing with you on the lead, gently stop and remind them how important it is to listen first when learning music..)
4. Name the way used to march in each verse.  
Sing the song through once with the instruments only mp3.
5. Sing the song once more with traditional actions e.g. Stand when the men are "up" and squat when they are "down."

## New Song and March: Napoleon

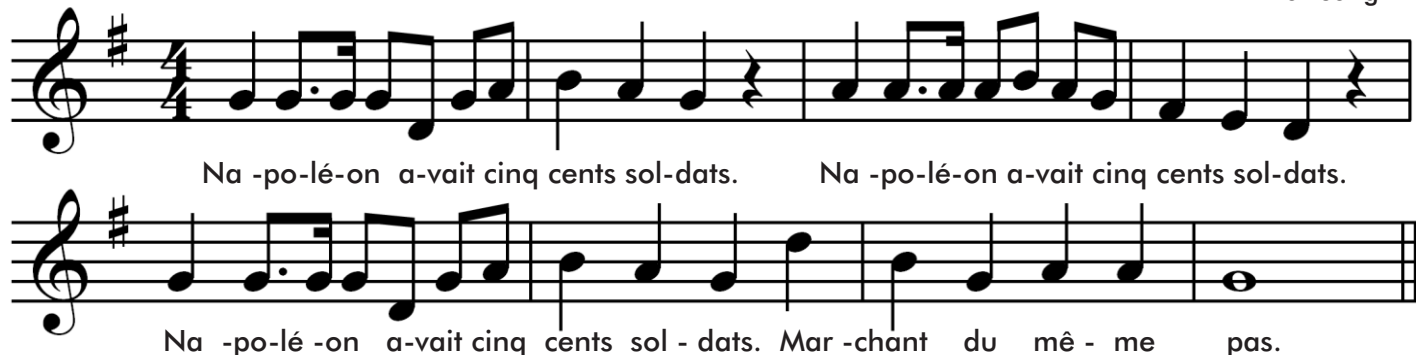
- 1 "While the Duke of York was going up and down hills, in France, the emperor's name was Napoleon (say it en français "Na-po-le-on"). He got to be the emperor by leading a big army and taking over the government. Here's a challenge ---how many times do you hear the name "Napoleon" in this song?" Sing or play the first verse only.

Key G, first note: G(do)

a capella count-in: 1,2,3,4, Na...

### Napoléon

France  
folksong



Na -po-lé-on a-vait cinq cents sol-dats. Na -po-lé-on a-vait cinq cents sol-dats.

Na -po-lé-on a-vait cinq cents sol - dats. Mar -chant du mê - me pas.

- 2 "How many times did you hear Napoleon's name? (3 times) Excellent listening. What was Napoleon doing? (oh, really, why couldn't you tell --en français! --why? in France!)

- 3 "The song says that Napoleon had 500 soldiers ---"cinq cents soldats" (sank sawn solda), 500 soldiers. "Cinq cents soldats" --listen again then say it, "cinq cents soldats". Students echo. Count how many times you hear "cinq cents soldats". Sing or play the first verse.

- 4 Show me with your fingers how many times you heard "cinq cents soldats". (3 times) Yes. the first three lines of this song have exactly the same words. Napoleon (the Emperor's name) avait(avay) cinq cents soldats (had 500 soldiers). Listen to the line then be my echo. Napoleon avait cinq cents soldats. (Na-po-le-on avay sank sawn solda). Students echo.

Ready to try singing the first three lines with the mp3 (or me)? (just the first verse)

- 5 The mp3 and mp4 "play the game" of leaving out part of each line, increasing the length of silence until only the name "Napoleon" is sung. Since the breakdown of the words will be more challenging en français it may help to print out the French words on cards and remove the cards one by one until the end of the song. Removing the name "Napoleon" at the end will challenge students to sing the song without the aid of written information. Explain the process, and sing with students the first time through.

- 6 Now for the fun. Since the soldiers are marching, students march while singing (or listening to the music play). During the silences, students freeze in place! It will probably be a bit of a muddle the first few times, but it is fun.

Na -po-lé-on a-vait cinq cents sol-dats.  
Na -po-lé-on a-vait cinq cents  
Na -po-lé-on a-vait cinq  
Na -po-lé-on a-vait  
Na -po-lé-on  
Na -po-lé-on a-vait cinq cents sol-dats.



Songs that repeat with parts left out are excellent practice for internalizing the beat.





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 
<p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>-choose words to make 3 musical phrases</li> <li>-uses musical dynamics</li> <li>-chooses tempo</li> </ul>	<ul style="list-style-type: none"> <li>-3 phrases made</li> <li>--chooses tempo</li> </ul>	<ul style="list-style-type: none"> <li>-3 phrases made showing some variety</li> <li>-uses dynamics once</li> <li>--chooses tempo</li> </ul>	<ul style="list-style-type: none"> <li>-3 phrases made showing wide variety</li> <li>-dynamics used throughout</li> <li>--chooses tempo</li> </ul>	<ul style="list-style-type: none"> <li>- new words added in making phrases</li> <li>-3 interesting phrases varied &amp; showing experimentation</li> <li>-dynamics used creatively, tempo chosen</li> </ul>
<p><b>CRITICAL ANALYSIS</b></p> <ul style="list-style-type: none"> <li>-3 pockets filled in a rhythmic pattern, 2 chosen for chant</li> <li>-be able to give reasons for choices of tempo and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>-2 phrases chosen</li> <li>-3 pockets filled</li> </ul>	<ul style="list-style-type: none"> <li>-2 phrases chosen</li> <li>-reasons given for choices of phrases and words emphasized</li> </ul>	<ul style="list-style-type: none"> <li>-2 phrases chosen</li> <li>-phrases flow into a coherent chant</li> <li>-reasons given for choices using music terminology</li> </ul>	<ul style="list-style-type: none"> <li>-2 phrases chosen</li> <li>-phrases flow into a coherent chant</li> <li>-choices are clearly reasoned using musical terminology</li> </ul>
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>-make a neat copy of the chant</li> <li>showing tempo and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>-tempo or dynamics shown</li> </ul>	<ul style="list-style-type: none"> <li>-copy is neat</li> <li>-temp &amp; dynamics shown</li> </ul>	<ul style="list-style-type: none"> <li>-copy is neat and accurate</li> <li>-form has been chosen</li> <li>-tempo &amp; dynamics shown</li> </ul>	<ul style="list-style-type: none"> <li>-copy is easily read, neat, clean and accurate</li> <li>-form chosen</li> <li>-tempo &amp; dynamics shown</li> <li>-percussion clearly marked</li> </ul>
<p><b>PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>-perform chant with voice using count-in</li> <li>-follow composition choices</li> <li>-use good performance techniques</li> <li>-percussion played</li> </ul>	<ul style="list-style-type: none"> <li>-words said as written</li> <li>-voice monotone or muffled</li> <li>-tempo inconsistent</li> <li>-percussion instrument used</li> </ul>	<ul style="list-style-type: none"> <li>-words said as written</li> <li>-voice is clear</li> <li>-count-in used</li> <li>-tempo usually followed</li> <li>-dynamics usually followed</li> <li>-percussion used</li> </ul>	<ul style="list-style-type: none"> <li>-words said as written</li> <li>-clear voice with good diction</li> <li>-count-in used and tempo usually maintained</li> <li>-posture is effective</li> <li>-correct percussion playing</li> </ul>	<ul style="list-style-type: none"> <li>-words said as written</li> <li>-clear voice shows good diction &amp; variation</li> <li>-count-in tempo used throughout</li> <li>-posture is effective</li> <li>-breathing is controlled</li> <li>-percussion played with accurate dynamics</li> </ul>



# Composition/Conducting Assessment


- 1 Composer/Conductor says:  
--what he/she did well  
--what could have gone better.
- 2 Class gives two comments re:  
--what they liked in the composition.
- 3 Composer/Conductor chooses an ice-cream reward symbol and explains her/his choice.

As the student presents, make notes for assessment on the rubric.

1. \*the project is finished or not
2. \*the work is done neatly
3. \*repetition is included in the composition
4. \*there are interesting ideas in the composition
5. \*the composition has been decorated
6. \*rests are used
7. \*the composition reads musically - pleasing to ear

 **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

- 4 After class is over, teacher meets with student  
--gives summary of assessment  
--looks at steps for future learning needs

Either a copy of the rubric or the chart below, may be used to record the evaluation for each student.

## 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:

## 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**

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

**Comments:**

**Next Steps:**

Focus: composition, rhythm & beat counting

Music(C)



Dance(A)



## Review, Enrich, Enjoy

If your students breezed through the Hockey Cheer Composition, then you may want to choose to enhance the project by scoring the compositions with percussion instruments (see page226).

OR

Take a break from composing and spend today enjoying the repertoire, or maybe adding the new song included below, one of your favourite songs, or a new song missed from a previous lesson.

### Warm-Ups(3 minutes)

Body: Stretches

### Warm-Up Song and Listening for Instruments

Song: Music Time

Key G, first note G(do)

1. Warm-up voices for singing in Key G.  
(If you use the recorded warm-ups, model the handsigns as the solfa are sung.)
2. Play the recorded music, students sing.
3. Instrument Focus

### Listening Challenge

Describe how the musical sound is being made and/or the name of the instrument used.

toy piano



Many instruments have keyboards ...

harpsichord  
synthesizer  
grand piano  
upright piano  
organ  
accordion  
celesta  
clavichord

### Optional Ideas



#### Enjoying the Repertoire

Teacher and students take turns choosing songs to sing and/or dance to.

Half way through music time give students 10 minutes to enjoy their repertoire books quietly on their own.

If your classroom doesn't have its own computer -projector, arrange to borrow one for today and let the videosongs do the conducting. Many of them reinforce ideas taught with the songs.



#### Musicals

A steady diet of musical movies wouldn't provide healthy fare all year ---but once in a while can be a treat. YouTube has an amazing selection of old Disney cartoons that highlight music -- OR -- borrow a copy of a classic musical, something students may not have seen e.g. Mary Poppins.



#### Expand the Repertoire

New Song: If All The Raindrops

OR

New Song: Sur Le Pont  
and Review: The Grand Old Duke of York  
and Napoleon

# If All the Raindrops

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

Children's Song  
1900's anon  
arr: LJ Clare

**A** 

If all the rain-drops were goo -ey, chew-y gum- drops, oh what a rain it would

**A** 

be! If all the rain-drops were goo -ey, chew-y gum-drops, oh, what a rain it would

**B** 

be! I'd walk out-side with my tongue o-pen wide, I wouldn't care if I nev-er went in-side. If

**A** 

all the rain-drops were goo-ey, chew - y gum-drops, oh what a rain it would be!

**A** If all the snowflakes were thick 'n rich milkshakes,  
Oh what a snow it would be!

**A** If all the snowflakes were thick 'n rich milkshakes,  
Oh what a snow it would be!

I'd walk outside with my tongue open wide,

**B** I wouldn't care if I never went inside.

If all the snowflakes were thick 'n rich milkshakes,

**A** Oh what a snow it would be!

If all the sunbeams were lots 'n lots of ice cream,  
Oh what a sun it would be!

If all the sunbeams were lots 'n lots of ice cream,  
Oh what a sun it would be!

I'd walk outside with my tongue open wide,

I wouldn't care if I never went inside.

If all the sunbeams were lots 'n lots of ice cream,

Oh what a sun it would be!

**B**  Chorus

I'd walk out-side with my tongue o-pen wide, La, la, la, la, la, la, la, la, la, la, la. La

**A** 

la, la, la, la, la, la, la, la, la, la, la, la, la, la, la.

- 1 raindrops — gooey chewy gumdrops
- 2 snow flakes — thick 'n rich milkshakes
- 3 sunbeams — lots 'n lots of ice cream

Hockey games that I've been to have been filled with kids and their families. Hockey parents are a special breed ---and often come to games with "found" percussion; e.g. pebbles in a water bottle to rattle; plastic jug megaphones AND a whole range of body percussion e.g. clapping, vocalizing, the WAVE. Instead of using classroom percussion instruments to round out the cheer, students need to come up with a way to make noise/music that uses common classroom or household things. The other side of audio accompaniment is some kind of movement e.g. throwing both arms up in the air, stamping feet.

## Musical Arrangement for the Hockey Cheer

**1** Post a Hockey Cheer on the pocket chart.  
Quickly choose a tempo, dynamics and form to be used.  
Give a clear count-in, class reads/performs the Hockey Cheer.

**2** If hockey games are part of your experience, talk a bit about the sounds and sights that you heard there. Invite students to add their ideas. Use the words "found percussion" and "movements" in the discussion.

On the spot, create a percussion instrument e.g. something that makes sound by being scraped, hit, tapped. It may be as simple as a ruler striking a desk, or more complex such as plastic math manipulatives placed in a box and shaken.

**3** Create a simple symbol to represent the found instrument.  
Try 3 designs, then choose one to be used.

**4** Decide where in the classroom hockey cheer the sound will be made and place the symbol there as a reminder.

**5** Together with the class, decide what movements will be added to the cheer --this includes what "stance" will be taken, e.g. sitting, standing, begin sitting then stand, etc. Print a simple line of directions for movement and add it to the pocket chart.

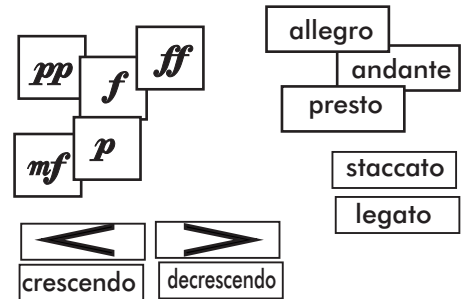
**6** Try the class Hockey Cheer with found percussion and movement.

### Working Time Hockey Cheer Arrangement

\*Decide whether students are to actually "find" a percussion instrument today, or simply design one (think of what they are going to use).

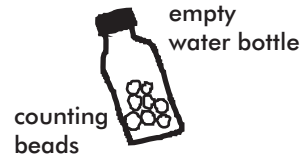
Using one of the Hockey Cheer Student Pocket Charts, show where to put the name (invented) of the percussion instrument and ask students to draw the symbol above each rhythm symbol where the instrument is to be played.

Although the explanation takes some time, the actual work students do on their own will go quickly.



### Found Percussion

### Symbol



### When Played

\*on every rest

### Movements

\*stand when shaking bottle

**Form:** A A B  
**Tempo:** allegro  
**Dynamics:** legato

<p><b>A</b></p> <p>pass the puck</p>	<p><b>A</b></p> <p>go team</p>
<p><b>B</b></p> <p>yeah!</p>	

## New Song for Dance: Sur Le Pont

- 1 Sing - march to Napoleon (see Lesson 24a).
- 2 "Avignon is a town in France. It has a bridge that was built before Canada was born, in the days when there were kings and queens and knights riding horses. On market day, everyone came to sell and buy things near the foot of the bridge. Sometimes they danced! We're going to dance with them."
- 3 Form as large a circle as possible.  
Review which way is right, and which way is left.  
Practice moving to the right with a step to the side(right foot),  
then a sliding of the left foot to the right,  
and repeat to make four times in total.  
Practice moving to the left --four times in total.  
Try the side stepping to the first part of the mp3 music.
- 4 Say the words to the 3rd line and demonstrate. Students copy.  
Repeat with the second and third verses.  
Try the dance with music.  
Ask: How does the music change part way through the dance? (it slows)

Let the song, **Sur Le Pont**, teach itself through repetition (by immersion) as students learn the dance.

## Sur Le Pont

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

France  
Middle Ages  
folksong

*Vivace* Join hands in a circle and move to the right .....




Sur le pont d'A - vi - gnon l'on y dan - se, l'on y dan - se,  
(Avignon's bridge, where we play, ev'ry-one dances, ev'ry-one dances,)

Circle to the left ....



Sur le pont d'A - vi - gnon l'on y dan - se tous en rond.  
(Avignon's bridge, where we play, ev'ry-one dan - ces in this way.)  
(literally: all around)

*Lento*



1. Les belles dames font comme ci, Et en - core comme ça.  
*Girls go into the centre of the circle and curtsy once, then again.*  
2. Les beaux mes-sieurs font comme ci, Et en - core comme ça.  
*Boys go into the centre of the circle and bow once, then again.*  
3. Les mu - si-ciens font comme ci, Et en - core comme ça.  
*Everyone turns to their neighbours and makes as is playing a violin once, and again.*

Avignon is famous for its bridge --the first over the Rhone in the 12th Century and the song describing life in medieval France. It linked the town with the church of St. Bénézet. As it lay in the midst of a country often torn by war, the bridge had a troubled life. Today all that remains of the bridge's original twenty-two arches are the four closest to the city centre.

**Focus:** composition, rhythm & beat counting



### Music(C)

- C1.1 variety of songs Holi Ho
  - C1.2 apply elements when moving
  - C1.5 use symbols to represent sounds  
crescendo, decrescendo
  - C2.1 express personal response  
to music --in movement
- New Chant: Maple Syrup  
New Song: Holi Ho



### Dance(A)

- \*experience free movement dance  
to music
- A2.1 reflect on choices of movement

### Warm-Ups(3 minutes)

1

**Focus: Listening Game**

2

**Pitch: Warm-Up Song**

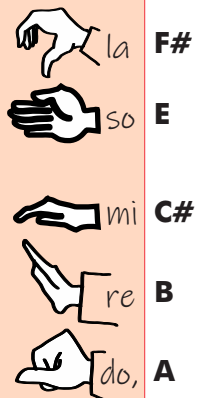
This is probably the first music lesson after a March Break. Choose one of the class favourite, simple songs to sing OR use the one here.

### My Bonnie Lies Over the Ocean

Key A, first note "E"(mi)  
a cappella count-in: 1,2,3,4,5,My...

1. Vocal Warm-Up in the Key of A
2. Sing the song through once for fun,  
standing/squatting on the B's.

### Key A



Over the next few weeks each student will have an opportunity to present and conduct their own compositions. If students are being assessed on individual skills, e.g. ability to set and keep a steady beat, rubric ideas are given in the last lesson.

The compositions are also a good resource for the whole class in reading practice. By the end of the presentations, individual assessments may be done on rhythm reading skills.

### Hockey Cheer Conducting - Reading Practice

Each lesson, pre-select 3 (5 if there is only one music period each week) student hockey cheers to be used. Try to begin with a confident student who will help set the tone for presentations. As music time is limited, and assessment is not being done on student ability to set up the pocket chart, I speed the process along by putting the pocket chart flashcards in place according to the student paper composition.

1. **Student** introduces Hockey Cheer  
--pointing out the choices re tempo, articulation and any "tricky" parts.
2. **Student** gives a clear count-in at the selected tempo.
3. **Class** reads the Hockey Cheer as student conducts.
4. **Student** names what was done well by the composer and the class.
5. **Student** names what will aim at doing better another time.
6. **Teacher** names at least one thing done well by student.

# New Chant: Maple Syrup

## Crescendo & Decrescendo

1 Mime the actions for "Pancake Tuesday" and see if students recognize what you are doing. If necessary give a simple hint e.g. What am I making? Once they have guessed the chant ask: **"What country is this poem from?"** (England) **"What interesting things do people in England do with pancakes?"** (run races, flipping contests) Give a count-in and say the chant with students.

### Pancake Tuesday

Christina Rossetti  
England 1880s

Mix a pancake  
Stir a pancake  
Pop it in the pan

Fry the pancake  
Toss the pancake  
Catch it if you can.

see  
Lesson 24

2 **"When the pioneers came from England to Canada, the people already living here, the native Canadians, showed them how to make something yummy to go with pancakes. Do you know what it was?"** (maple syrup) Describe briefly tapping trees to get sap, and then boiling it down to get the maple syrup.

3 **"Lesley Clare was born in Canada. She learned about maple syrup when she was very little, but she wrote this next chant when she was grown. Sap comes out of maple trees very slowly and quietly. You are going to be the "drip" while I say the maple syrup chant. Here's your part, slowly, quietly, like this:"**

Use a very slow tempo, so the sap slowly oozes out of the tree.

1	2	3	4				
say	pat	say	pat	say	pat	say	pat
drip	knees	drip	knees	drip	knees	drip	knees
	~		~		~		~
<b>Drip</b>	*	<b>drip</b>	*	<b>Drip</b>	*	<b>drip</b>	*

**"Now you try, andante/slowly, don't speed up, 1, 2, ready, go..."**

While students are "dripping" begin by saying the first four "drips" with them, then continue in the chant. The first line is said quietly. The second a little bit louder til by the fourth line it is forte and then returns to piano with the final 4 "drips". Getting louder in music this way is called "crescendo."

Canada  
L J Clare  
2009

### Maple Syrup Madness

chant

	~		~		~		~
<b>Drip</b>	*	<b>drip</b>	*	<b>Drip</b>	*	<b>drip</b>	*
□	□	□	□	□	□	□	□
<b>Syrup,</b>	<b>syrup,</b>	<b>maple syrup</b>	<b>Sticky, drippy,</b>	<b>maple syrup</b>			
□		□	□	□		□	□
<b>Golden brown,</b>	<b>maple syrup</b>	<b>Want some now,</b>	<b>maple syrup</b>				
	~		~		~		~
<b>Drip</b>	*	<b>drip</b>	*	<b>Drip</b>	*	<b>drip</b>	*

4 **"What happened to my voice as I said the chant? ( It got louder.) In music that's called a crescendo."** Show the flashcard. Say the word again, but as you say it increase volume towards the end of it.

crescendo Say the word so it sounds like what it does.



5

"Sometimes in music people want to do the opposite of crescendo. What would happen to voices in the opposite of crescendo? (They would get softer/quieter.) The music word for that is decrescendo, ---the sound is decreasing, **Decrescendo.**" Show the flashcard.

Say the word so it sounds like what it does. *decrescendo*

**dynamics**  
piano  
forte  
**articulation**  
staccato  
legato  
**tempo**  
andante  
presto  
allegro

6

Practice a few times with the "crescendo" and "decrescendo" flashcards. Then ask: "What are some of the other special words we know for describing how music is made?"

Canada  
L J Clare  
2009

chant

**Maple Syrup Madness**

|    }    |    }    |    }    |    }  
**Drip** \*    **drip** \*    **Drip** \*    **drip** \*

□    □    □    □    □    □    □    □  
**Syrup, syrup, maple syrup Sticky, drippy, maple syrup**

□    |    □    □    □    |    □    □  
**Golden brown, maple syrup Want some now, maple syrup**

|    }    |    }    |    }    |    }  
**Drip** \*    **drip** \*    **Drip** \*    **drip** \*

7

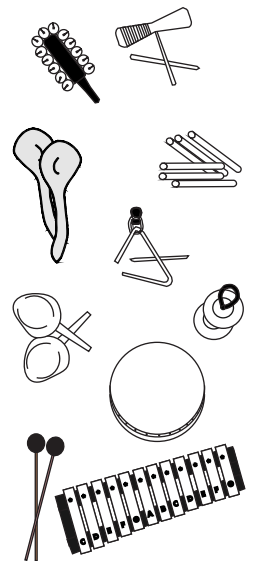
"Now let's put the "crescendo" to work in the Maple Syrup chant. Be my echo." Teach the chant with echoes for each line. Then echo two lines at once. Finally say the entire chant together.

Challenge the class to say the chant, while you do the "drips." Remind them that they say the first 4 drips with you before starting on "Syrup ...."

Divide the class into two groups. One group does the "drips." One group says

8

"What musical instrument could we play on the "drips" to make them more interesting?" Since the chant is so short, this is an opportunity to try several different suggestions and discuss the merits of each to make a final, informed class decision. Perform the chant with the instrumentation.



## Practice and Review Rhythm Counting

1. "Maple syrup isn't the only thing that happens in Spring. Listen to these Spring ideas. Say them with your magic lips (silently) and count their rhythms (claps) on your fingers. When you know the rhythm count, put your hand up in the air with the correct number of fingers showing."

**Spring**  
Words and Phrases

**pussywillows**(4 claps)

**daffodils**(3 claps)

**tulips**(2 claps)

**no more boots**(3 claps)

**sun is shining**(4 claps)

**apple blossoms**(4 claps)

2. "Good work. I'm going to put rhythm symbols on the pocket chart. Show me with your fingers how many "claps" each one gets." (Place at least two of each flashcard on the pocket chart.)

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

3. "Now for some musical math."

(Place different combinations of the flashcards together and ask for the total rhythm count.)

		=	2 claps
			= 3 claps

4. "If a rhythm count of 4 is wanted, what is one way to make it? ... and another way? "

(Try several combinations. Then go on and do another number.)

**"What mathematical function are we doing?"**

(addition, adding)

**Rhythm Count of 4**(4 claps)

			=	4
				= 4
				= 4

5. "Time to have some rhythm fun. Hands up if you remember any of the Spring words or phrases from a few minutes ago. (Choose one word/phrase.) What is its rhythm count? Choose a way to create its rhythm count with the symbols. (Place the symbols above the word. Go on and do another Spring word/phrase. Give a count-in and have the class read and clap the words using their rhythms.)

**"Good work!"**

**Two out of Many Possibilities**

pussywillows				sun is shining		
pussywillows				sun is shining		

**Note:** Some of the combinations students choose may sound awkward with the words. This is part of the learning process. Instead of asking them to find the "correct" symbols, simply enjoy the differences for now.

## Music & Movement/Dance New Song: Holi Ho

The recorded music for this song has a strong, infective beat. If possible, use the mp4 to add colour and context to this song (it has photos of India from my explorations).

- 1 Begin with some stretching --either use the routine from "Warm-Ups" or invent one on the spot. Shoulders and necks are a common source of tension --try gently wiggling them.
- 2 Ask students to move in time with the new song you're going to play. Encourage them to experiment as they move.
- 3 Gather students together. Comment on a few "moves" you saw students trying. Guide the class into trying out a few of these different "moves".
- 4 Ask students to sit down.  
If you have students from India, or who have visited there, let them help you to name a few things of interest about the country, e.g. animal life, climate, language. Show where India is on a globe.

Tell a bit about Holi.

**Holi is a welcoming of Spring**(late February, early March) **in India.** It's a festival of celebration with different customs in various parts of the country. Common to all celebrations is the lighting of a bonfire the night before Holi. On Holi, families and neighbours let their playful impulses reign with pails and containers of water used to soak each other followed by handfuls of brightly coloured powder, which sticks to anything wet, being thrown. Raga music blaring from loudspeakers encourages people to move and dance and smile. Most cultures have a holiday which, like Holi, encourages free play e.g. Purim, Mardi Gras.

- 5 "Holi Ho is chorus and verse. There is an introduction, then a chorus. What will come next? (a verse) and then (a chorus) etc. Print the form, or use cards on the pocket chart to outline the form as it is named.

Post the words to the chorus where they are easily seen. Say/sing the words with students. Ask them to create a set of moves for the chorus as the music is played again.

**Holi, Holi, Holi, Holi, Play Holi Ho!**  
(echo line)  
**Play Holi Ho Ho Ho!**  
(echo line)

### Form of Holi Ho

introduction  
chorus  
verse 1  
chorus  
verse 2  
chorus

- 6 Give several students an opportunity to show their "moves" for the chorus. Choose one set of moves for everyone to try. Play the music again using the same movements for the chorus and free movement for the verses.

# Holi Ho!

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

Canada  
LJ Clare  
2010

chorus

Ho-li Ho-li Ho-li Ho-li, Play Ho - li Ho!

Play Ho - li Ho Ho Ho!

verse

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

Co-lours swir-ling round Ho-li. -----  
Co-lours swir-ling round Ho-li. -----

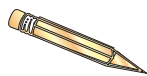
Spring is here, life is new, red & or-ange, pink & blue.  
Eat a sweet, taste a treat, whirl a-round on dan-cing feet.

-----  
-----

Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



Maple Syrup  
Holi Ho

# March

Lesson

# 25b

Focus: composition, rhythm & beat counting

Music(C)



Dance(A)



## Review, Enrich, Enjoy

### Warm-Ups(3 minutes)

Focus: The Listening Game

### Practice and Review

Hockey Cheer Conducting  
& Rhythm Reading Practice

### Optional Ideas

#### A Adding Instruments

Song: Holi Ho! (see below)

#### B Work Page

Rhythm Round-Up  
based on Lesson 25a  
see next page

### Music & Movement/Dance

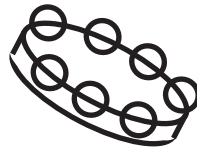
Song - Game: Pass One Window

1 Play the recorded music without vocals.

#### Listening Challenge:

1. What song is this?
2. Describe how the musical sound is being made and name the musical instruments.

**Percussion Instruments:** (shaken, rattled, tapped, scraped) \*most are "unpitched" i.e. play only one sound



2 Students sing the song with the instrumental music.

3 Remind students (if its been a while) of the movements for this song, and play the song-game a few times.

## A Adding Instruments

Choose one or two of these ostinatos/patterns to play as you sing, adding to the Holi mayhem.



dancing singing flinging colour



x ho dance x ho sing

x = pat thigh



hand drum



play



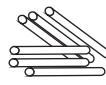
holi



ho



x



rhythm sticks



holi



ho



holi



ho

Try using a garbage pail!

bass drum



x x



x x



x x



holi



Half the class improvises with rhythm instruments while the other half moves to the music.






Switch places.

# 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

**Focus:** composition, rhythm & beat counting



## Music(C)

- C1.5 reading music notes: Rain, Rain
- C1.1 song: Sun, Sun
- C1.3 adding timbre to poetry: Pitter Patter



## Dance(A)

Dance: Jump Jim Joe  
(in 26b)

## Warm-Ups(3 minutes)



### Body: Finger Faces

Place one finger on each cheek. Make the fingers move by moving the cheeks. Now try making the fingers move by sounding first "Haaa" then "Heee." Conduct the "haaa" & "heee" in varying patterns.

## Hockey Cheer Conducting - Reading Practice

Each lesson, pre-select 3 (5 if there is only one music period each week) student hockey cheers to be used. Try to begin with a confident student who will help set the tone for presentations. As music time is limited, and assessment is not being done on student ability to set up the pocket chart, I speed the process along by putting the pocket chart flashcards in place according to the student paper composition.

1. **Student** introduces Hockey Cheer  
--pointing out the choices re tempo, articulation and any "tricky" parts.
2. **Student** gives a clear count-in at the selected tempo.
3. **Class** reads the Hockey Cheer as student conducts.
4. **Student** names what was done well by the composer and the class.
5. **Student** names what will aim at doing better another time.
6. **Teacher** names at least one thing done well by student.



### Warm-Up Song

#### Sometimes We Like to Sing

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

1. Vocal Warm-Up in the Key of D
2. Sing the song through once for fun.

Sometimes we like to sing,  
Sometimes we like to sing,  
to sing along with ev'rything,  
Sometimes we like to sing.  
But sometimes we do not,  
Want to sing as we're taught,  
so we don't sing to anything,  
'cause sometimes we do not!

## Practice and Review Reading Notes on a Staff/Melody Cards

- 1** "Sometimes We Like to Sing" has another set of words. **Hands up if you remember what the other words are.** (If everyone's hands shoot up, then I try launching into singing "When Do is On a Line." If it appears few remember, then I post the music first before singing the song with students.)

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

### When "Do" is on a Line

anon teaching song

do do do do do do do

When "do" is on a line \_\_\_\_\_, then  
When "do" is in a space \_\_\_\_\_, then

mi mi mi mi mi mi mi so so so so

"mi" is on a line \_\_\_\_\_ then "so" is on an-  
"mi" is in a space \_\_\_\_\_ then "so" is in an-  
so so so so mi mi re re do

-oth - er line un - til an - oth - er time \_\_\_\_\_,  
-oth - er space and all are in their place \_\_\_\_\_.

- 2** "Good singing. Now watch my hand/pointer as you sing again. (Follow the notes, moving your hand/pointer up and down with the melody.) **This first note is "do," sing again with solfa, ready ..."**
- 3** "Excellent. Which verse of the song tells about this music ---do on a line or in a space?" (do in a space, the space below the first line)

The next task is intended to focus student attention on where the notes fall on the musical staff. Either two sets of melody flashcards or an additional copy of the backs of the melody flashcards will be needed.

- 4** Remove the song from the pocket chart and randomly place the fronts of 4 or 5 melody flashcards in one column and their backs in another column. I often add one additional flashcard to the "backs" side so that even the last student needs to make a choice in the close to matching activity.

- 5** Point to the first melody flashcard. Ask students to raise a hand when they think they know where its "close to match" may be found. (I call them nearly matches because the cards are not identical --the backs have more information.) Continue till all cards have been nearly matched.

**A** nearly matches **D**  
**C** nearly matches **B**  
**E** nearly matches **F**

<b>A</b>			<b>B</b>
<b>C</b>			<b>D</b>
<b>E</b>			<b>F</b>

- 6** Take the "backs" off the pocket chart. Ask students to identify the flashcards that only show so, mi and/or do. (i.e. to look for notes that are all on lines or all in spaces)  
Read the solfa.



## Timbre and Poetry

1. "In the Spring, it rains. Sometimes we like rain, and sometimes we don't. While I read this poem, listen for how you the poet feels about rain."
2. Read the poem.
3. "The poet used the words "pitter-patter" to describe the sound that rain makes when it falls on something. What other words could be used? (splish-spash, drip-drip, etc.) Listen while I try one of your ideas." Read the poem substituting suggested words. Elicit opinions after the reading re the changed words.
4. "What kind of musical accompaniment could we use while saying the poem? Explain your ideas." Try at least 2 ideas.

Pitter-patter, raindrops  
Falling from the sky  
Here is my umbrella  
To keep me warm and dry  
When the rain is over  
The sun begins to glow  
Flowers start to bud  
And grow and grow and grow  
**anon**

If you have access to a "rainstick," bring it to class for today and demonstrate how it works. If you're not familiar with rainsticks, check out the website below.

<http://www.nativevillage.org/Messages%20from%20the%20People/Rainsticks-Heard%20Museum.htm>

## New Song: Rain Rain, Go Away

student pdf  
on next page

- 1 Give out the student page of "Rain Rain."

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

- 2 Learn the song by reading the music.

- 1 read the time names
- 2 say the solfa (so-mi) to the time pattern
- 3 sing the solfa (so-mi) to the time pattern
- 4 sing the words

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

**Rain Rain Go Away** England arr: ljc

Pit, Pat, Pit, Pat, Pit - ter Pat - ter, Pit-ter Pat-ter,

Pit-ter pat-ter pit-ter pat-ter, Pit-ter pat-ter pit-ter pat-ter,

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

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

Pit-ter, pat-ter p p Pit - ter Pat, Pit, Pat.

Yes, for most students this is not really a new song. What will be new about it is "learning it by reading the music. Knowing the tune makes this easier!"

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: Ijc

so mi so mi  
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 so  
Pit-ter pat-ter pit-ter pat-ter Pit-ter pat-ter pat-ter Pit-ter Pat-ter 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 parts?

## Timbre Experiment

When the song has been learned, divide the class into 4 groups (perhaps by rows). Try the following to make the rain storm begin very quietly, build in intensity, and then fade away. The first three groups continue their pattern through the whole song.

When the song has been sung, reverse the order to make the rain storm go away e.g. each group stops at a different time.

**Group 1:** says softly "Pit Pat" (ta-a, ta-a)  
one hand pats knee, other hand pats knee

after 4 beats, bring in

**Group 2:** softly "pitter patter" (ta ta ta ta)  
pat knees, one at a time

after 4 more beats, bring in

**Group 3:** softly "pitter patter pitter patter" (ti-ti, ti-ti)  
use two fingers on each hand to clap the "ti-ti"s

after 4 more beats

**Group 4:** singing "Pit Pat ..." the whole song

## New Song: Sun, Sun


Too much rain, time to make the sun shine.

"Sun, Sun" is a variation on a traditional children's song. It may be familiar to children in your class. Post the words and read them over with students. Simply sing along with the mp3 or mp4 (and yes, you are right, I don't suggest this very often).

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

### Sun, Sun

folksong  
arr: LJ Clare



Sun, sun, bright and gol - den sun, please shine down on me.

Sun, sun, bright and gol - den sun, hid - ing be-hind a tree.

I'm just stand-ing here & ask-ing you, Please come down so I can play with you.

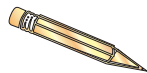
Sun, sun, bright and gol - den sun, Please shine down on,

Won't you shine down on, Please shine down on me.

Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



Pitter Patter  
Rain, Rain, Go Away  
Sun, Sun

# March

Lesson

# 26b

Focus: composition, rhythm & beat counting

Music(C)



Dance(A)



## Review, Enrich, Enjoy

### Warm-Ups(3 minutes)

Body: Finger Faces

Song: teacher selected

### Practice and Review from Lesson 26a

\*make a rain storm with rhythm patterns and

sing: Rain, Rain, Go Away

sing: Sun, Sun with mp3 or mp4

### Optional Ideas



#### Enjoying Dance

Revisit Dance: Jump Jim Joe (Grade 1)

Dance: Pass One Window

Jingle Bells

Turkey In the Straw

Ha Ha This-A-Way



#### Adding Instruments to Rain Rain



either: C E G for do mi so  
or G B D for do mi so  
or D F# A for do mi so

Students play the melody by listening for the changes,  
or create an ostinato  
or improvise.

### Hockey Cheer Conducting - Reading Practice

1. Student introduces
2. Student gives a clear count-in
3. Class reads as student conducts.
4. Student names what was done well
5. Student names growing edges
6. Teacher names something done well

### Practice and Review Rhythm Counting and Rhythm Musical Math

Detailed instruction found in Lesson 25.

robin in the rain(5 claps)

trees bud(2 claps)

trees blossom(3 claps)

sun is shining(4 claps)

rain is falling(4 claps)

mud puddles(3 claps)



ti-ti  
2 claps



ta-a  
1 clap



ta  
1 clap



sh  
no claps



ta-a-a-a  
1 clap

Place two "Spring" words/phrases on the pocket chart.  
Students suggest rhythm flashcards  
to match their rhythm counts.

NB: for this activity the Spring words are not on  
flashcards sized for rhythm symbols!

Read the created rhythm phrases.

#### Two out of Many Possibilities



rain is falling



mud puddles



rain is falling



mud puddles

Key G, first note do(G)

a cappella count-in: 1,2,3,4,JumpXjumpX

# Jump Jim Joe

United States  
traditional

jump holding partner's hands jump jump

Jump, jump, jump Jim Joe, shake head clap clap tap tap tap

Shake your head, and clap your hands, and tap your toe, A- twirl twirl twirl (recover from twirling)

round, round, round you go, And you choose new partner and take hands jump

choose an - oth - er part - ner and you jump Jim Joe.

As with most songs from the era this was written, it has mixed reviews re the culture of its origins. It's likely that the "Jump Jim Joe" evolved from "Jim Crow" a name given to a black character created by a white actor. Many children's songs come from originally sensitive political statements. It is to be hoped that at this time we are far enough from its roots so that it may simply be viewed as a "party-game" type song which is also part of its roots. Up to you as the teacher as to whether or not it is included in your curriculum.

## Dance Game Jump Jim Joe

- 1 This is a simple, fun way to move with music that can also be turned into an inclusion game. Begin by calling on student listening skills. Ask them to stand and move as the song suggests. Play the mp3 with vocals once through. There are several verses in the song, giving multiple opportunities for students to hear the instructions.
- 2 Commend the ways instructions were followed. Demonstrate the rest of the game-song (*italics above words in song*). For now, students stand anywhere they choose and all participate. Try the song again.
- 3 If there is time, the next step in this game is to have students stand in a circle. One student, "Jim Joe", stands in the middle of the circle. For the first verse, only Jim Joe does the actions. On "choose another partner", Jim Joe invites another student into the centre of the circle. Now for the second verse, both students do the actions, and each of them invites another student into the circle. It won't be long till all the students are doing the actions. When everyone is "jumping", then the new partner is chosen from amongst the Jim Joes!