

# June

**Focus:** finding music a source of enjoyment and satisfaction

It's June! Sunshine and summer weather lend themselves a gentler pace of life. What better time to refocus music and the arts on the curriculum purpose that is often stated in introductions, but sometimes gets missed in the details of goals and expectations: "SO THAT THEY(the students) WILL BE ABLE TO FIND IN MUSIC A LIFELONG SOURCE OF ENJOYMENT AND PERSONAL SATISFACTION." (from the Ontario curriculum document for fine arts).

## 35a Music(C)

June Week One

Get ready for Canada Day with Canadian repertoire.



### Canadian Repertoire Music & Movement/Dance

#### 1 folksongs

Lukey's Boat  
Bonhomme  
Vive L'Amour

#### 2 from Canada

Sometimes We Like to Sing  
The I Don't Wanna Blues  
The Whole World

#### 3 about Canada

gr. 1 In Canada  
new in this lesson: Bluenose, Bluenose  
new in this lesson: Twinkle Loonies  
gr. 1 3 Busy Beavers  
gr. 1 This Is The Way Canadians...

## b Lessons see pages 213-214 for ideas

## 36a

June Week Two  
\*sing, play, dance

song: Swimming, Swimming

PocketChart Composing  
Active Listening Music  
Seasonal Songs/Holiday Music

## 37a

June Week Three  
favourites and maybe not agains

Singing Favourites  
Thinking about Un-Favourites  
and in Conclusion

**Focus:** finding music a source of enjoyment and satisfaction

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**Music(C)**

June Week One \*sing, play, dance

Get ready for Canada Day with Canadian repertoire.



**Dance(A)**

### Warm-Ups(3 minutes)

Which warm-ups work well in your class and are enjoyed? Choose 2 or 3 for today. Consider including student conductors when possible.

1

2

3

### Suggestions

- \*The Listening Game
- \*Body Stretches
- \*Ha ha ha ha/ho ho ho ho
- \*Roller Coaster Aahs
- \*

Click on "warm-ups" and skim through possibilities for ideas.

### Critical Thought

Ask: Why are warm-ups important in music?

### Enjoying the Repertoire

Employ a variety of foci for singing and dancing through the music. Keep the emphasis on fun.

#### A few ideas to get started ...



Play the instrumental track for the chosen song. Challenge students to name the instruments played.



Play an instrumental track and challenge students to "Name That Tune."



Play the radio game as the song is sung. Radio Game: When a radio is turned off or the volume turned down, the music station continues to play a song. Conductor begins the radio (students) and turns it off during the song. A little later, conductor turns the radio back on. The challenge is for all students to be singing in the same place when the volume is turned back up.



Give out rhythm sticks and hand drums. Keep the rhythm on the sticks, and the beat on the hand drums. Switch.



Sing in a variety of ways:

- \*with instrumental accompaniment
- \*with no accompaniment
- \*with the mp4

# Canadian Repertoire

## 1 folksongs

Lukey's Boat  
Bonhomme  
Vive L'Amour

These are songs that have proven themselves over time to be a part of Canadian culture. Repeat them year after year and add new ones to build a Canadian collection that will travel with your students.

1. **"Every country has some songs that are special to it. What would make a song special to a whole province or country?"** (shared story/history; ideas that speak to the heart about home; sung by a popular person from that country; song associated with an event; songs that are sung by different generations, etc.)

2. Challenge students to name Canadian folksongs that have been sung this year in music ---give hints if needed. Take time to explain why a song suggested may not fit the genre.

3. Choose a folk song.  
Show on a map its province of origin.  
Name what makes it fit the genre for Canada.  
Sing the folk song.

Repeat with the other two folksongs,  
varying the method of singing (see previous page).

Folk Songs are a genre or kind of music. In the early 1900s, musicians traveled widely collecting songs that were well known orally, coming from a wide variety of countries. In the 1960s a revival of interest in this kind of music saw new songs in similar "folksy" composed and sung widely generating a new kind of folk song.

## 2 from Canada

Sometimes We Like to Sing  
The I Don't Wanna Blues  
The Whole World

Raffi, Fred Penner, Michael Mitchell are composers of wonderful children's music --however because their music is still under copyright, I can't include it here. If you have been using some of their music, highlight it in this section --or add to this section by using one of the internet videos of them performing. (Sharon, Lois and Bram are rock stars in the world of children's performers, however most of the music they used is traditional/folk music.

1. **"Lesley Clare is a Canadian, and she wrote a few of the songs we've used this year. She says that her favourite song is "The I Don't Wanna Blues". Remember that song? Why do you think it could be her favourite?**

2. Use the mp4 to lead in the singing of "The I Don't Wanna Blues."

3. **"Two of the songs Lesley wrote are variations on folk songs, "Sometimes We Like to Sing" and "The Whole World". Hold a vote to decide which of these two songs to sing.**

## Music & Movement/Dance

- 1 Begin with some free movement to drum sounds using the start and stop signals.
- 2 Now use a drum pattern e.g. ta, ta, ti-ti, ta. Play it several times before giving the start signal. Students are to move to the pattern.
- 3 Repeat above using a different pattern.
- 4 Choose one of the class favourite dance-singing songs and move to the music.
  - Give Me Joy
  - Ha Ha This-a-Way
  - Turkey in the Straw
  - Pass One Window
  - Chay Chay Cool-eh
  - Holi Ho
  - Jump Jim Joe
  - Rig a Jig jig
  - Here We Go Looby Loo
- 5 Ask students for their choice of another dance-singing song.

## Back to Canadian Repertoire

### 3 about Canada

- gr. 1 In Canada
- new in this lesson: Bluenose, Bluenose
- new in this lesson: Twinkle Loonies
- gr. 1 3 Busy Beavers
- gr. 1 This Is The Way Canadians...

Songs about Canada, these are made easy to sing by piggybacking on familiar tunes. Songs in this genre may not have much longevity, but they are fun, good reading practice and very easy to sing.

Again, use a variety of ways to sing these songs.

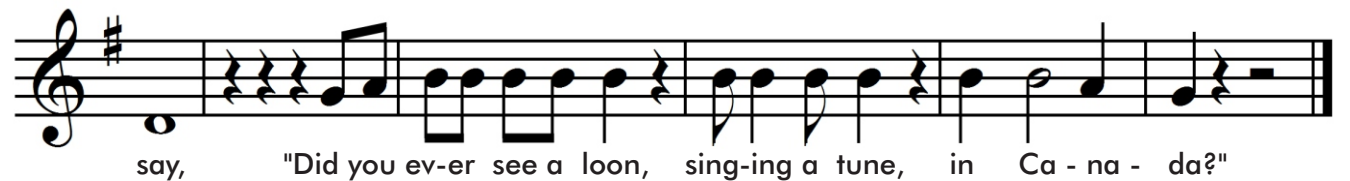
1. "In Canada" has been a favourite wherever I've used it. Play the mp4 and sing along. If your class enjoys composing rhymes ---challenge them to add their own Canadian verses to the song.
2. Post the words to "Twinkle Loonies" and "3 Busy Beavers". Tell the class about piggyback songs. Ask if they have some thoughtful guesses about which familiar tunes these two sets of words may be sung. Review any words in the song which may be literacy challenges, and then sing through each song. Afterwards, ask the class: "Which song did you prefer, and why?"
3. "Does anyone here have a blue nose? Here's a song about a Bluenose, listen and figure what a bluenose looks like, and what tune is being used." Play/sing the song once. Take answers from the class. Post the words and sing it as a "leave out words" game song.
4. The tune for the last song in this group may not be as well known, but it is reminiscent of many nursery rhyme songs. Play the mp4 once as an introduction, then play it again for singing along.

# In Canada?

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



campsong  
new words: LJ Clare  
2011



"Did you ev-er see a loon, sing-ing a tune, in Ca - na - da?"  
"Did you ev-er see a polarbear, hid'in' o-ver there, in Ca - na - da?"  
"Did you ev-er see a beaver, try-in' to leave here, in Ca - na - da?"  
"Did you ev-er see a moose, dan-cin' with a goose, in Ca - na - da?" EH!

Did you ever see a loon  
Singing a tune?



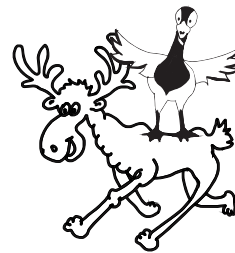
Did you ever see a polar bear  
hidin' over there?



Did you ever see a beaver  
tryin' to leave here?



Did you ever see a moose  
dancin' with a goose?



# Three Busy Beavers

Key D, first note mi(F#)

a cappella count-in: 1--2--Three...



tune: traditional  
words: Canada 2011  
L. J. Clare

Three bu - sy bea-vers-----, three bu - sy bea-vers----,  
build - ing a dam, build - ing a dam, They work & they work & they  
work all day, Chew-ing down trees is the bea - ver way to  
make a home and a place to stay in Ca - na - da.

# Jingle, Jingle Little Loonies

Jingle, jingle, little loonies  
Jingle louder with some toonies  
Canadians like to save their cash  
Collect it all in a noisy stash  
Jingle, jingle, little loonies  
Jingle louder with some toonies.



tune: Twinkle, Twinkle  
Key D, first note D(do)  
count-in: 1,2,3,4,Jingle...  
words: L J Clare 2011



# This is the Way Canadians ...

Key G, first note do(G)

a cappella count-in: 1--2--This is the...

tune: traditional  
words: LJ Clare  
2011



This is the way Canadians sing,  
Canadians sing, Canadians sing,  
This is the way Canadians sing "O Canada"

This is the way Canadians wait,  
Canadians wait, Canadians wait,  
This is the way Canadians wait, in a line.

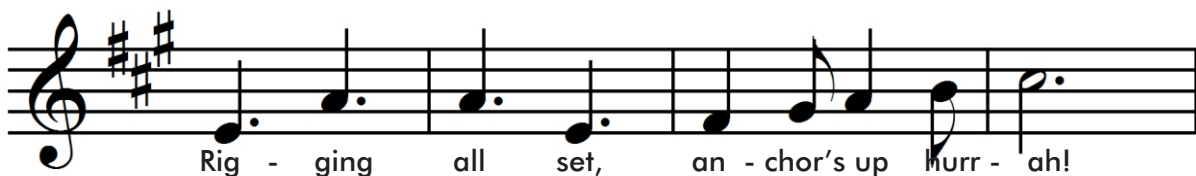
This is the way Canadians play,  
Canadians play, Canadians play,  
This is the way Canadians play, "He shoots, He scores!"

This is the way Canadians ask,  
Canadians ask, Canadians ask,  
This is the way Canadians ask, "Eh? Eh? Eh?"

# Bluenose, Bluenose

Key A, first note E (low so)  
a cappella count-in: 123,456,Blue-nose...

campsong  
new words: LJ Clare 2009  
Canada



**1** Bluenose, Bluenose,  
Sailing the ocean wide,  
From Nova Scotia's craggy shores,  
Sailing the ocean wide,  
Rigging all set,  
Anchor's up hurrah!  
Sailing is the very best thing  
for anyone to do, eh?

**2** Sailing the ocean wide,  
From Nova Scotia's craggy shores,  
Sailing the ocean wide,  
Rigging all set,  
Anchor's up hurrah!  
Sailing is the very best thing  
for anyone to do, eh?

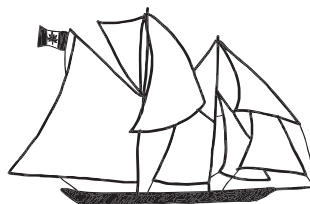
**3** From Nova Scotia's craggy shores,  
Sailing the ocean wide,  
Rigging all set,  
Anchor's up hurrah!  
Sailing is the very best thing  
for anyone to do, eh?

**4** Sailing the ocean wide,  
Rigging all set,  
Anchor's up hurrah!  
Sailing is the very best thing  
for anyone to do, eh?

**5** Rigging all set,  
Anchor's up hurrah!  
Sailing is the very best thing  
for anyone to do, eh?

**6** Anchor's up hurrah!  
Sailing is the very best thing  
for anyone to do, eh?

**7** Sailing is the very best thing  
for anyone to do, eh?



Despite the calendar, everyone in school knows June is the end of the year. Track and field days, long planned expeditions, choirs rehearse for graduations and hot, steamy weather compete for student and teacher time and attention.

If you are fortunate enough to have "second lesson" music time in a week ... choose from your favourites ... a few ideas are given below. Or if its too hot to focus, now may the time to enjoy a musical dvd performance?



Who will win, play teacher versus the class with the word flashcards. If a student misses a word, then the teacher gets a point. Don't forget the "be a good sport" rule: when a student misses a word, if anyone in the class groans at the playing student, then there's a penalty of 3 points to the teacher.

## Word Wall Flashcards

<b>conductor</b>	music leader	<b>tempo</b>	speed	<b>staccato</b>	hopping
<b>repertoire</b>	list of songs	<b>presto</b>	quickly	<b>legato</b>	smoothly
<b>beat</b>	steady pulse	<b>allegro</b>	lively	<b>form</b>	way music is built
<b>rhythm</b>	long/short word patterns	<b>andante</b>	stately	<b>chorus</b>	song words that repeat
<b>ostinato</b>	word patterns that repeat	<b>dynamics</b>	volume	<b>verse</b>	song words that change
<b>accent</b>	make stronger	<b>forte</b>	loudly	<b>composer</b>	song writer
<b>pitch</b>	up/down of sounds	<b>piano</b>	softly	<b>music staff</b>	5 lines for writing music
<b>solfa</b>	do, re, mi's	<b>f</b>	forte	<b>notes</b>	symbols for musical sounds
<b>harmony</b>	sound layers	<b>p</b>	piano	<b>bars</b>	groups of notes on a staff
<b>slur</b>	2 notes sung together	<b>timbre</b>	kind of voice instrument	<b>bar lines</b>	line to divide groups of notes

The back of each flashcard has a memory aid to the word's meaning.



# B

Students never seem to get enough of actually playing musical instruments. Spend a music period playing instruments.

Instead of clapping or "ti-ti, ta"; have students echo rhythm patterns on the instruments.

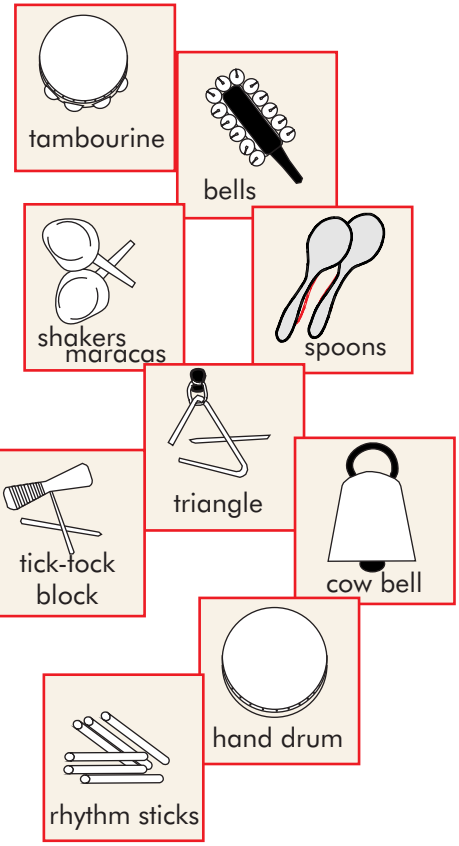
Play Rhythm Concentration on the instruments. (begin with 4 flashcards, remove one each playing, till its all played by memory)

Pre-choose 3 or 4 songs with an instrumental accompaniment that went well this year. Sing and play through your short list.

Choose any song and challenge students to make up an instrumental accompaniment.

Check out the instructions in April lessons on pages 260-261 for creating a rhythm band and shake, rattle and roll.

Just for fun, 8 minutes before class ends, put the instruments away and try one of the above with body percussion and/or movement (and a sense of humour).



# C

Before class begins, download 6 - 8 songs from Can Do 1 or Can Do 2 that your class hasn't done this year. Post the names and let students choose which to try. Play the mp4 once as an intro, then once more if there's interest, to sing.



# D

Invite another class to come to a sing-a-long. Gathering with others in song makes everything more interesting! Be sure to include one or two bouncy pieces to dance to.

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**Music(C)**

June Week Two \*sing, play, dance  
**Holiday songs, Active Listening Music  
and Pocket Chart Composing.**



**Dance(A)**

### Warm-Ups(3 minutes)

- 1 Go to Resources, then Warm-Ups. Sing through 2 High/Low So/Mi  
3 Key G  
4 Key D
- 2 if you have been leading with handsigns for solfa, begin on "so" and have students follow your hand --singing in the Key of D (the last mp4).
- 3 **Warm-Up Reading Song:** I'm a Little Piece of Tin Key of D  
Use the mp4s to guide students through reading this song in solfa then words.

### Critical Thought

Ask: Which part of the warm-up was most important for you today? Why?

### Enjoying the Repertoire

Employ a variety of foci for singing and dancing through the music.  
Keep the emphasis on fun.

#### A few ideas to get started ...



Play the instrumental track for the chosen song.  
Challenge students to name the instruments played.



Play an instrumental track and challenge students to "Name That Tune."



Play the radio game as the song is sung.  
Radio Game: When a radio is turned off or the volume turned down, the music station continues to play a song. Conductor begins the radio (students) and turns it off during the song. A little later, conductor turns the radio back on. The challenge is for all students to be singing in the same place when the volume is turned back up.



Give out rhythm sticks and hand drums. Keep the rhythm on the sticks, and the beat on the hand drums. Switch.



Sing in a variety of ways:  
\*with instrumental accompaniment  
\*with no accompaniment  
\*with the mp4

## PocketChart Composing

Using either the Canda Word Set, one of the Can Do 1 or 2 Sets, or a set you've made up .... guide students through composing an end of the year chant. It might be fun to mix up all the word sets used this year to make an eclectic chant.

### Can Do Music 1

Apples and Pumpkins  
Lights  
Bugs  
Cold Weather

### Can Do Music 2

Fishy Words  
Holiday Decorations  
Hockey Cheers  
Dress-Ups

Canada Words

## Active Listening Music

### Can Do Music 1

The Kangaroo  
The Wild Rider  
Flight of the Bumblebee

### Can Do Music 2

The Fossils/The Aquarium -Saint-Saens  
The Nutcracker -Tchaikovsky (dances)  
Role Playing Music

- 1 Each of the music pieces above has opportunities for students to stretch and move around the classroom ... re-doing may need a bit of extra prep time on your part, so pre-choose what you'll use today.

Name the piece you have chosen and invite students to tell what they remember from the lessons that used this piece.

Briefly review the moving that is done with the music, then play it and enjoy.

## 2 The Nutcracker

Ask students to name the important characters.

(Clara, Fritz, the Nutcracker, Herr Dopplemeyer, Sugar Plum Fairy...

Challenge students to name the instruments that play each theme.

Remember the story of the Nutcracker with a few leading questions.

- e.g. What was happening in the opening scene?  
Who brought presents for the children?  
What happened to Clara's present?  
Clara has trouble sleeping, what does she do?  
What happens when she comes downstairs?  
(tree grows, fight between mice and tin soldiers)

The second part of the ballet, the Nutcracker takes Clara travelling to a strange world full of dancing fairies and interesting food.

What countries did the dancers represent?

Which dance did you like the best?

**Critical Thought** Do you think the writer/composer wanted us to believe the trip was magic or a dream?

## Seasonal Songs/Holiday Music

Grade Two Ontario curriculum calls for exploring culture through holiday traditions. This theme is picked up on in Can Do Music 2. Taking today to focus on seasonal songs is a way to recall social studies, music and our own yearly celebrations.

Season: Autumn	Season: Winter	Season: Spring	Season: Summer
One Apple Red Orange Yellow Brown Turkey in the Straw	Jingle Bells Hockey Hockey It's Cold Outside	Maple Syrup Rain, Rain, Go Away Sun, Sun If All the Raindrops	Swimming, Swimming Down In the Wood
Thanksgiving Dinner Old Mrs. Witch Five Little Pumpkins 5 Fat Turkeys All Togthr/Let's Make Peace This Little Light Poppies Are for November	Dreidel, Dreidel O Christmas Tree Deck the Halls Jolly Old St. Nicholas Gung Hay Fat choy We Wish You My Bonnie (Robbie Burn's Day) Bonhomme, Bonhomme One Red Valentine Vive L'Amour	Holi Ho Reduce, Reuse, Recycle (Earth Day) O When the Sun (Earth Day) Who Shall I Be Kind To? (Mother's Day)	Canada Day Songs

1 Go back to the beginning of the school year and sing through the seasons.

1 Begin with a song to set the season --suggested ones are in red above.

2 Brainstorm with students for names of holidays that fit the season, and songs that go with each holiday.

3 Depending on time --choose one holiday song per season, or per holiday.

## 2 Critical Thought

Name 3 favourite holiday songs.

What makes them favourites? e.g. because of the holiday, the words, the music, memories, ideas ...

Which holiday do you think needs more songs?

3 1 Summer seems to have the fewest holidays. Any ideas why? (This is pure speculation, but interesting to hear the responses.)

Summer and swimming go together. Even if students didn't sing this song in kindergarten, the tune is the same as Hockey Hockey, or Bluenose, Bluenose. If needed post the words, or sing along to the mp4.

2 Sing: Swimming, Swimming

2

3 Help the class to decide which of the Canada Songs from last week to sing now.

**Autumn**  
**Winter**  
**Spring**

**Summer**

In Canada  
Lukey's Boat  
Vive L'Amour  
Bonhomme  
Twinkle Loonies  
3 Busy Beavers  
Bluenose, Bluenose  
This Is The Way ...

# Swimming, Swimming

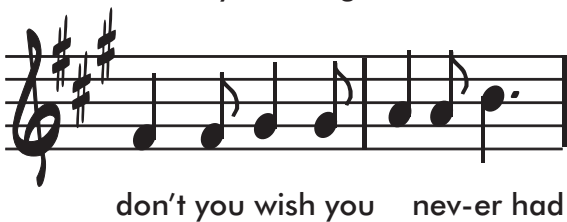
Key A, first note E(so)

camp song



piano  
just for fun

Canadian summers are short,  
maybe that's why we like  
swimming sooo much?



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**Music(C)**

June Week Three  
favourites and \*sing, play, dance  
maybe not agains



**Dance(A)**

### Warm-Ups(3 minutes)

Which warm-ups work well in your class and are enjoyed?  
Choose 2 or 3 for today. Consider including student conductors when possible.

1

2

3

### Suggestions

- \*The Listening Game
- \*Body Stretches
- \*Ha ha ha ha/ho ho ho ho
- \*Roller Coaster Aahs
- \*

Click on "warm-ups" and skim through possibilities for ideas.

### Critical Thought

Ask: When you are in high school, which warm-up do you think you'll remember?

### Enjoying the Repertoire

Employ a variety of foci for singing and dancing through the music.  
Keep the emphasis on fun.

#### A few ideas to get started ...



Play the instrumental track for the chosen song. Challenge students to name the instruments played.



Play an instrumental track and challenge students to "Name That Tune."



Play the radio game as the song is sung.  
Radio Game: When a radio is turned off or the volume turned down, the music station continues to play a song. Conductor begins the radio (students) and turns it off during the song. A little later, conductor turns the radio back on. The challenge is for all students to be singing in the same place when the volume is turned back up.



Give out rhythm sticks and hand drums. Keep the rhythm on the sticks, and the beat on the hand drums. Switch.



Sing in a variety of ways:  
\*with instrumental accompaniment  
\*with no accompaniment  
\*with the mp4

## Singing Favourites

Let every student have their favourite song today. Chances are some students will share a favourite, so it doesn't mean needing to sing 20 songs!

I like ways that encourage students to enjoy sharing favourites. Try one of these methods, or figure out your own.

**A**

Every student is given a piece of paper and asked to write one favourite song. The song papers go into a "hat". Chosen at random, if the paper is a duplicate, another is simply drawn.

**B**

Every student thinks about their favourite songs and picks one. Ask them to find other students that have the same favourite and to sit together (give this a time limit, perhaps a count-down?) Then each group names their song and everyone sings



Once students have chosen their favourites, sing 3 or 4.  
Print the name of each song sung on chart paper.

### First Break

### Movement

Play a song that has a strong beat. On the signal "go", students stand and move around (remind students this includes arms, etc.) to the beat. When the music stops, students freeze in place (lower the volume), when the music begins again, movement resumes. At the end of the music, students freeze. Count back from 10, and challenge students to be back in places sitting silently before you reach "0".

## Singing Favourites



Sing 4 or 5 favourites.

### second Break

### Un-Favourites

Offer an opportunity for students to reflect about songs that were not on their "like" list. Depending on time, use one of the above methods to give each student an opportunity to participate OR simply ask for 3 or 4 names of songs from the class.

Students are sometimes reluctant to say, in front of the teacher who chose it, which song they didn't really like. To get around this, I invite students to help choose priorities for the next year's repertoire. "If there wasn't enough time to teach all the songs next year, which one would you leave out? and why?"

Put the names of the "leave out" songs into the hat. Choose one to groan at and sing it anyway.

## Singing Favourites

✿ Sing the rest of the favourites. If there is time try ...



### Teacher's Choice

Ask students to guess, or simply tell students your favourite 3 songs. Let students decide which one to sing.

## and in Conclusion

### 1 Focusing on the list of "favourites"

Explore genres ...

Ask    What is the favourite song that has actions?  
       What is the favourite dance song?  
       What is the favourite song with animals in it?  
       Which song had your favourite video/mp4?  
       What is the favourite .... make up a category.

Take several ideas.

Vote.

### 2 Congratulate class on their learning through this year.

Ask students to name what they think they have learned in music this year and/or enjoyed.

Name two or three things that you think they have learned well and/or that you have enjoyed learning with this class of students.

### 3 Have everyone take a bow, and give a rousing round of applause!

