

May

Focus: polishing songs and consolidating concepts

Every song holds within it the potential for further learning ---consolidating fundamental concepts; practising use of elements; thinking about the music in comparison to other music, ideas and/or personal preferences; and working on performance skills. The month of May begins with polishing skills.



Music(C)



Dance(A)

31

C1.4 use tools and techniques of music in performance

B Lesson:

New Song: Polly Wolly Doodle

C1.1 adding instruments

B Lesson

A2.3 movement & music songs

32

C1.1 song: Who Shall I Be Kind To?

C3.2 --place new song in cultural context

B Lesson

C1.1song: Bought Me A Cat

--performance, adding instruments

B Lesson

Dance:

revisit: Here We Go Looby Loo

33

C1 1, 1.2, 1.3, 1.4, 1.5

Students compose a song using symbols to represent sounds and applying elements during composition and performance. Tools of musicianship will be used in performance, which hopefully will be in tune.

B Lesson New Song: Little Boy Fishing

A1.1, 1.2, 1.4 create movements to depict activities and creatures, showing main ideas

34

C1.1 new song: Down In The Wood

C1.2 apply elements of music when singing, playing, moving

B Lesson: new song: Frog In A Bog (round)

A1.1 new movement music Juanito

New Songs

Who Shall I Be Kind To?
Polly Wolly Doodle
Bought Me A Cat
Little Boy Fishing
Juanito Cuando Baila
Frog in the Bog
Down In the Wood

Can Do 1 revisited

1,2, 345 Fish Alive
Rig a Jig Jig
Here We Go Looby Loo



Music(C)

C1.4 use tools and techniques of music in performance

B Lesson:

New Song: Polly Wolly Doodle

C1.1 adding instruments

Every song holds within it the potential for further learning ---consolidating fundamental concepts; practising use of elements; thinking about the music in comparison to other music, ideas and/or personal preferences; and working on performance skills. The month of May begins with polishing skills.



Dance(A)

B Lesson

A2.3 movement & music songs

Warm-Ups(3 minutes)

- 1 Body:** Ho Ho Diaphragm Muscles
Ho ho ho ho
Ha ha ha ha
He he he he heeee

With one breath, each syllable is sounded to "so", then with another breath to "mi" and finally to "do." Change keys and repeat the pattern.

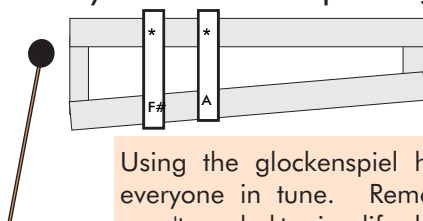
This warm-up exercises the diaphragm muscles as the expulsion of air to form the "h" comes from the belly/diaphragm pushing suddenly up against the lungs. At the same time it works as a pitch warm-up. And --it's fun.

While doing this exercise, occasionally ask students to place one hand gently on the diaphragm. This may help students to breath from their "belly" instead of from their chest. It's also a way to feel the muscle moving.

I first met Sarah when she was 6. She now sings opera professionally. In the audio track of this warm-up she offers a beautiful model. You may want to try using the track for students to echo, even if you are a singer yourself. It's helpful to provide different singing models for students to hear and echo.

- 2 Warm-Up Song:** I'm a Little Piece of Tin
 Key D, first note F#,
 a cappella count-in: 1,2,3,4,I'm...

If singing this song a cappella (without using the music track), do a few simple "so - mi - la - do"s to set the Key in student minds before beginning. Voices have already been warmed up through the Ho ho hos!



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

so mi do, re mi so
 do, mi so la do' so
 do, re mi so la so
 mi re do, re mi do,
 so do so do' so so
 so la mi re do so
 do, re mi la mi do,

These are the patterns in Solfa 6, Key D in the digital recordings.

	Key D
	B
	A
	F#
	E
	D

Review and Practice Rhythm and Beat Counting

1 How are beats counted on this music? (looking at the hearts, or for piano students perhaps --in the time signature and kind of notes)
Ask several beat counts.

2 How is the rhythm counted? (by clapping the word/words, by counting the syllables)
Using the same words, ask for their rhythm counts.

3 Ask students to explore the chart information (analyze). Compare and contrast the number of beat/rhythm counts for words. Suggest reasons.

Place the music for *I'm a Little Piece of Tin* on the pocket chart.

Use a simple chart to record beat and rhythm counts in this song..

	beat count	rhythm count
tin	1	1
nobody	2	3
running	2	2
honk	1	1
rattle	1	2

The beat count for a word defines how long the word will be sung.
The rhythm count for a word defines the minimum number of notes it will be sung to.

Performance Skills Polishing Songs

1 (If possible show a piece of jewellery with a gemstone. Explain about how the stones are polished.) **"In music, the songs are our gems, and sometimes they need some polish so they sparkle. How could we polish a song?** (clean them up --yes but how?) **Why would we want to polish a song?"** (so it will sound better, enjoy singing more if songs are sung well, maybe sing for an audience)

2 **"When we sang** (name of song sung for audience either at Halloween or in a school concert) **what were some of the things we worked on?"** (Write the ideas on white board/chart paper as they are named.)

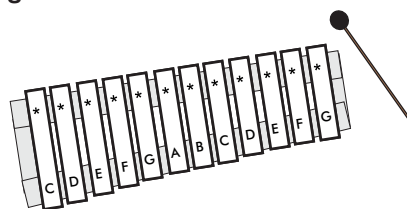
3 **"We're going to polish a song today that you pick."** (Either put two or three suggested song names into a hat OR hold a class vote.)

posture
volume
watching the conductor
beginning together

Suggested Steps for Polishing Songs

- 1 Find the song in the student songbook.
- 2 **"Groups of singers need to know the pitch to begin with. Where on the music does it tell us the first note?"** (left hand side, at the top) **What is the alphabet name of the first note and what is its solfa name?"**
- 3 Play the first note on the glockenspiel/keyboard. Students sing the note to its solfa name. Using handsigns guide students in singing a few intervals.

Following the process and naming the step will help students to develop conducting skills and be independent singers.



	so	mi	so	la	so	mi
Key C	G	E	G	A	G	E
Key D	A	F#	A	B	A	F#
Key G		D	B	D	E	D
Key F	C	A	C	D	C	A

4 **Sing one verse of the song.**

As students sing, pay special attention to the following points.

Sing.

diction →

Could someone who doesn't know the song, understand the words?
Do ending "s" sounds hiss or come together crisply?
Are "t"s being pronounced together?
Are words that are held over 2 or 3 beats, being held on the vowel sound?

*demonstrate what you are hearing, give a way to improve and try the song or a line in the song again

dynamics →

Is the song loud or soft where it needs to be?
Is the volume static, or does it fluctuate to add interest?
Does the class keep to the tempo as guided by the conductor?
Are areas of the song that are staccato being "punched," and legato phrases flowing smoothly?

*discuss the dynamics with the class *draw attention to conducting signals for each dynamic.

breathing →

Are students able to sing entire musical phrases (usually a line) before taking a new breath?

*look at the music for the song and together with the class pick out "breathing" places
*do some breathing exercises to increase student ability to sustain their breath over

pitch →

Are students able to begin the song on pitch?
Is there a particular place in the song where the pitch is off?

*if notes are flat --give students a visual image of flat tires needing some air to pump them up, often a posture correction will raise pitch
*if notes are sharp --do a bit of physical relaxing with students (rolling shoulders,

- 5 Gently encourage students to **work on one area** by explaining both what you heard and at least one way to improve it. **Be as specific as possible.**

Suggest changes.

i.e. I had trouble understanding some of the words --especially "xxxxxx."
Think about the words as you sing. Move your mouth and tongue more than usual because the audience needs to be able to hear the words. (I sometimes say, "articulate your words with your tongue and your lips" in a very over-articulated way which promotes smiles and effect.)

- 6 Add the word that goes with the working area to the list of polishing tools begun earlier. i.e. "diction"

- 7 Sing at least one verse again. Don't be afraid to stop part way through a verse to refocus student attention on the part to be changed. Repeat until performance is improved. (In my experience, focussing on one part of the song/performance, often improves several.)

Sing the song again.

Give praise where praise is due.

Performance Skills Element(ary) Decisions

Sometimes a composer will write instructions into the music for HOW to perform. Sometimes its left to the conductor or singers to decide. Sometimes the conductor or singers will change the composer's original intentions e.g. slowing a fast song until it becomes a ballad. Making decisions about the way musical elements will be performed is part of preparing for an audience.

Song: I'm a Little Piece of Tin

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

Our Audience

people in a mall

parents

?
class next door

principal ?

kindergarten class

Sing/Audience

1. Sing the song once for fun and to ensure its fresh in minds. With students "imagine" an audience they would like to have see their performance. Grade 2's enjoy being helped into a "let's pretend" scenario so this imagining may be as simple or elaborate as wanted.

Introduction

2. Practice how the song will begin.

INTRODUCTION:

Is the count-in going to be audible or silent?

When does the ostinato begin?

When does the beat begin?

Elements

3. Focus on each element in turn, making performance decisions.

Form

1. What is the form of the song?
2. If the song is simply one verse, do you want to repeat the verse?

Call and Response
Verse and Chorus
1 or more Verses

Articulation

1. Is most of the song legato or staccato?
2. Are there any special words to make staccato?

Dynamics

1. Does the song begin loudly, softly or in the middle?
2. Does the song end
3. Is there anywhere in the middle of the song that a change in dynamics would enhance?

p f mf

Tempo

1. presto(fast) allegro(lively) andante(stately/slower)
2. Does the tempo stay the same all the way through?

presto
allegro
andante

Polish Singing

- 4.** Sing the song through ---polish one aspect. Then its time to arrange the singers and instrument players. Imagine the classroom as the place of performance. Where is the audience? Where is the stage? Where do the singers stand (talk a bit about posture)? Where are the instrument players?

Add Actions

Add Instruments

- 5.** See Lesson 30b for ideas

Practice

6.

Perform

- 7.** Pre-arrange a "surprise" audience--office staff, next door class, reading buddies? Perform!
OR videorecord a performance, then become the audience and watch it.

Enjoy the Repertoire

It's a long time since September. Offer the songs learned in September as possibilities for end of class singing.

Ask the student who chooses a song, what their choice was based on --words? tempo? idea?

Turn to the song in the student song book. Look at the music for information about the song e.g. What is the first note?
What is the tempo?

If possible, sing the song without using the mp3 or mp4. Student singing will develop more fully when students have many opportunities to sing without instrumental music help.

September Songs

Core Songs

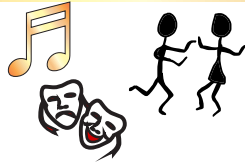
The Bear Went Over the Mountain
Teddy Bear
Music Time
Fuzzy Wuzzy
One Person, Many Voices
One Apple
Lukey's Boat
Give Me Joy

2nd Lesson Songs

She'll Be Comin' 'Round the Mountain
The More We Get Together
A Sailor Went To Sea, Sea, Sea
A Sailor Went to See, See, See

Music(C)

Dance(A)



Review Enrich Enjoy

Warm-Ups(3 minutes)

Body: Ho Ho Ho Diaphragm Muscles
Rhythm: Reading Rhythm Flashcards

Music & Movement/Dance

Ha Ha This-A-Way (Sept)
Give Me Joy (Sept)
Turkey In The Straw (Oct)
Fossil Frolic (Oct)
Pass One Window (Nov)
Jingle Bells (Dec)
The Grand Old Duke (Mar)
Napoleon (Mar)
Holi Ho (Mar)

Optional Ideas

A **New Songs:** Polly Wolly Doodle

B **Adding Instruments**
in I'm A Little Piece of Tin

C **Work Page**
Check the last lesson in April for an alternative to this word page.

I can do music in Lesson 31b - My name is _____

Key: G, first note F#
a capella (solo) 2, 3, 4

United States
April 11, 2010

I'm a Little Piece of Tin

I'm a lit-tle piece of tin, no-bod-y knows where

I have been Got 4 wheels and a run-ring board, I'm a 4 wheel

One heart means how many beats? 1 2 3 4
How many beats in a group/in a bar? 1 2 3 4

Little is _____ beats and _____ rhythm claps.
Bean is _____ beats and _____ rhythm claps.
Nobody is _____ beats and _____ rhythm claps.
Abaab is _____ beats and _____ rhythm claps.
Door is _____ beats and _____ rhythm claps.

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

car racing truck garage wheel new

B Adding Instruments in I'm A Little Piece of Tin

1. Create one arrangement with the whole class together.
2. Divide class into 8 groups and assign 2 to each of: beat, ostinato, words, or rhythm.
3. Allow time to perform the ideas generated.

1 BEAT: Decide how the beat is going to be played.
Will it stay on the same "sound"/instrument for the whole song?
Where in the song will it be played?
What tempo is going to be used

2 WORDS: "Honk, honk, rattle, rattle, rattle, crash, beep beep X"
Decide on sounds and actions for these words.

3 OSTINATO: Create a four=beat (4 hearts) ostinato to be played.
ta = one beat, ti-ti = one beat
ta-a = two beats quarter rest = one beat
Decide how the ostinato will be "sounded" e.g. instrument, words, found sound?

OR choose an ostinato from the rhythm flashcards.

4 RHYTHM: Decide how the rhythm will be played
e.g. all on one instrument?
all the ta's on one instrument, ti-ti on another etc.?
Decide where the rhythm will be played
e.g. the whole song, part of it, which parts?

I can do music in Lesson 31b . My name is _____

I'm a Little Piece of Tin

United States

folksong

arr: LJ Clare 2010

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

mi so so so mi so so x mi so so so la

I'm a lit - tle piece of tin, no - bod - y knows where

mi re do mi so so so so mi so so x mi so so la

I have been. Got 4 wheels and a run-ning board, I'm a 4 door,

One hearts means how many beats?

1 2 3 4

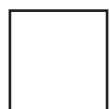
How many beats in a group/in a bar?

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

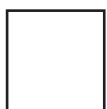
Fill the box with a rhythm symbol to match the word claps.



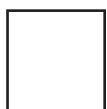
car



racing



truck



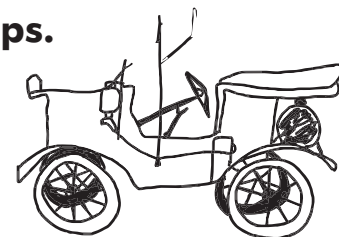
garage



wheel



new

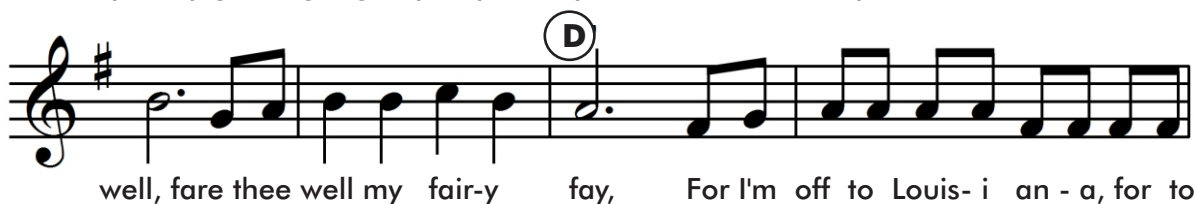
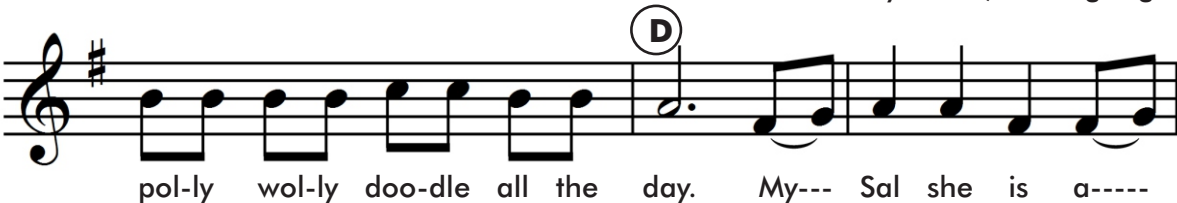


Key G, first note G(do),
count-in: 1,2,3,4,1,2,3,Oh I went...

Polly Wolly Doodle

United States
folksong
circa 1880s

Allegro (G)



2. Oh, my Sal she is a maiden fair, singing... With curly eyes and laughing hair, singing...
3. Oh, a grasshopper sittin' on a railroad track, singing...A-pickin' his teeth with a carpet tack, singing...
4. Oh I like watermelon and I have for years, singing ... I dig right in til it gets in my ears singing ...
5. The raccoon's tail is ringed around, the possum's tail is bare,
the rabbit has no tail at all just a little bitty bunch of hair!

New Song: Polly Wolly Doodle

- 1 "Be my echo. 'Polly Wolly Doodle.' (clap as you say)(students echo) **Have you ever met a Polly Wolly Doodle?** (Hopefully students look puzzled or shake their heads.) **Me either. But there are lots of them in this song. Every time you hear 'Polly Wolly Doodle' push both your hands way up in the air, then pull them back down. Ready to listen ..."** (Play the mp3 vocal track.)
- 2 "Excellent listening. Be my echo again. **"Singing Polly Wolly Doodle all the day."** (students echo) **This time as you listen, join in singing Polly Wolly Doodle all the day.**" (Play the mp3 vocal track.)
- 3 Using either the mp4, or posting the words to use with the mp3, sing through the song.

So what is "Polly Wolly?"

Some writers suggest Middle English origins. 'Polwygle' pol=head and wiglen=to wiggle. Sailors who haven't crossed the Equator are called "Pollywogs." We do know that the University of Harvard published the song in 1880. It also appears in Laura Ingall Wilder's book The Golden Years, an account of life in the late 1880s.



Music(C)

C1.1 song: Who Shall I Be Kind To?
C3.2 --place new song in cultural context

B Lesson

C1.1 song: Bought Me A Cat
--performance, adding instruments



Dance(A)

B Lesson

Dance:
revisit: Here We Go Looby Loo

Warm-Ups(3 minutes)



Body: Ho Ho Diaphragm Muscles



Literacy: Word Game
see: January Lesson 19 page 171

Review and Practice Performance Skills Polishing Songs

1

"If I say we're going to polish a song --are we going to need soap and cleaning rags? No --what kind of things will we need (a song, good listening ears) and do.?"
(work on list ideas)?

2

Either pre-select a song, or work with students to pick a song for polishing. Follow the pattern from last week.

- 1 Find the song in student song books.
- 2 Play the first note on the glockenspiel.
- 3 Do a brief vocal warm-up.
- 4 Sing at least one verse.
Teacher listens for an area needing improvement.
- 5 Suggest one thing that needs specific changes.
If it is a new idea for polishing add it to the list.
- 6 Sing again.

Polishing List

posture

volume

watching the conductor

beginning together

diction

dynamics

breathing

pitch

Who Shall I Be Kind To?

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

Canada
2010
LJ Clare



"Who shall I be kind to? Tell me please to-day. Who shall I be kind to? I



heard the pro-phet say. "Be kind to your mo - ther, Be



kind to her first, She loves you at your ver-y best She loves you at your worst.

Today's song is based on a story familiar to many Muslims. In the story, the question "Who should come first in my regard after God and God's Prophet?" is asked. The answer "your mother" is given. "Who comes next?" "Your mother." And who after that? "Your mother." Only on the fourth asking is the answer "Your father." Some say that for followers of Islam, every day is Mother's Day.

Students will be aware that it is Mother's Day this week, so the answer to the question will not be a surprise. A different focus might be why the prophet chose "mother" as the first 3 answers.

"Who shall I be kind to? Tell me please today.
Who shall I be kind to? I heard the prophet say.
"Be kind to your mother, Be kind to her first,
She loves you at your very best,
She loves you at your worst."

"What about my friends and other family too?"
The prophet sighed and said, nothing that was new,
"Be kind to your mother, Be kind to her first,
She loves you at your very best,
She loves you at your worst."

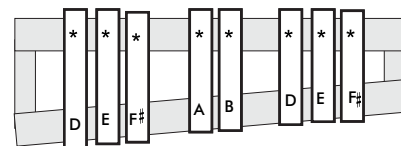
"What about the homeless, beggars on the street?"
The prophet looked into my eyes as I sat at his feet,
"Be kind to your mother, Be kind to her first,
She loves you at your very best,
She loves you at your worst."

New Song: Who Shall I Be Kind To?

- 1 Sing the chorus for the class. Teach the chorus using echoes.
- 2 Tell the class that the chorus is part of a story-song. Ask them to sing the chorus, and listen to the story so that they can explain what the story is about. Sing the song, students joining in for the chorus.
- 3 The tune is a simple pentatonic one, fairly easy to pick up. Teach one verse using echoes, then post the words and sing through the whole song. Repeat the song having half the class sing the questions (verses) and the other half singing the responses.
- 4 Make up a movement pattern to keep the beat. Sing the song once to practice the beat pattern on the verses.
- 5 During the verses, have students play a simple bordun (do - so) on the beat. During the chorus --invite students to improvise an accompaniment using any of the notes shown here.

Movement Patterns

	1	2	3	4
e.g.	pat knees	pat knees	snap left	snap right
or	clap	pat knees	clap	pat knees



do re mi so la do re mi
D Pentatonic

Focus on Music Words Work Page

First done in January as part of Music Vocabulary Month, do this work page again now for both consolidation and assessment purposes.

Students who finish quickly may spend time reading from their song book.

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

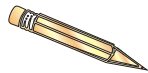
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speed _____	beat _____
lively _____	andante _____
loudly _____	rhythm _____
repeated words _____	staccato _____
softly _____	conductor _____
quickly _____	forte _____
changing words _____	legato _____
list of songs _____	piano _____
hopping _____	presto _____
stately _____	chorus _____
music leader _____	allegro _____
steady pulse _____	tempo _____
way the words go _____	verse _____
smoothly _____	repertoire _____

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

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

New Repertoire



Who Shall I Be Kind To?

Enjoy the Repertoire

Choose from October Songs

October Songs

Core

- Red Orange Yellow | Brown
- This Old Man
- Old Mrs. Witch
- Five Little Pumpkins
- Shoo Turkey
- Turkey in the Straw

2nd Lesson Songs

- Five Fat turkeys
- This Black Cat
- 3 Snowy Owls

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.

Focus: polishing songs and consolidating concepts

Music(C)

Dance(A)



Review Enrich Enjoy

Warm-Ups(3 minutes)

Body: Ho Ho Ho *diaphragm muscles
Pitch: Roller Coaster Aahs



Music & Movement/Dance

Enjoying Dance

dances introduced in Can Do 1

Here We Go Looby Loo

and/or Rig a Jig Jig

Optional Ideas



New Song: Bought Me A Cat

A popular folksong with many possibilities for extending learning.



Adding Instruments

Song: Pass One Window

Take time today to create a band to play the song as the rest of the class plays the game ---see November's Lesson 10.



Work Page

If students found the "Focus on Music Words" page from lesson 32a difficult ----toay give them another opportunity on this revised work page

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

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

Print 4 words that describe the speed of music.

Print the music word beside its meaning.

loudly _____ softly _____

hopping _____ smoothly _____

bars

notes

piano

presto

allegro

legato

staccato

andante

music staff

tempo

forte

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

pulse steady

sound layers

long/short word patterns

make stronger

rhythm

tempo

beat

harmony

dynamics

word patterns that repeat

music leader

speed

volume

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

New Song: Bought Me a Cat

A classic, simple song that lends itself to innumerable performance variations.

- 1 Choose a way to teach the song. Reading Song: use the Learning Steps
Rote Song: teach with echoes
Immersion: 1. listen to the mp3 2. watch the mp4 3. sing

- 2 Choose a focus.
- *adding instruments
 - *creating movements/actions
 - *solo and group singing
 - *composing new verses

Use the ideas below to get the creative juices flowing --have fun!

Adding Instruments

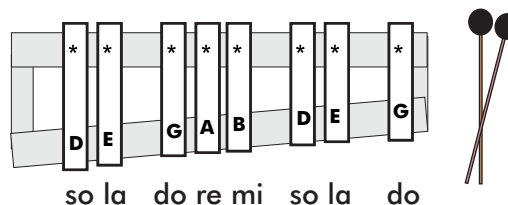
It's **pentatonic**, which means that any of its notes may be played on the glockenspiel.

Beat: Choose two notes for the beat

OR let students improvise harmony, playing any note they want on the beat.

Ostinato: Use one of the rhythm flashcards as inspiration for an ostinato --played either on the glockenspiel or on another percussion instrument.

Encourage students to be "jazz" musicians and experiment with timing as well as notes chosen while it is sung.



Pentatonic Music uses 5 notes do-re-mi-so-la.

What about?

- 5 animal sounds --- 5 percussion instruments?
- 5 body percussion sounds?

Creating Movement/Actions

Give each animal its own movement to be done when its sound is sung. Simple actions with arms and hands work well ---but be brave, consider using the whole body e.g. dance steps.

and/or

Choose movement and steps to go with each phrase turning the song into a dance.

and/or

Try a "step to the right - close"

"step back to the left - close"

pattern to choreograph the choir.

cat
hen
duck
sheep
horse

Solo and/or Group Singing

Choose individual students to be the various animals and sing the animal parts as solos.

and/or

Divide the class into 5 groups. Each group becomes one of the animals for singing the sounds. When students have had some practice, weave the groups together in where they are standing. In this way students have support for what they are singing but are practising a more independent style of singing. In performance, the appearance of the animals coming from throughout the singers is fun.

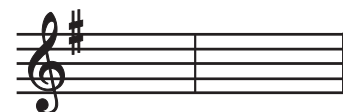
Composing New Verses

What other kind of animals might come to the picnic under the tree? ---cow, goose, pig??

and/or

Change all the animals to make the song be about a zookeeper, or about birder (bird watcher).

Bought me a _____, _____ pleased me,
fed my _____ under yonder tree
_____ went " _____ "



Bought Me a Cat

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

folk song
 arr: ljc

do do do mi do do mi

1 Bought me a cat, Cat pleased me,
 Fed my cat un - der yon - der tree, Cat went



"Fid-dle i fee Fid-dle i fee."

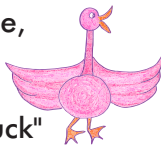
The animal sounds are sung cumulatively (as is done in Old MacDonald) so that by the last verse, all the sounds are heard.

Bought me a hen, hen pleased me,
 fed my hen under yonder tree
 Hen went "buck-buck-buck-buck-buck"
 Cat went fiddle i fee, fiddle i fee



"Buck buck buck buck Buck buck buck buck"

3 Bought me a duck, duck pleased me,
 fed my duck under yonder tree
 Duck went "quack, quack"
 Hen went "buck-buck-buck-buck-buck"
 Cat went fiddle i fee, fiddle i fee



"Quack! Quack!"

4 Bought me a sheep,
 sheep pleased me,
 fed my sheep under yonder tree
 Sheep went "Baaaaaa, Baaaaaa"
 Duck went "quack, quack"
 Hen went "buck-buck-buck-buck-buck"
 Cat went fiddle i fee, fiddle i fee



"Baaaaaaa Baaaaaa"

5 Bought me a horse, horse pleased me,
 fed my horse under yonder tree
 Horse went "Nei-----gh"
 Sheep went "baaaa" "baaaa"
 Duck went "quack, quack"
 Hen went "buck-buck-buck-buck-buck"
 Cat went fiddle i fee, fiddle i fee



"Neigh_____."

See the song file for copies of the visuals.

Here We Go Looby Loo

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

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.

Music & Movement/Dance Revisit: Here We Go Looby Loo

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 mp3 song. 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.

Note: As soon as pictures with sound (mp4) is offered, we tend to rely primarily on our eyes. Using the mp3 alone, encourages good listening.

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 mp3 and try the complete dance.

Key C, first note G(so)
a cappella count-in: 1--2--1--2--as...

Rig a Jig Jig

England
c. 1800s



As I was walk - ing down the street, down the street, down the street, a



friend of mine I chanced to meet, Hi ho, hi, ho, hi, ho!



Rig - a - jig jig and a - way we go, a - way we go, a - way we go,
begin skipping here



Rig - a - jig jig and a - way we go, Hi ho, hi ho, hi ho---!
stop skipping here

A sea shanty, the Roller Bowler, goes "Hey rig-a-jig-a-jig-a ha ha" as a repetitive phrase (the jig is a kind of sail). It's likely that this skipping game had its origins on the sea. It first appeared in print during the 1800s both in England and the United States.

Music & Movement/Dance Revisit: Rig a Jig Jig

Focus on listening for movement instructions by using the mp3(no visuals).
Begin with students in scattered formation around the classroom.

- 1 When students hear "Hi ho hi ho hi ho" the first time they begin skipping. When it is heard the second time they stop skipping.
- 2 Students listen for "When I was ??????? down the street" and then begin doing whatever mode of preambulation is named e.g. walking, stomping. Again, on hearing the "Hi ho's" students begin skipping, stopping in place on the second set of "Hi hos."
- 3 Last step is for students to do the skipping part (the chorus) with a partner. Skipping with someone is much more challenging than skipping alone. Time may be needed to try out this skill with various partners before adding music.
- 4 **Thinking About Dance**
When students are gathered back in the meeting place ask:
"When you did "Rig a Jig Jig," were you dancing?"
Explore why students choose "yes" or "no."

walking

hopping

stomping

galloping

running

meeting a friend

NB: brief discussion with students about what kind of running is appropriate in a classroom is suggested!

Focus: polishing songs and consolidating concepts



Music(C)

C1 1, 1.2, 1.3, 1.4, 1.5

Students compose a song using symbols to represent sounds and applying elements during composition and performance. Tools of musicianship will be used in performance, which hopefully will be in tune.

B Lesson New Song: Little Boy Fishing



Dance(A)

A1.1, 1.2, 1.4

create movements to depict activities and creatures, showing main ideas

Warm-Ups(3 minutes)



Focus: Listening Game



Body/Breathing: Flame Flickering

Imagine a candle, lit in front of you. Now try to make the flame flicker WITHOUT blowing it out. Give a count-in of:

1	2	ready	breathe	
in	through	the	nose	and
1	2		

1st Time: as long as possible

2nd Time: until the conductor counts to 4

3rd Time: until the conductor counts to 8

Repeat.

Composition Project Fishing with Lukey

One of the ways of using all the concepts and skills practised this past year is for students to do individual composition projects. The projects give students an opportunity to create and have their creations used in class. It provides an "on paper" method of assessment as well as the opportunity to assess conducting skills. This, however, takes time. I have found that in Grade 2, most real composition projects often take much more time than I expect.

For me, the priority in Grade 2 is being immersed in singing, moving and playing instruments. So I have chosen to include composition through a class project.

Today the lesson guides the class through creating rhythmic word chains and then adding a melody to the word chains. This is followed by enhancing the compositions through adding choices re tempo, dynamics and articulation. The 2nd lesson this week offers the possibility of adding movement and/or instruments to the composition.

The materials and method outlined in the lesson today are a model for how to repeat the project for individual work if you decide to go that route. All of the information needed to do this is gathered together in the Composition Project "Fishing with Lukey"

Note: If you decide to have individual students compose their own versions of the song, map out time for presentations as part of each lesson from now to mid-June.

Review Song: Lukey's Boat

Remember and enjoy this well-known Canadian folksong. If the classroom has computer projection --sing along to the videosong. OR Post the words/music and use the accompaniment mp3.

Review and Practice: Pocket Chart Composition

Dig out the "fishy" set of flashcards from September. New cards are added now making use of the rhythm symbols learned this year.

1 Set up the pocket chart with 8 heart/beats across the top.

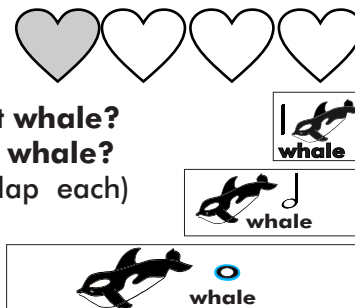
2 Begin by pointing out the "new" cards.

A The whale now comes in three sizes!
Put the whale flashcards on the pocket chart.

"Why would a composer choose to use a one-heartbeat whale?"

Why would a composer choose to use a four-heartbeat whale?"

What is the rhythm count for all of the whales?" (one/clap each)



B What is the difference between the two "mores?"



3 With student help, put together 2 or 3 word chains that fit eight heartbeats.

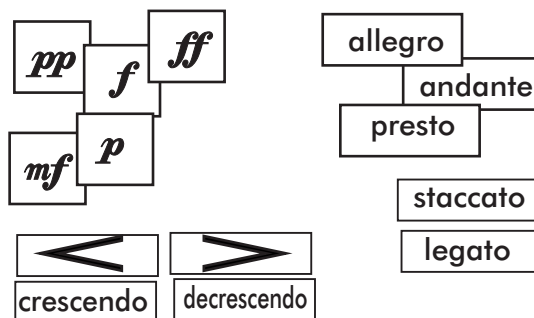
Read all the word chains.

Choose a tempo.

Read again.

4 Choose one of the word chains. Remind students that musicians need to be able to choose from amongst many ideas. It's not a matter of choosing the best, but of choosing what works best in the present project. For now, the project aim is "fun." Help students to articulate reasons they are choosing a word chain.

5 What can be done to make the word chain more interesting? (change words, use repetition, etc.) Use articulation and dynamics to enhance the word chain.



6 Read the final composition.

Composition Project Fishing with Lukey

There are two templates for this composition. Each offers a choice for the third line. The word/rhythm cards are included in the "Fishing with Lukey" composition project materials.

Preparation

Choose one template.
Copy and cut word cards.

1 Place hearts and word cards for the first line on the pocket chart. Learn the line with students:

1. read and clap "ta's..."
2. read words in rhythm

Fish ing fishing in the deep blue sea _____

2 Well, what did we catch? If time is short, simply place the line just created during the practice run into the empty line space.

If time allows, give students an opportunity to make 2 or 3 new lines and then choose one from the new word chains..

Barrels of fish count-em one two three _____
Buckets of fish for you and me _____
Fish are too small got'ta set them free _____





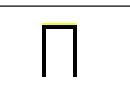





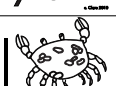



3 Read and clap each of the variations in the third line.

With the class, choose one variation to be used. With a marker, circle the one chosen so it stands out.

Fish ing fishing by the o - cean shore _____

4 Read the completed chant.

Scrape the bottom of the o - cean floor _____
Take the catch, sell'em at the local store _____
Fishing for some, then, fishing for more _____
Don't get caught by the ti - dal bore _____

 shells	 seaweed	 hermit crab	 whale
 lots of	 jellyfish	 octopus	 whale
 lobster	 fish	 crab	 more
		 more	 more

Music & Movement/Dance

1. **Stretches** --get the kinks out!

2. With students in a scattered formation go through the images given or invent others as inspiration for movement. Keep each time period brief and use the signals for beginning and ending.

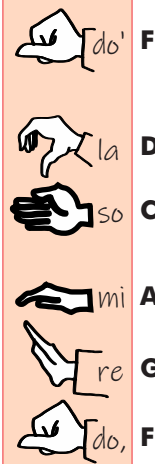
hauling heavy fishing nets up into a boat
fishing with a rod from a tippy boat
an octopus exploring the classroom
someone at the beach building a sand castle
people walking barefoot on hot sand

3. "Fish in a school" Explain briefly that some fish don't like to swim alone --- they travel in groups called schools. Imagine a flock of birds but under water. Divide students into groups. Challenge each group to be a school of fish. They all need to move the same way, and stay very close to each other, but without touching. Play the music track from Saint Saen's Carnival "Aquarium" (used in October, Lesson 4) as moving music.

Composition Project Fishing with Lukey continues with melody making

1 **Vocal Warm-Up:** Key F do(F) mi(A) so(C)

Key F



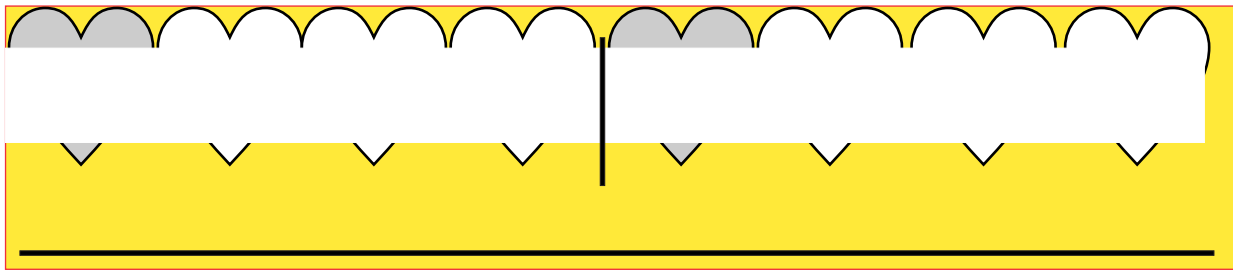
2 The first line of the composition template has assigned solfa.

1. Sing the solfa in rhythm.

2. Sing the words.

(If this is too challenging have half the class sing the solfa, while the other half sings the words. Switch, then everyone sings the words.)

A diagram of a composition template. It consists of a yellow horizontal bar with a scalloped top edge. Inside the bar, solfa syllables are written above the bar, and words are written below it. A vertical bar separates the first two phrases from the second two. The syllables are: s, m, s, s, m, m, |, d, m, s. The words are: Fish, ing, fishing, by the, o - cean, shore ____.

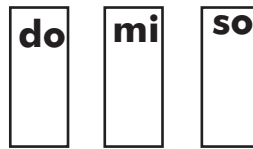


3 The middle line is the one that has your class composed word chain. Students choose from “do, mi or so” for each of the rhythm symbols in the word chain. Try singing the choices. Ask for a few changes to try out. With the class decide on a final melody for this line. Sing the first two lines then continue.

Note: Limiting choices to “do, mi or so” will make singing the composed line easier. Experienced music teacher may open up the number of solfa to be used.

4 Finish composing the melody by choosing solfa for the rhythm symbols in the last line.

Note: The last few words in this line have pre-selected solfa.



5 Sing the whole song.

6 Choose ways to enhance the song using basic elements.

7 Perform the completed song.

Dynamics

Choose a special place to be forte or piano. Put the symbol above.

forte **f**
piano **p**

Choose some words to be performed staccato. Mark them with dots.

• • •
staccato

Tempo

Circle one.

Andante

Allegro

Presto

Enjoy the Repertoire

January-February Songs

Core

Gung Hay Fat Choy
Keep the Beat
The I Don't Wanna Blues
Nobody Likes Me
My Bonnie
Hockey Hockey

It's Cold Outside
Bonhomme Bonhomme
Pancake Tuesday
Hot Cross Buns
All Night All Day

2nd Lesson

Vive L'Amour
(gr1) Chay Chay Cool-eh
(gr1) Ten in the Bed

Focus: polishing songs and consolidating concepts

Music(C)

Dance(A)



Review Enrich Enjoy

Warm-Ups(3 minutes)

Focus: Listening Game

Body/Breathing: Flame Flickering

Optional Ideas



Revisited Chant: 1,2, 345 Fish Alive



Add Instruments

*to Fishing With Lukey Project



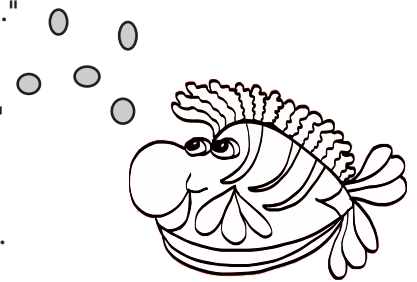
New Song: Little Boy Fishin'

Newish Chant: 12 345, Fish Alive

*offered as an enrichment activity in CanDo 1

**1 2 3,4,5 First I caught a fish alive,
6 7 8,9,10 Then I threw it back again.**

- 1 Put one hand facing the students and say, "1 2 3,4,5"
Bring up the other hand to face the students, "First I caught a fish alive."
On the word "alive," throw hands up in surprise.
Put one hand facing the students and say, "6, 7, 8,9,10"
Bring up the other hand to face students, "Then I threw it back again."
On the word "again," throw the fish back.
- 2 Ask students to listen again, but to join in with the actions.
Third time through invite students to say the words and do the actions.
- 3 Play with the words a bit. Since it was learned in 4 pieces/phrases, take turns saying the phrases. e.g. Teacher begins with "1,2, 3,4,5" and students do "First I caught ..." etc.
Use your hand to indicate who needs to be talking. Once students have caught on to this system, divide the class into groups. Now it might be the teacher, it might be group A, it might be group B.
- 4 Now turn it into a spoken round. Divide the class into two groups. When Group One gets to "First," Group Two begins. Success with two groups ---go for it and try four groups. Add some movement to the actions ---groups stand when they say "alive" and sit back down when they say "again."



Adding Instruments Fishing With Lukey

- 1 Class creates a new version of Fishing With Lukey (see method in Lesson 33a).
- 2 One way to add instruments is to assign them to rhythm symbols.

Begin with the beat.
Sing the song once with all students keeping the beat e.g. pat hands on knees, click fingers, tap toes ...
Give out 4 or 5 beat keepers e.g. drums.

Count-in: 1 2 beat begins
then the beat players play 4 beats
then the singers join in.

Repeat this pattern with the other rhythm symbols and instruments.
- 3 Students exchange instruments, and thus need to play a different part in the song.
- 4 Exchange instruments one more time.
- 5 Divide students into 4 or 5 groups/bands. Each group gets an assortment of percussion instruments. One member is the conductor. Together the groups decides how to use the instruments and practices the song.
- 6 Each group performs for the class. This is most easily done by having the groups perform from where they were practising, rather than attempting to have them come to a "stage area".

I can do music in Lesson 33b . My name is _____

Composer's Choices

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

hand drum

spoons

shakers maracas

bells

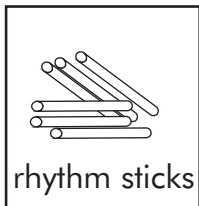
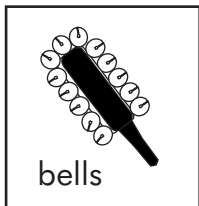
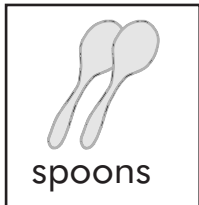
rhythm sticks

Beat

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

Composer's Choices

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



Little Boy Fishin' Off a Wooden Pier

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

Australia
folksong

Little boy fishin' off a wooden pier
Come fish, bite fish, swim along here,
Little boy wonder why the fish don't float,
Little boy wanna buy a fishin' boat

Dreaming is nothing if it ain't worth while
Keep on dreaming little man-child
Many a general would eat his hat
To give away talking and do just that

Little boy fishin' off a wooden pier
Come fish, bite fish, swim along here,
Little boy gonna buy a boat some way,
Then he go fishin' all the live long day

Little boy richer than a millionaire
All he got is trouble and care
Soon enough little boy'll grow big-man
Then he go fishing for the frying pan

Dog fish, cat fish, any this or that fish
Please swim by my line
Can't catch shell fish, but I wanna sell fish,
Gotta get some money for that boat of mine.

Dog fish, cat fish, any this or that fish
Please swim by my line
Don't be slow fish, cause I gotta go fish
Gotta get some money for that boat of mine.

Little boy dreaming with a secret smile
Some day sail away to a green isle,
Little boy dreamin' that his boat has come
Little boy slumber now the day is done

Little boy fishin' off a wooden pier
Come fish, bite fish, swim along here,
Little boy fishin' til the day is done,
In his dreamboat, beyond the sun.

New Song: Little Boy Fishin' (method: immersion)

1. Talk a bit about the difference between Lukey fishing in a boat for a living, and people going fishing for fun.
2. Challenge:
Listen/watch the mp4 of the song for answer to:
Why does this person fish?
3. Take responses to the challenge.
4. Explore "new" words: manchild, pier, shell fish, slumber
5. The form of this song is AABA. In the "B" section, some of the notes change from the key of the song --this makes the music more interesting but sometimes more challenging to sing. In the mp4, the form is shown by a letter in the corner of the screen. Invite students to sing with the "A" sections, but to listen only during "B". Let students know about the change in the "B" section, challenging them to hear the different notes. Play the mp4 for the second time.
6. Play the mp4 again, this time students quietly singing along to the whole song.

Little Boy Fishin' Off a Wooden Pier

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

Australia
folksong



1. Lit-tle boy fish-in off a wood-en pier, Come fish, bite fish, swim a-long here,
Lit-tle boy " " " " " "
2. Dreamin' is nothin' if it ain't worth-while, Keep on dream-in' lit-tle man-child
Lit-tle boy rich-er than a mil-lion- aire, All he got is trou-ble and care



1. Lit-tle boy won-der why the fish don't float__, Lit-tle boy wan-na buy a fish - ing boat.
Lit-tle boy got-ta buy a boat some way__, Then he go fish-in all the live - long day.
2. Many a gen-er-al would eat his hat__, To give a- way talk-in' and do just that,
Soon e-nough little boy - 'll grow big man__, Then he go fish-in' for the fry-ing pan.



1. "Dog fish cat fish, an-y this or that fish, please swim by my line,
2. "Dog fish cat fish, an-y this or that fish, please swim by my line,



1. Can't catch shell fish, but I wan-na sell fish, got-ta get some mon-ey for that boat of mine."
2. Don't be slow fish, cause I got-ta go fish, got-ta get some mon-ey for that boat of mine."



1. Lit-tle boy dream-in' with a se-cret smile, Some day sail a- way to a green isle,
2. Lit-tle boy fish-in' off a wood-en pier, Come fish bite fish swim a-long here,



1. Lit-tle boy dreamin' that his boat has come__, Lit-tle boy slum-ber now the day is done.
2. Lit-tle boy fish-in' til the day is done__, In his dream-boat be-yond the sun.

Focus: polishing songs and consolidating concepts



Music(C)

C1.1 new song: Down In The Wood

C1.2 apply elements of music when singing, playing, moving

B Lesson: new song: Frog In A Bog (round)



Dance(A)

A1.1 new movement music
Juanito

Warm-Ups(3 minutes)



Warm-Up Chant: Keep The Beat



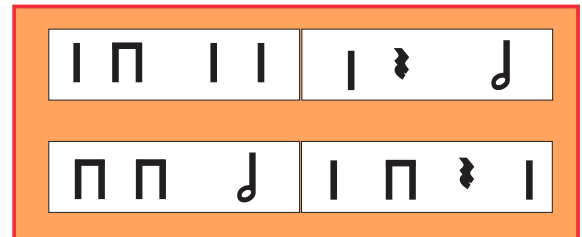
Pitch: use 2 or 3 of the Solfa mp4s (these warm-up vocals as well as review music literacy)

Practice Game Rhythm Flashcard Concentration

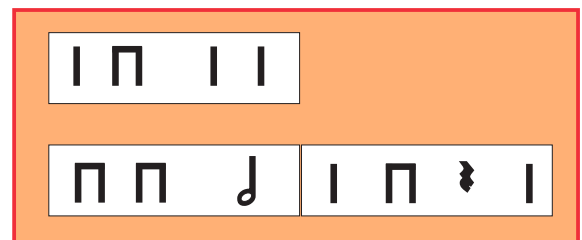


Select 4 rhythm symbol flashcards to place on the pocket chart.

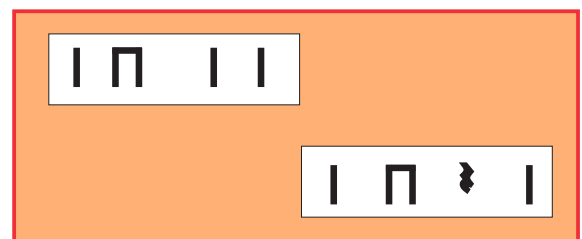
Give a clear, firm count-in to set the tempo. Students read and clap the symbols without stopping between the cards. (read across the top line before going to the second line)



Remove one of the cards. Give the count-in. Students say and clap all four cards, including the missing one (by memory).



Continue to remove cards, one by one, until students say and clap all the cards by memory.



Repeat the game at least once.

New Song: Down In The Wood As this campsong is traditionally done by a leader, with the group echoing each line until the chorus, it makes for an excellent listening exercise.

- 1 Challenge students to find out what the song is about by echoing the lead voice on the mp3 (do not use the mp4 at this time as it has too many visual clues).
- 2 Ask students for information they learned in the song. Explain that when the song is sung at a campfire (this may need interpreting to some students), actions are done for each of the verses. The body is the tree, an arm the branch, etc. Try out actions for each verse.
- 3 Sing the song again, this time using the mp4 and adding the actions. Repeat once more with everyone standing.

Down in the Wood

Key C, first note do(C)
a cappella count-in: 1 2 3 Down...

campsong
cumulative
arr: LJClare 2014

Andante

1. Down in the wood, Down in the wood, There was a tree, There was a tree, The
2. And on the tree, And on the tree, There was a branch, There was a branch, The

pret- ti -est tree, The pret - ti-est tree, That you ev - er did see, That you
pret- ti -est branch, The pret - ti-est branch, That you ev - er did see, That you

Presto

ev - er did see, **AND the tree was in the wood and the green grass grew all a -**
ev - er did see, **AND the branch was on the tree,**
and the tree was in the wood and the green grass grew all a -

round, all a - round, and the green grass grew all a - round.

1. down in the wood, there was a tree
2. on the tree, there was a branch
3. on the branch, there was a nest
4. in the nest, there was an egg
5. in the egg, there was a bird
6. on the bird, there was a wing
7. on the wing, there was a feather
8. on the feather, there was a flea
9. on the flea, there was an elephant

A campsong enhanced by using the body to show the "things" in each verse. The repetitive story lines, and the actions race as quickly as possible.

cumulative song
bordun do - so
Key G G D

1 Down in the wood
There was a tree
The prettiest tree
That you ever did see And
the tree was in the wood
and the green grass
grew all around, all around,
and the green grass grew all around.

2 And on the tree
There was a branch
The prettiest branch
That you ever did see And
the branch was on the tree
and the tree was in the wood
and the green grass
grew all around, all around,
and the green grass grew all around.

3 And on the branch
There was a nest
The prettiest nest
That you ever did see And
the nest was on the branch
and the branch was on the tree
and the tree was in the wood
And the green grass

4 And in the nest
There was an egg
The prettiest egg
That you ever did see And
the egg was in the nest,
and the nest was on the branch
and the branch was on the tree
and the tree was in the wood
And the green grass

5 And in the egg
There was a bird
The prettiest bird
That you ever did see And
the bird was in the egg
and the egg was in the nest
and the nest was on the branch
and the branch was on the tree
and the tree was in the wood
And the green grass ...

6 And on the bird,
there was a wing
the prettiest wing
that you ever did see And
the wing was on the bird
and the bird was in the egg
and the egg was in the nest
and the nest was on the branch
and the branch was on the tree
and the tree was in the wood
And the green grass

7 And on the wing,
there was a feather,
the prettiest feather
that you ever did see And
the feather was on the wing
and the wing was on the bird
and the bird was in the egg
and the egg was in the nest
and the nest was on the branch
and the branch was on tree
and the tree was in the wood
And the green grass

8 And on the feather
there was a flea
the prettiest flea
that you ever did see And
the flea was on the feather
and the feather was on the wing
and the wing was on the bird
and the bird was in the egg
and the egg was in the nest
and the nest was on the branch
and the branch was on the tree
and the tree was in the wood
And the green grass grew all around...

9 And on the flea
there was an elephant.

Music & Movement/Dance **New Song:** Juanito

- 1 Its been a while since moving to drum patterns has been planned in to lessons. Remind students of the signals for beginning and ending --especially important to listen to the drum pattern until the word "Go" is heard, so the pattern may be understood. Encourage students to explore space --high, low, sideways in their movements today.
- 2 Play the Listening Game adding movements to the instructions, e.g. put your hands on your heads
jump up and down, etc.
- 3 Introduce students to "Juanito" ---a boy from a country that speaks Spanish. Juanito likes to dance, and when he dances he uses different parts of his body. Invite students to dance with Juanito. Play the mp4 which shows the parts of the body for each verse. Encourage free dance to the music.
- 4 Ask students to choose a favourite movement song to end this segment.

Key G, first note do(G)
a capella count-in: 1&2&1&2Juan...

Juanito

Children
Spain

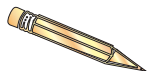
Vivace

Jua - ni - to cuan-do bai - la bai - la, bai - la, bai - la, Jua - ni - to when he dan - ces, dan - ces, dan - ces, dan - ces, Jua - ni - to cuan- do bai - la, bai - la con el de - di - to, con el de - ni - to when he dan - ces, dan - ces with all his fin - gers with all his di - to, i - to, i - to, A - sí bai - la Jua - ni - to. fin - gers, ing - gers, ing - gers, Watch Jua - ni - to ___ dance!

con el dedito, ito, ito
con el pie, ie, ie
con la rodilla, illa, illa
con la cadera, era, era
con la mano, ano, ano
con el codo, odo, odo
con el hombro, ombro, ombro
con los ojos, ojos, ojos
con la cabeza, eza, eza

with all his fingers, ingers, ingers
with both his feet, eet, eet
with both his knees, ees, ees
with both his hips, ips, ips
with both his hands, ands, ands
with both his elbows, ows, ows
with both his shoulders, oulders, oulders
with his eyes, eyes, eyes
with his whole head, ead, ead

New Repertoire



Down In The Wood
Juanito

Enjoy the Repertoire

March Songs

Core

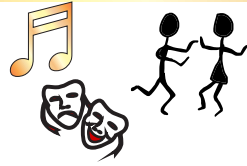
The Grand Old Duke of York
Napoleon
sur le Pont
Maple Syrup
Holi Ho
Sun, Sun
When Do Is On a Line
Rain, Rain

2nd Lesson Songs

If All The Raindrops
Jump Jim Joe

Music(C)

Dance(A)



Review Enrich Enjoy

Warm-Ups(3 minutes)

Body: Stretches
Pitch: Sing several Solfa mp4s

Practice Game

Rhythm Card Concentration
(see Lesson 34a)

Music & Movement/Dance Down In The Wood

Optional Ideas



Revisited Songs

from Can Do 1

- *El Coqui
- *Frog In The Middle
- *In the Summer
- *Five Green and Speckled trad.
- *Five Green and Speckled eco



New Songs Frog In The Bog

A Revisited Songs/Rounds

- Engage students in naming facts they know about frogs.
Where do they live? What do they eat?
How are they born and grow? (life cycle)
- Post the list and let students choose a song simply from the names.
(Some of these songs may be known from Kindergarten or Grade 1.)

Play the mp4 once for listening ears.
Play the mp4 again as a sing-a-long.
Do an activity suggested for the song
(more suggestions may be found in each individual song file)

In the Summer

Japanese singers think frogs say "Kwa". What sound/word do you think sounds like frog talk? Sing the song using your frog word.

Frog In The Middle

There is evidence of this game being played in the Middle Ages. Decide on appropriate "rules" for playing the game today and try it out.

El Coqui

The song is about hearing the frogs as a lullaby. What music elements help a song be a lullaby? Sing the song again using those elements.

Five Green and Speckled Frogs trad.

Add simple actions.
e.g. fingers on one hand are the frogs
place fingers "on" the other arm(log)
make eating motion
have one frog enter the pool, etc.

Five Green and Speckled Frogs eco

Does the song remind students of another song? (the original is often done in kindergarten) What is the mood in the ecological song version? Watch/sing through the original song. Analyze the differences and similarities. Is it too sad to sing the new song or is it important to sing the new song? Choose whether to watch/sing the traditional or eco song once more.



New Song: Frog In A Bog

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

Frog In A Bog

folksong
round

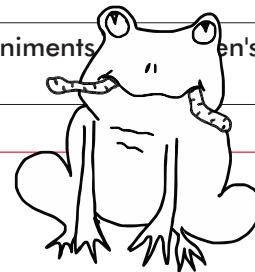


There once was a frog who jumped in a bog, He played on a fiddle in the
His music was short, for soon he was caught and now in the middle of a



mid-dle of a pud-dle what a mud-dle
grid-dle he is fry-ing and is cry-ing, Bet-ter go round. Bet-ter go round.
"Rather be drown'd, rather be drowned!"

Harvey Worthington Loomis (1865-1930) composed classical music and accompaniments for children's songs. This melody has been attributed to him by some.



People eat frogs in many parts of the world. Assess whether your class will find this song funny or horrifying before using it.

- 1 Play the mp3 once for listening ears.
Challenge: What happens to the frog in this song?
- 2 Take responses from the challenge.
Post the written music.
Explore the words to the song - a few may need explanation e.g. griddle, drown'd, fiddle, muddle,
- 3 Play the mp3 again for listening ears.
Challenge: clap on the rests
- 4 The words are a mouthful when the song is done up to speed.
If you are an experienced music teacher, teach the song using echoes (by rote).
If you are trepidatious about using your voice as a lead, have students echo your speaking voice as it says the phrases in the song's rhythm.
- 5 Sing the song through.
- 7 Divide the class into two groups.
Group 1 sings the first verse.
Group 2 sings the second verse.
Then switch parts.
(The song needs to be well known before trying it as a round.)
- 8 Play the mp4 and have the class all sing with the first part.
- 9 Play the mp4 and lead the class in singing with the second part of the round.
- 10 Feeling brave? Try the song as a round.

Either end here or go on to sing the song as a round.

Enjoy the Repertoire Student Choice of Song or Dance