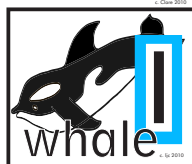




Fish 'n Seaside Word Set Composition Project

Fish 'n Seaside

Lukey's Boat
Lukey's Colourful Boat
Ickle Ockle
A Sailor Went to Sea
A Sailor Went to See
One, Two, 345, Fish Alive
Blunose, Blunose



Included Materials

colour set of flashcards
display ideas: Filling Lukey's Nets
worksheet: Matching Words to # Rhythm Claps
worksheet: Rhythm 'n Beat Counting

pocket chart composition with Lukey's Boat

- lessons with instructions for classroom
use of word set
adding percussion
(note: use the larger "whale" cards only if the class has learned "ta-a" and "ta-a-a-a")
- composition project and workpages
(use after "ta-a" and "ta-a-a-a" have been introduced)
composing rhythmic phrases and melody
option for individual work
rubric for assessment
- composition project instructions and workpages
composing and performance: rhythmic chant
 - *creating 5 rhythmic word phrases
 - *cut-paste page of word cards
 - *analyzing and choosing word phrases (initial assessment)
 - *final fishing chant composition
 composition assessment rubric

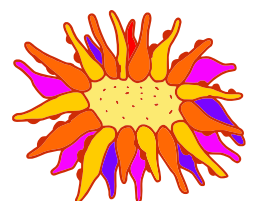
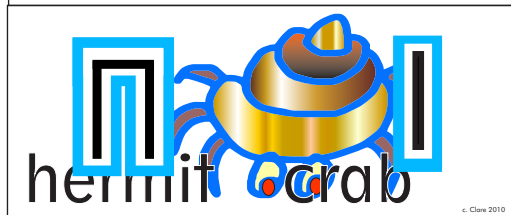
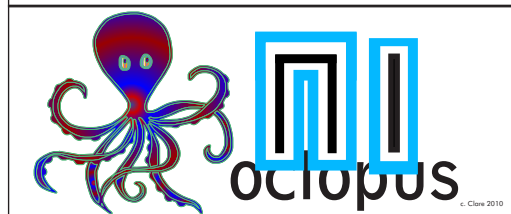
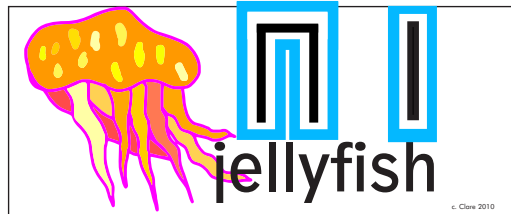
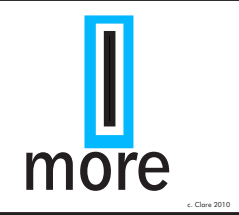
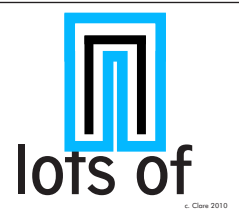
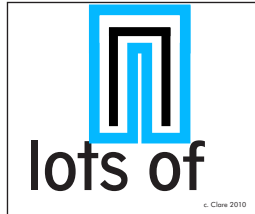
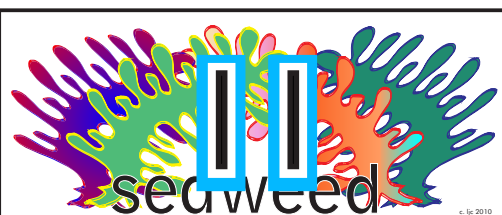
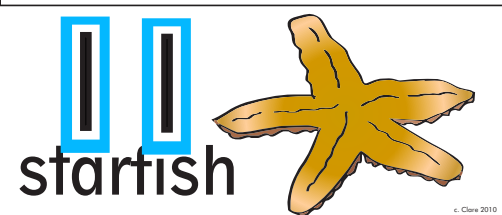
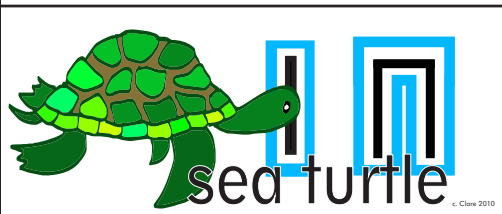
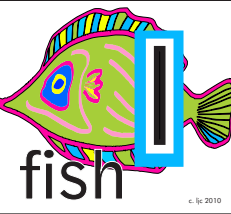
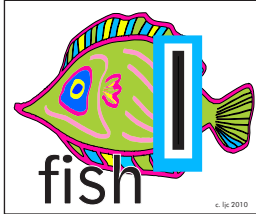
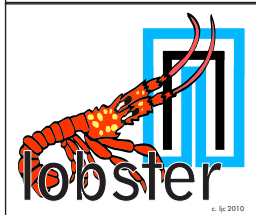
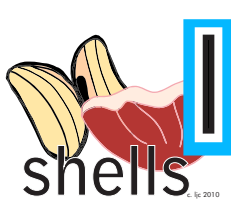
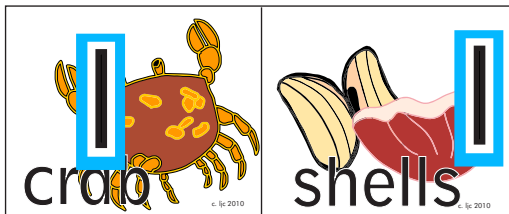
extras: fish 'n seaside pictures and words
pocket chart basics



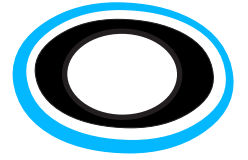
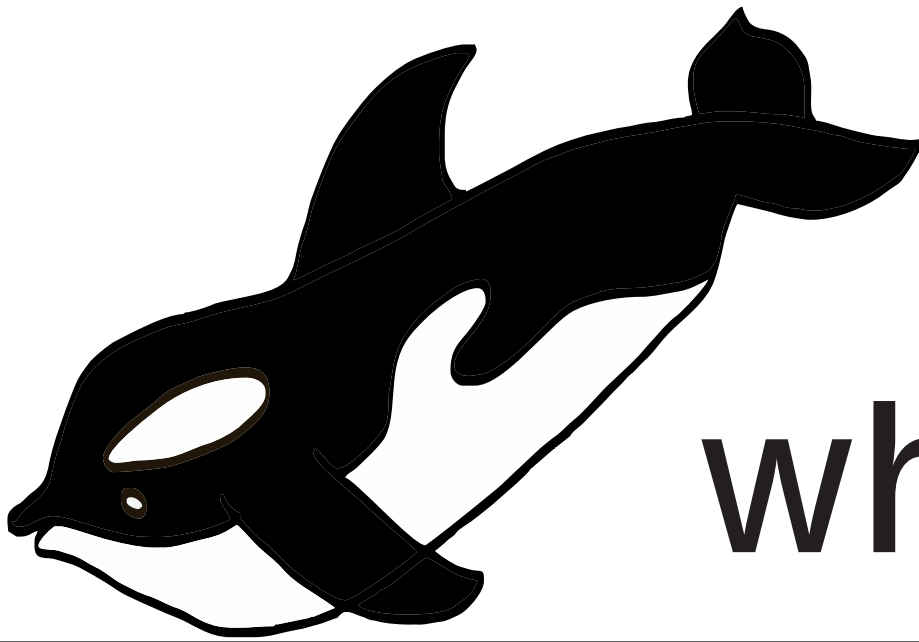
"ta-a" and "ta-a-a-a" are introduced during Grade Two.



4 beats - tape to blank card

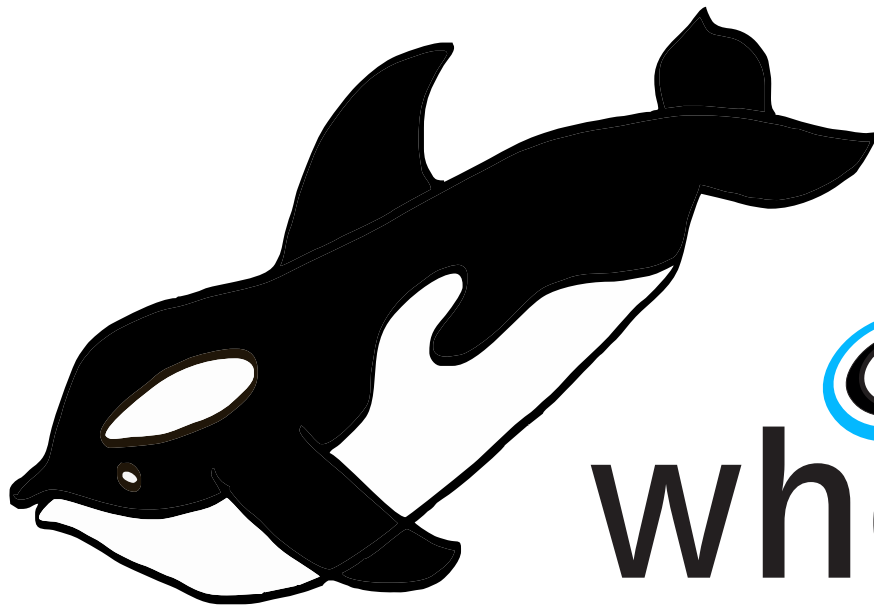


4 beats - tape to blank card



whale

c. ljc 2010

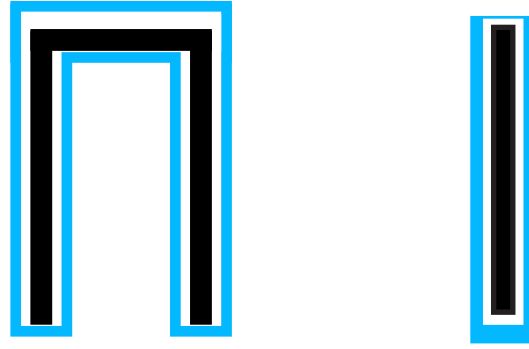
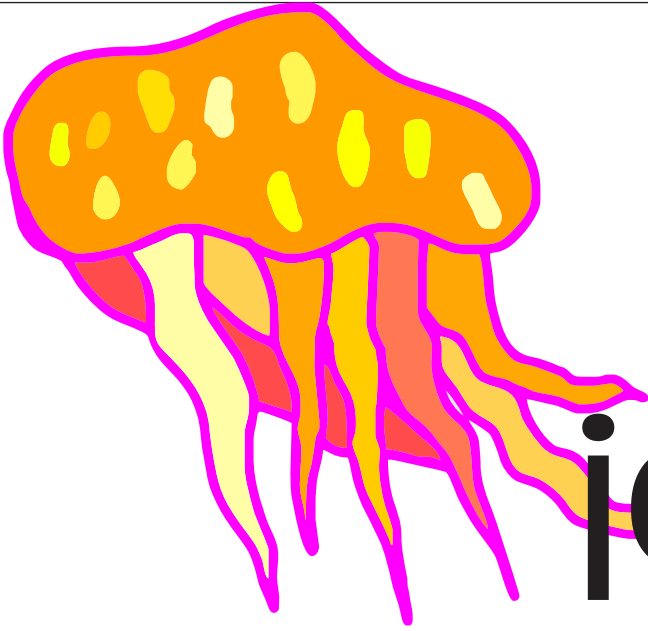


whale

c. ljc 2010

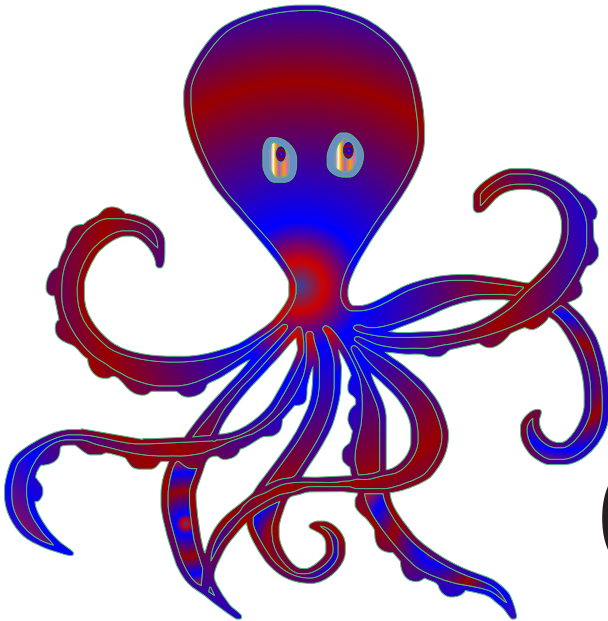


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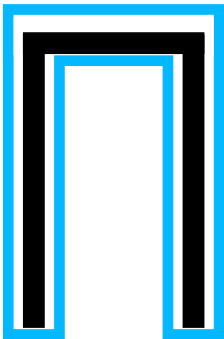
jellyfish

c. Clare 2010



octopus

c. Clare 2010

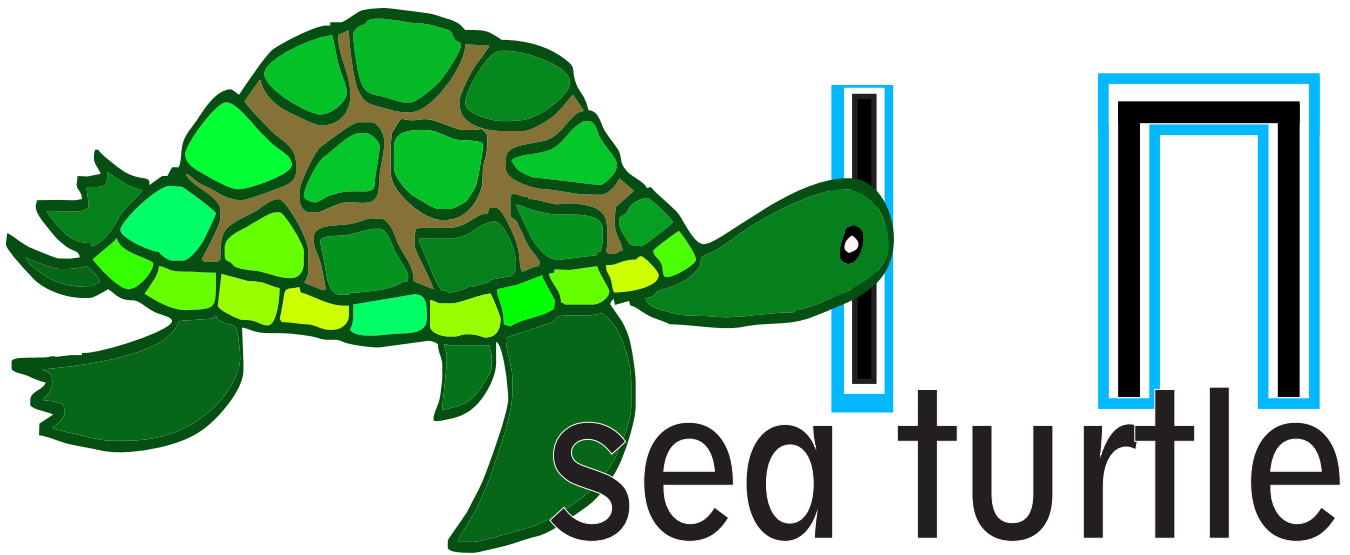


hermit crab

c. Clare 2010



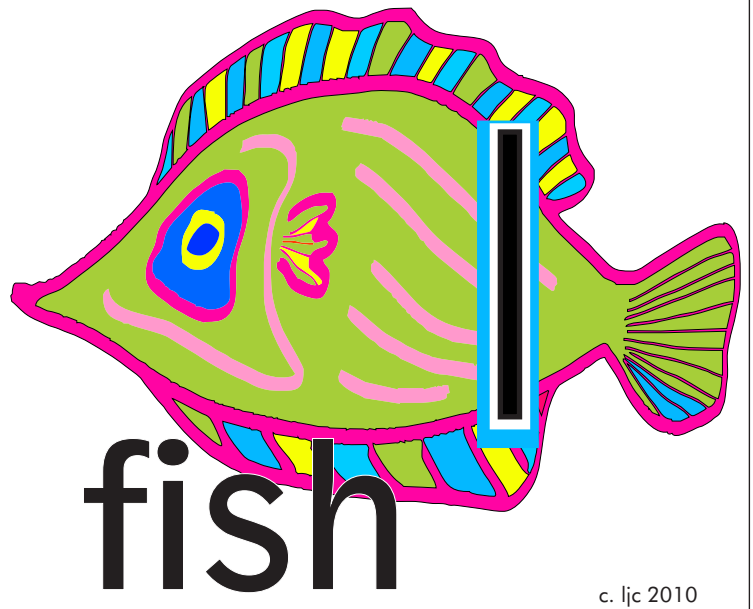
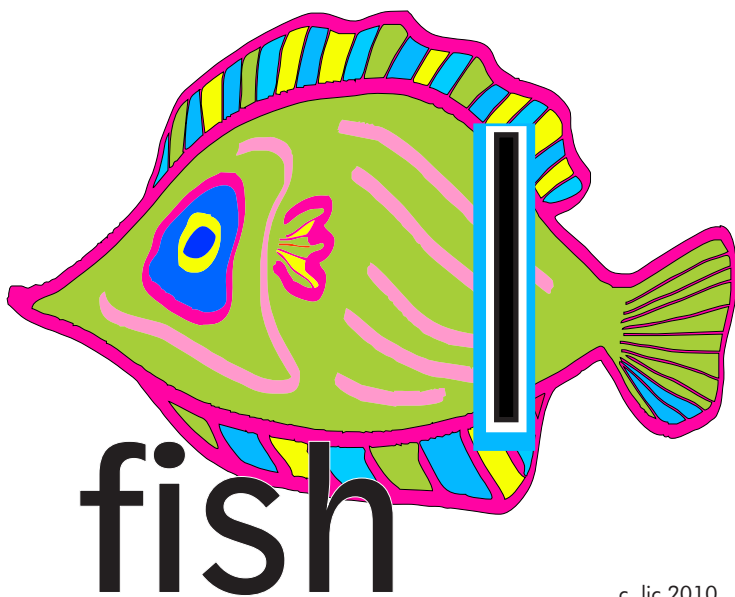
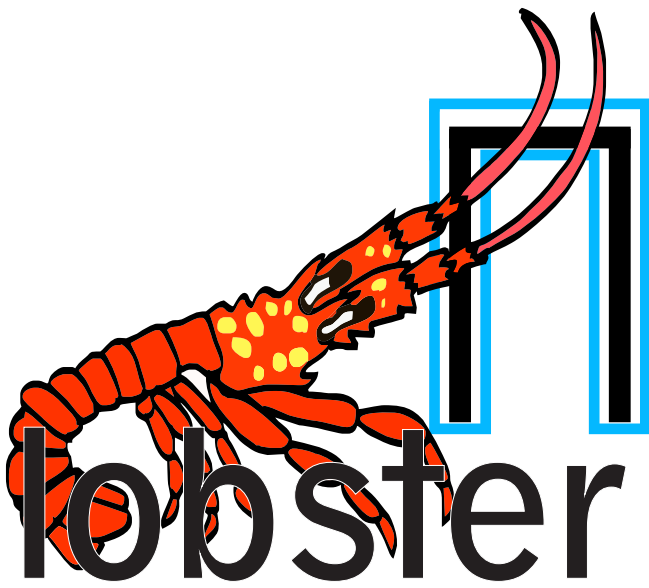
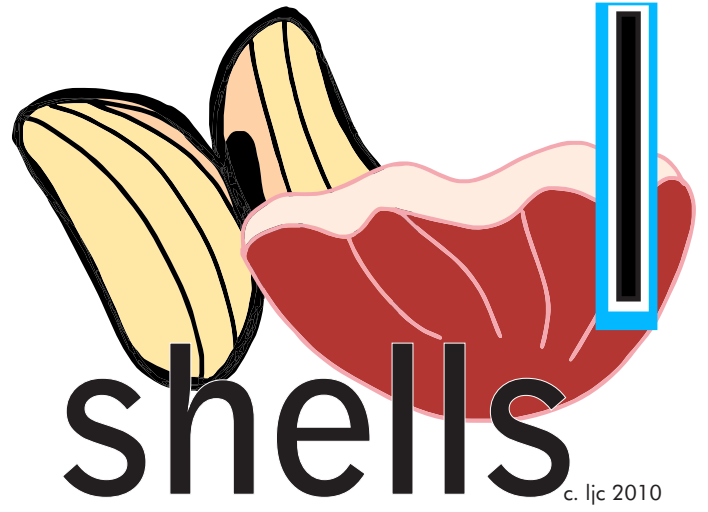
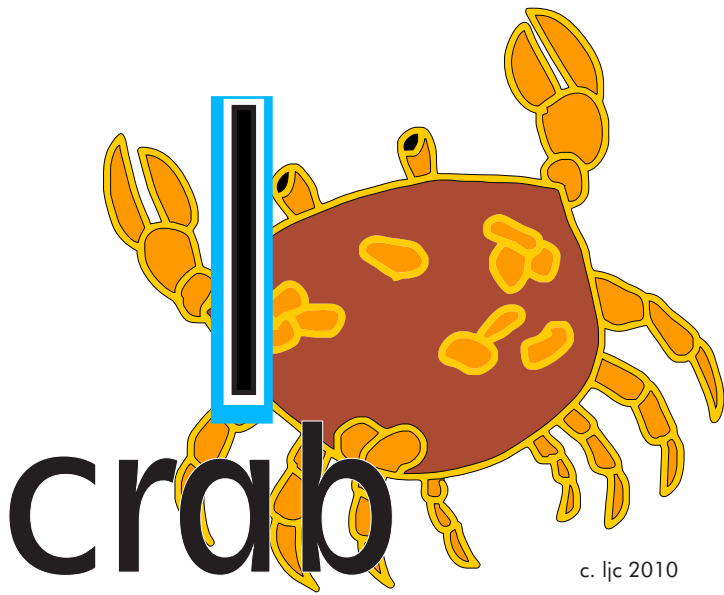
c. Clare 2010



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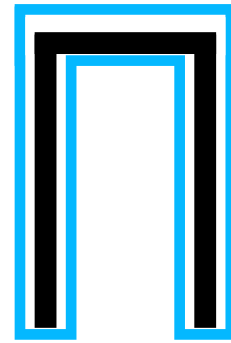
c. Clare 2010





lots of

c. Clare 2010



lots of

c. Clare 2010



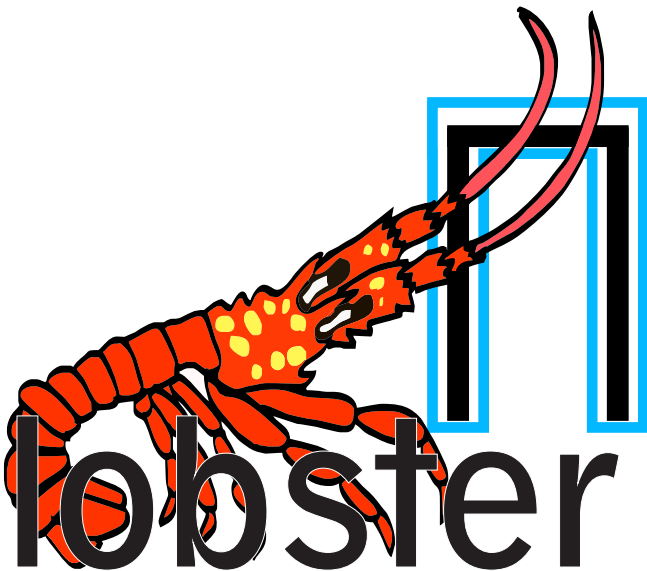
more

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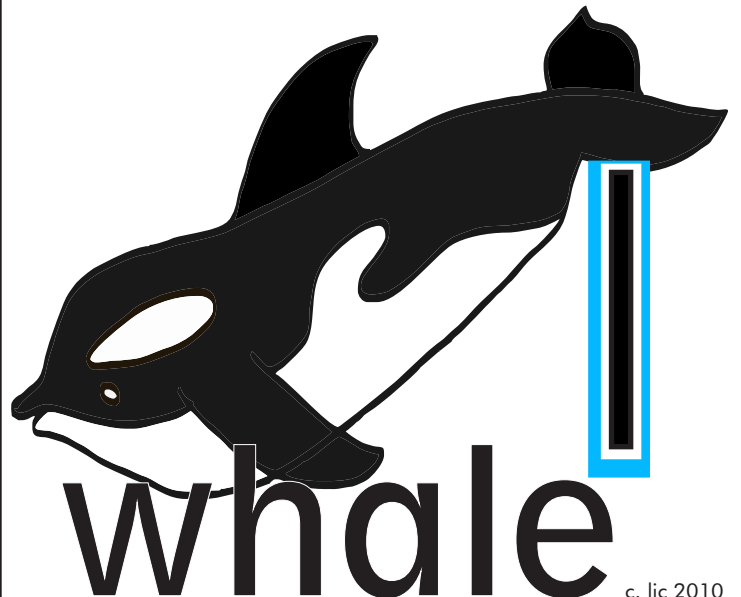


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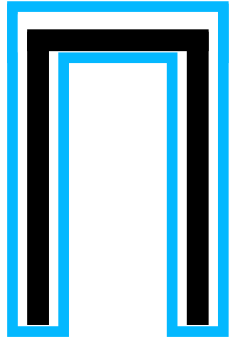


lobster

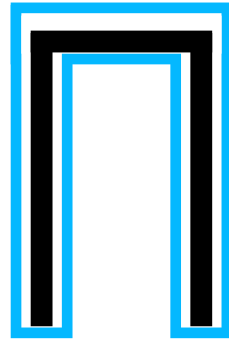
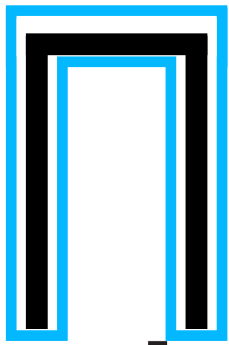


whale

c. ljc 2010



rubber boots



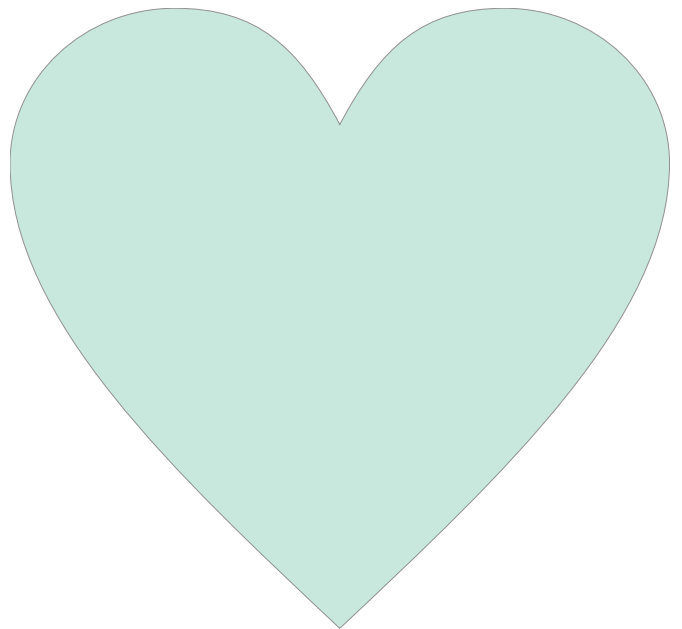
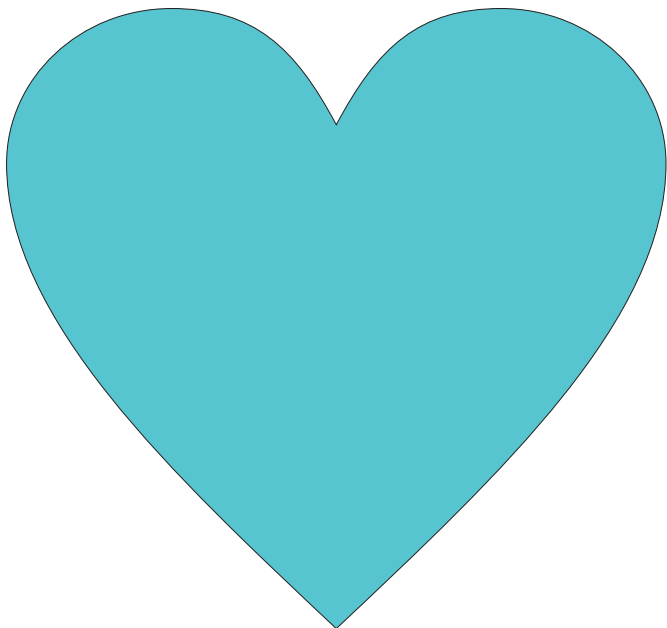
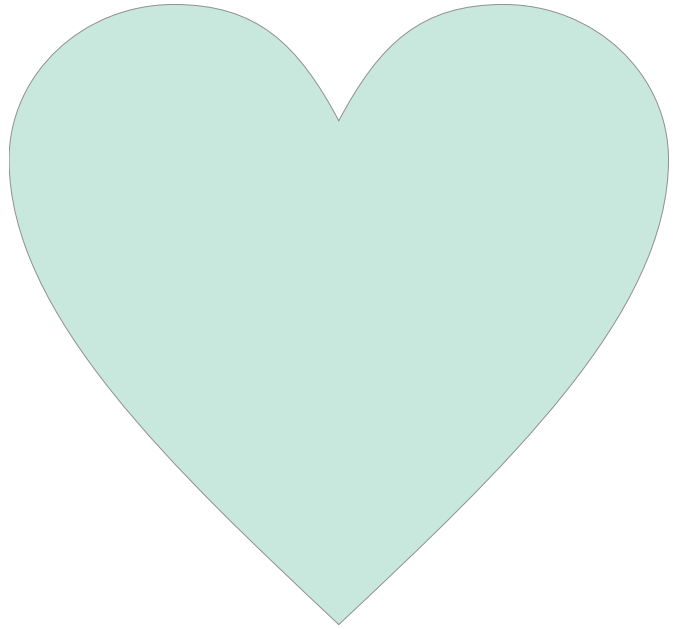
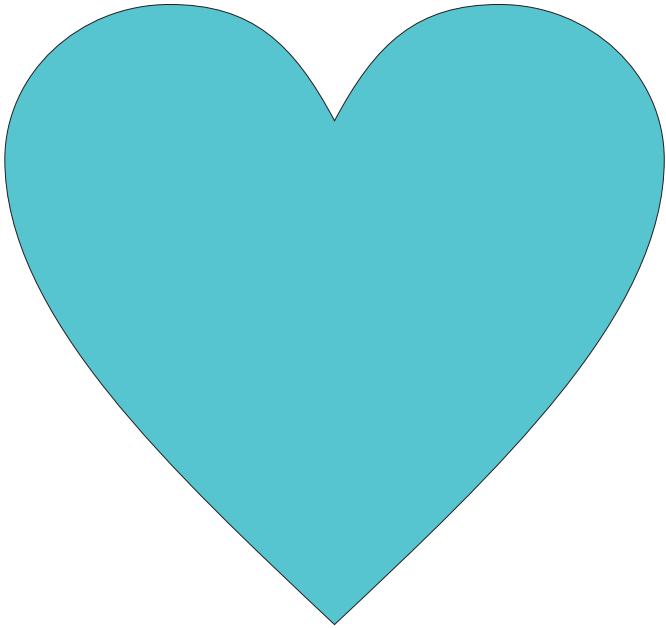
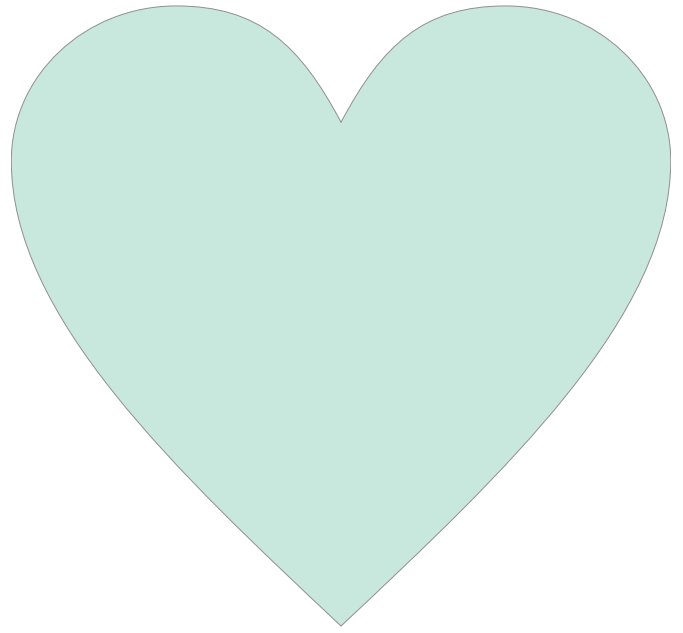
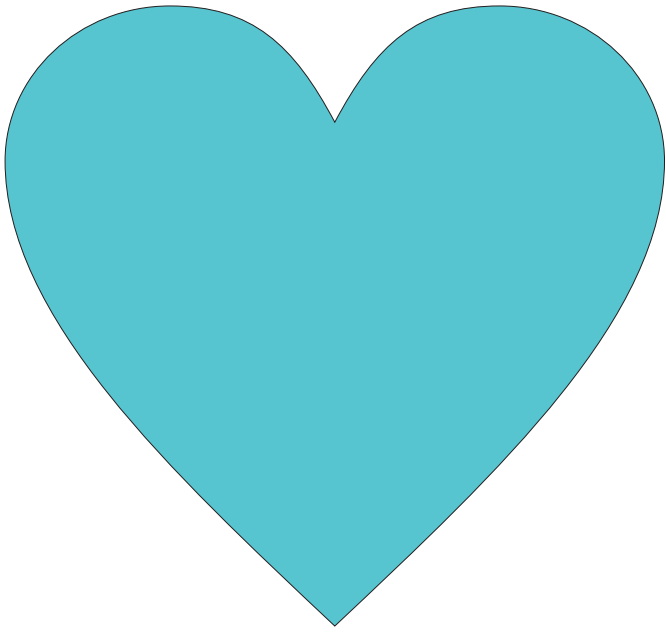
empty bottles

c. Clare 2010



garbage

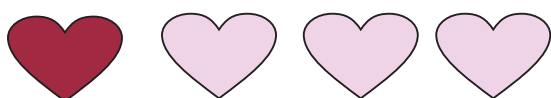
c. Clare 2010



Filling Lukey's Nets

Lukey's going fishing soon

Fill his nets un - der the moon a
ha me riddle I day



1

lobster lobster lots of lobster
lobster lobster more lobster

2

whale _____ whale whale
whale _____

3

rubber boots fishing poles
empty bottles lots of bottles

4

fish crabs sea shells
octopus sea weed

one	two	ready	read
Lukey's going	fishing soon		
Fill his nets un-	-der the moon a-		
ha me	riddle i	day.	

1.






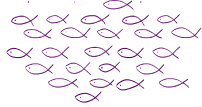

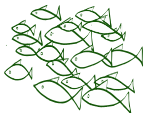











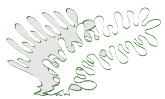

2.

Sea Side Words and Rhythms

My name is _____

1. Print words to add to your seaside adventure on the lines below.

2. Now print your special words in their rhythm group.

1 clap	2 claps	3 claps
 fish  crab	 plankton tuna  swimming	 octopus  school of fish
sand beach	salmon scallop	 hermit crab  pod of fish □
sun sky	ocean water	 whale  shells □
moon sea	 seagull  seahorse 	porcupine fish
swim shell	coral sea shell	 sea turtle  sailing boat
waves sponge	oyster clown fish	fishing boat
clams shrimp	 dolphin  seagrass □	 jellyfish  manta ray
 sole	 seaweed  lobster 	
	high tide dory	

Fishing Rhythm 'n Beat Workpage






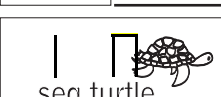




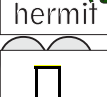
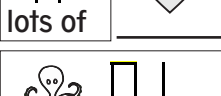





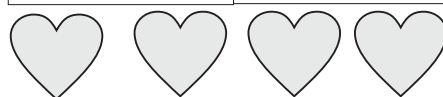
Rhythm

How many "claps" does the word get?

Beat

How many beats/hearts does it take to say this flashcard?

- | | | | | | | |
|-----|--|----------------------|-------|----------------------|-------|-------------|
| 1. | 
seaweed | <input type="text"/> | claps | <input type="text"/> | beats | seaweed |
| 2. | 
jellyfish | 3 | claps | 2 | beats | jellyfish |
| 3. | 
fish | <input type="text"/> | claps | <input type="text"/> | beats | fish |
| 4. | 
shells | <input type="text"/> | claps | <input type="text"/> | beats | shells |
| 5. | 
lobster | <input type="text"/> | claps | <input type="text"/> | beats | lobster |
| 6. | 
sea turtle | <input type="text"/> | claps | <input type="text"/> | beats | seaturtle |
| 7. | 
seahorse | <input type="text"/> | claps | <input type="text"/> | beats | seahorse |
| 8. | 
crab | <input type="text"/> | claps | <input type="text"/> | beats | crab |
| 9. | 
starfish | <input type="text"/> | claps | <input type="text"/> | beats | starfish |
| 10. | 
hermit crab | <input type="text"/> | claps | <input type="text"/> | beats | hermit crab |
| 11. | 
lots of | <input type="text"/> | claps | <input type="text"/> | beats | lots of |
| 12. | 
octopus | <input type="text"/> | claps | <input type="text"/> | beats | octopus |
| 13. | 
whale | <input type="text"/> | claps | <input type="text"/> | beats | whale |
| 14. | 
whale | <input type="text"/> | claps | <input type="text"/> | beats | whale |
| 15. | 
whale | <input type="text"/> | claps | <input type="text"/> | beats | whale |



New Song: Lukey's Boat

Can Do 1 June lessons offer a simpler version of this song as "Lukey's Colourful Boat".

1 **"Have you ever gone fishing?"** (If there are fishing stories, take a few minutes to enjoy them.) **"I'm going to sing you a song about a man named "Lukey." He went fishing every day because that was the way he made a living/his job. Lukey didn't fish with a pole, he used big nets that he let down over the side of his boat. When the nets were full of fish, he pulled them back up into the boat. It takes a lot of muscles to go fishing that way. Help me pull up the nets while I sing the song.**

Sing or play two verses. You may want to practise the "net pulling" ahead of time --once you catch on it comes easily. As you practise, stop pulling the nets on the "Aha, me b'ys" parts where the rhythm is to be clapped.



Lukey's Boat

Key G. first note D(low so)
a cappella count in 1,2,3,4,1,2,3,O Lukey's ...

Canada
Newfoundland
Virtue Marie Hann
prior to 1929
green clap ...

1. O Lu - key's boat is paint-ed green A-
2. O Lu - key he sailed down the shore A-

ha, me b'ys. O Lu - key's boat is paint-ed green, The
ha, me b'ys. O Lu - key he sailed down the shore To

pret-tiest boat you've ev - er seen, A - ha, me rid-dle i day!
catch some fish from Lab - ra - dor A - ha, me rid-dle i day!

The count-in for this song is One 2 3 4 One 2 3 "O" and on the next note with the word "Lu" take both hands, reach down and on "key's boat is" reach up as if pulling a net out of the water. Repeat this on "paint" reach down, "ed green" pull the net up. It's important that the net pulling match the words as this helps to give the feeling of singing with an accent on the first beat of each bar/measure. Modelling the accented beat this way will give children practice, and an opportunity to integrate the learning without explanation. This is learning with the right side of the brain --no wordy reasons need to be given.

YouTube has an excellent version of "Lukey's Boat" done by Great Big Sea & the Chieftains. Video is images of making music and Newfoundland. Preview it for suitability as it ends with a scene in a pub. Pull up YouTube and search under "Great Big Sea Lukey Video."

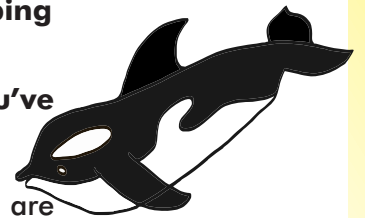
2 "Good net pulling ... What can you tell me about Lukey?" (green boat, good looking boat, sailed to Labrador) Show a map of Canada. "Lukey was a real person who lived in this part (show Brookfield) of Newfoundland. When he went fishing near Labrador this is the way he went."

"Now, Lukey lived before tv or internet. People often got together to sing songs and entertain each other. On one of those evenings, Virtue Marie made up this song about Lukey. Everyone enjoyed it, even Lukey. Listen while I sing it again. This time we're going to pull up the nets and then clap the rhythm when I sing: "Aha - me b'ys" Ready to listen, pull-net and clap? "

Practice before the class will help to make the transitions between pulling nets(moving in 4 beat segments) and clapping the rhythm smooth. Sing 2 verses.

3 "Excellent clapping and listening. This time when I sing the clapping parts, you sing with me." Sing 2 verses.

4 Good work. "O Lukey's boat is painted green, The prettiest boat you've ever seen." Ready to sing the song?



If you are teaching songs with your voice, its time to "name" the way you are cueing students to begin singing. Wait for the count-in. If children struggle with this verse, go back and teach it using echoes for the words and tune. **SEE BELOW**

Starting Together

"A Cappella" is music talk for singing without instruments playing.

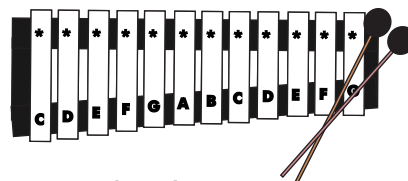
Every conductor finds their own way to begin a song. You need to find what works for you. Before a song begins, there needs to be a way to set the tempo/speed and to hear the pitch (beginning note). So simply counting "1 2 3 4" and expecting the sound to come out as song doesn't work well.

If recorded music is used, then the song has an introduction with instruments that sets both the beat and the pitch and has a "build-in" way to begin singing.

If you are singing without recording (preferred) then one simple way to set beat and pitch is to use a glockenspiel, a portable keyboard or find an app that mimics a piano.. Play the first note of the song, at the tempo/beat --use your shoulders and elbows as visual cues for when students are to sing. (Unlike Lukey's Boar, most Grade Two songs begin on the first beat of four-beat patterns. Simply play the first note 4 times. Tell students to listen for the 4 notes and then sing.)

Lukey's Boat

Key G. first note D(low so)
a cappella count in 1,2,3,4,1,2,3,O Lukey's ...



Play the "D" as you count in your mind "1 2 3 4 1 2 3 then begin singing as Lukey's Boat begins on the last note --beat 4 of a bar.

When you feel more confident, it helps to play two notes at a time on the keyboard/glockenspiel to also give the sound of the harmony --and set the Key of the song. Usually if you play the first note of the song and the note that names the song Key it works well. First notes, and the name of the song Key are given on the music for each song in this curriculum.

5 Put the large copy of the words to verses 1 and 2 on the pocket chart. Ask students to find patterns in the words, e.g. repeated lines. You may want to use a highlighter to mark the patterns e.g. the first line is sung twice in each verse; the "aha's" are sung in both verses.

Words and music for display are found in the song file "Lukey's Boat".

6 Now put verses 3 and 4 up. Explore the words. No one seems to know for sure what a "one-clawed jigger" is --probably a common phrase at the time for the extra equipment to allow hauling up heavier nets. Look for the word patterns discovered in verses 1 and 2.

7 "Now we're ready to go fishing with Lukey. The challenge is to sing all four verses. Are you ready to try? Stand up and we'll sing the song together. Wait for the count-in." Sing all four verses.

A O Lukey's boat is painted green **1**
A ha, me b'ys

A O Lukey's boat is painted green
B The prettiest boat you've ever seen
A ha, me riddle i day

A O Lukey he sailed down the shore **2**
A ha, me by's

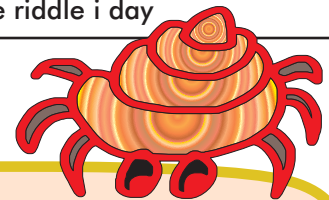
A O Lukey he sailed down the shore
B to catch some fish from Labrador
A ha, me riddle i day

A "I think," says Lukey, "I'll make her bigger"
A ha, me b'ys **3**

A "I think," says Lukey, "I'll make her bigger,
B I'll load her down with a one-claw jigger."
A ha me riddle i day

A O Lukey's rolling out his grub **4**
A ha, me b'ys

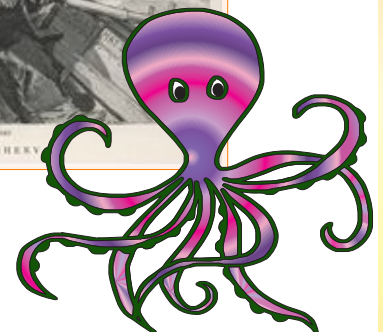
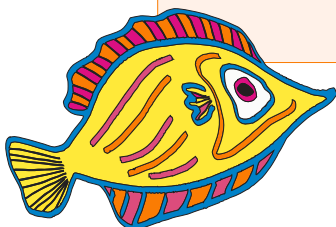
A O Lukey's rolling out his grub
B A barrel, a bag and a ten pound tub
A ha, me riddle i day



Form

Patterns of repeating musical lines and phrases are called "form." If its a part of a line (a phrase) or a bar that repeats then it is named with a small alphabet letter e.g. a, b, c; if its a section of a song that repeats then its named with a capital alphabet letter e.g. A, B, C. But for Grade Two ----simply use the letters to label parts of the song and don't try to go into the detailed parts of labelling form.

Virtue Marie Hann was married to a whaling captain. Newfoundland legend says that she first performed her song at a church social. Since everybody there knew the "Lukey" she was singing about they enjoyed the way she poked fun at his habits. In the midst of the laughter, Lukey himself jumped up and sang a verse about Virtue!



Flashcards for the words are on pdfs under Resources - Flashcards - Fish 'n Seaside" picture cards/word cards/symbol cards

All need to be sized to show the mathematical relationship. Ensure that when copying the pdfs, sizes are not changed.

Yes, this is a way to teach fractions!

1 Set up the pocket chart as shown. Read the chant to the rhythm given. Leave silence for the blank lines, perhaps mouthing (using the mouth as if speaking but with no sound) a count for each line of "one, two, three, four." Try it again, this time clapping the rhythm as it is read. Give a clear count-in: one, two, ready, read ...

If a student asks, the rhythm symbol over the word "riddle" is said "tika-ti." Congratulate the student for noticing --this rhythm is named in Grade Three.

2 Things to catch in the nets are on the small flashcards. Place enough of the flashcards on the pocket chart to give a choice and then Invite students to go fishing with Lukey and "fill" each of the fishing nets. Students choose flashcards to put on each line. When the line is nearly full, point out to students that the cards need to fit in the space allowed or the nets will tear! (If only 1 beat is left in a line, then a 1 beat word must be chosen.) When both lines are full, guide children through saying the time names/clapping, and then reading the words and clapping the rhythm for the phrase. Once the new lines have been practised, say the entire chant.

3 Place the dynamic and tempo cards in a visible place. Ask students to choose a tempo and dynamics for reading the chant. Try them out. Now ask for new dynamics and tempo. Try out the new set. Discuss which set students preferred.

4 Repeat Steps 2 and 3 once.

one two ready read

Lukey's going fishing soon

Fill his nets un- der the moon a-

ha me riddle i day.

Instead of placing all the possibilities on the pocket chart, choose a subset and include duplicates --it will make for a more musical chant.

seaweed starfish

octopus hermit crab

jellyfish lots of lobster

sea turtle more fish

shells whale

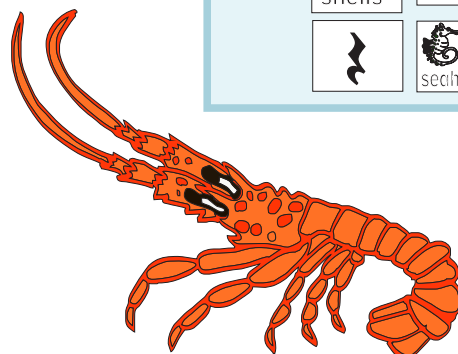
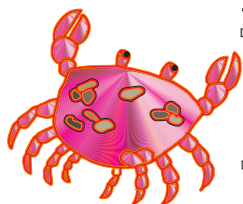
seahorse crab

Samples of lines that fill the fish nets.

1. octopus lots of lobster

2. fish seaweed shells

3. hermit crab more crab



1. Experimenting continues ...

Repeat experimental time. At end, ask a few students to play their instruments (be on the lookout for interesting methods).

2. Lukey's Boat

"In our newest song, Lukey's Boat, we clapped for some of the words. Instead of clapping, play your instruments only in the clapping parts ---but don't forget to keep singing. Quietly pick up your instruments so you are ready." Sing a verse of Lukey's Boat. After the verse, give instruments back if needed. "Good playing. Let's try all the verses this time." Sing all the verses to Lukey's Boat.

3. The Bear Went Over the Mountain

Divide the class in half. Sing "The Bear Went Over the Mountain" using conducting cues. Students who are singing, play their instruments. When they stop singing because the other group has begun, then they also stop playing their instruments.

Try "The Bear Went Over the Mountain" again. This time instead of dividing the class by geography, hold up an instrument that has metal on it. Ask all the students who have instruments with metal to hold them up. This is group one. They need to watch the conductor's hand with the metallic instruments. Everyone else is in group two. They need to watch the other hand.

After the song, ask students to place the instruments on the mat in front of them. Which kind of group did the students prefer -- divided by kind of instrument or by where they were sitting? Why?

Describe to students how the instruments will be returned to their storage places. Note: Its helpful to have most students state seated until this is finished.

shakers

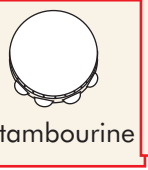


shakers
maracas

childproof pill bottles with rice, or cereal, or pasta

empty water bottle with something to rattle

jangly



tambourine



bells

dollar store tambourine

bells from sewing supply

beat keeper

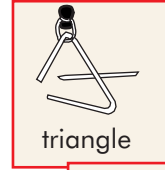


hand drum

coffee cans with plastic lid

shoebox with lid

metallic sound



triangle

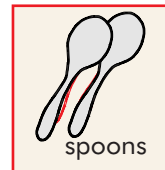
stainless cutlery



finger cymbals

metal pots

2 tin pie plates



spoons

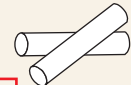
wooden or metal

wooden sound



rhythm sticks

chopsticks



claves



tick-tock block

napkin rings

misc.



cow bell

toys with squeakers



guiro

washboard

Expectations for Individual Composition

Completion of this project gives students an opportunity to demonstrate levels of achievement in meeting the following goals:

- *ability to set and keep a steady beat while performing a song
(using a count-in; rhythm symbols for ta, ti-ti, ta-a, shu)
- *creation and writing of a song in 4-beat phrases
- *expressing knowledge of musical terminology in composition and performance
(tempo: andante/allegro/presto and dynamics: piano/forte)
- *communicating ideas in writing and performance of music
- *giving reasons for musical choices and reflecting on their own projects



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.

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.

Stream A(1 lesson per week)

1st Week

- *the class together put together words for the song

2nd Week

- *individual students compose a melody for the words and set tempo and dynamics

Stream B(2 lessons per week)

1st Week A Lesson

- *class creates words for a song as a review
- *students cut out a set of flashcards

1st Week B Lesson

- *each student writes the words for her/his song

2nd Week A Lesson

- *students compose a melody

2nd Week B Lesson

- *students arrange the music i.e. choose percussion instruments

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.

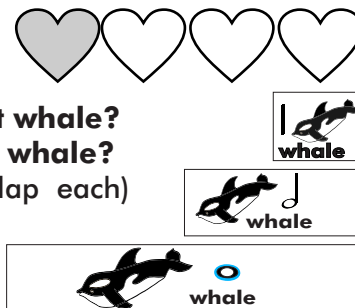
2 Begin by pointing out the "new" cards.

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.

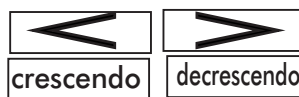
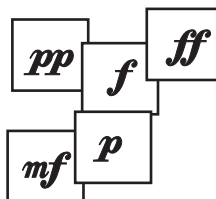
Choose a tempo.

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 funnier? Use articulation and dynamics to enhance the word chain.

6 Read the final composition.



Composer's Name _____

Tempo

Circle one.

Andante

Allegro

Presto

Fish ing fishing by the o - cean shore _____

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

Scrape the bottom of the 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 _____

Composer's Name _____

Tempo

Circle one.

Andante

Allegro

Presto

Fish ing fishing in the deep blue sea _____

Dynamics

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

forte **f**

piano **p**






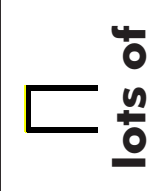

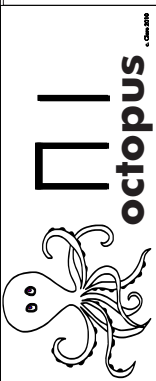
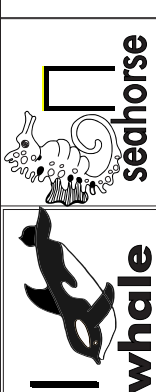


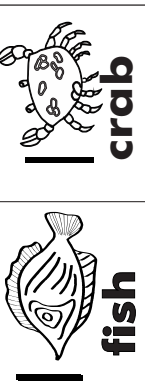



Choose some words to be performed staccato. Mark them with dots.


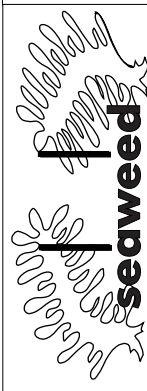
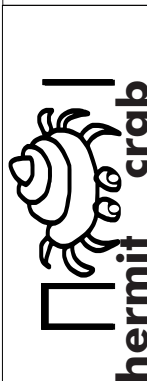


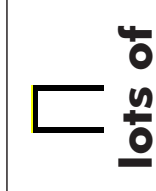
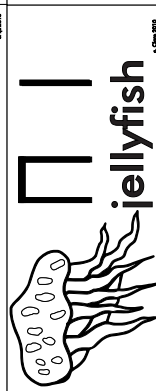
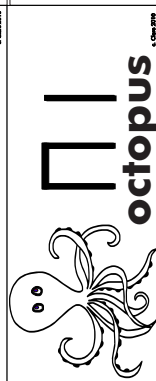

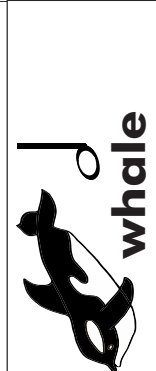

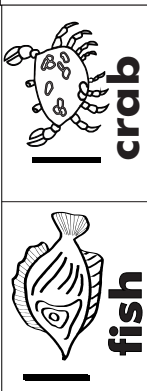
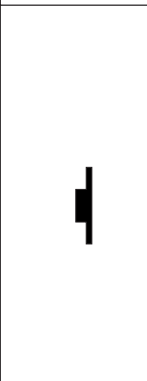


staccato

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

Template B

These word/rhythm cards are sized to match the two templates.
 If one is enlarged, they all need to be enlarged.

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

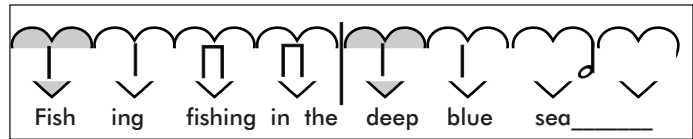
 shells	 seaweed	 hermit crab	 whale	 whale
 lots of	 jellyfish	 octopus	 whale	 whale
 lobster	 fish	 crab	 whale	 more

Composition Project

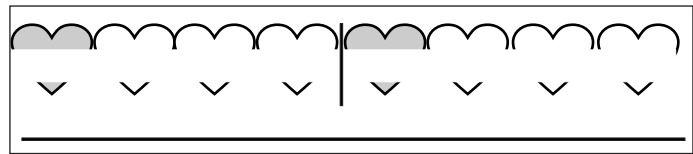
Fishing with Lukey

There are two "templates" for this composition. Decide ahead of time whether to offer students a choice between the two, or whether to have everyone use the same base.

1 Read and clap the first line.

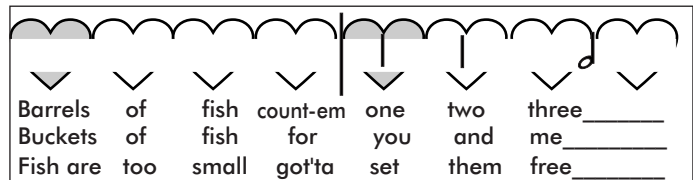


2 Well, what did we catch? If time is short, simply place the line just created during the practice run into the empty line space.



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

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.

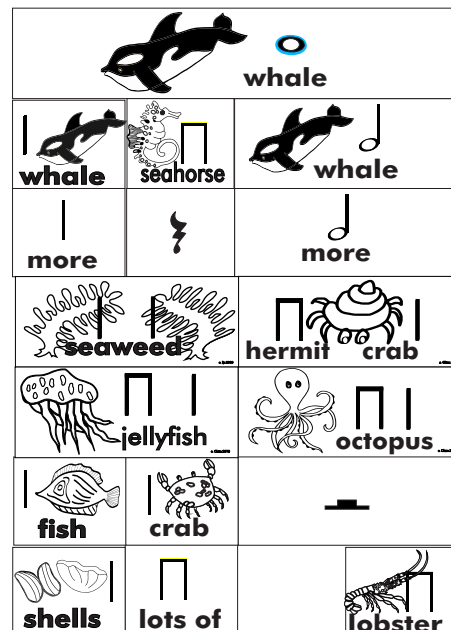
4 Read the completed chant.

Stream One stops here and goes on to "Moving with Music."

NOTE: Stream One teacher needs to put the student choice onto a copy of the template either by printing the words below the hearts, or by cutting and pasting fish flashcards onto the paper. Circle the chosen third line. Copy this creation so that every student has one to work with in the next class.

Stream Two continues as below.

5 Show students the template/s and the flashcard page prepared. Explain that in the next class everyone will have time to put together their own chant. To get ready for the next class, today the flashcards need to be cut out and ready to use. **When** students have finished cutting out the flashcards, **then** they may be coloured in.



sized copy on the next pages

copy of flashcard page (8x11 paper)
scissors
baggies or envelope to collect cut outs

Stream Two Lesson Finishes Here

Composition Project

Fishing with Lukey (continued from last lesson)

Materials Needed

template copied 1/student
student fish word cards
(cut out in last lesson)

- 1 Warm-Up Song: Lukey's Boat OR A Sailor Went To Sea, Sea, Sea
- 2 Place "fishy word set" on the pocket chart as per Lesson 33a, page 289.

With student help, build 3 word chains, each filling 8 heart-beats.

1st Word Chain	free choice
2nd Word Chain	use repetition somewhere
3rd Word Chain	use at least one rest

- 3 Engage students in thinking about the word chains that have been made.
e.g. Tell a friend which one you like best and why.
Which one feels most musical, and why?
If you could only use two of them, which one would you not use?
Choose one and think of a way to change it to make it better.

- 4 Show students the templates. (pages 290, 291)

- 5 **Working Time** students make 2 word chains on their desk and choose one to paste
---the other line gets pasted on the back of the template

*students need to decide which of the third lines to use in their chant
and circle it with a marker to make it stand out

Composition Project Fishing with Lukey

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

2 Place the template on the pocket chart.

Stream One

(1 lesson per week)

*fill the middle section with the line the class created

Stream Two

(2 lessons per week)

*teacher created line fills the middle section (students fill in their own lines later)

3 Line One

Print the melody (so, mi, do) for the first line on the display copy of the template.

Teach the melody for the first line using the Steps for Learning.

Say/clap the rhythm symbols.
 Read the words in rhythm.
 Sing the solfa in rhythm.
 Sing the words in rhythm.

4 Line Two

Students choose from "do, mi or so" for each rhythm symbol in the middle line. (Limiting solfa choices makes it simpler for students to sing their composition.)

Learn the melody for the middle section.
 Decide on any changes, and sing it again.

5 Line Three


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

1. Class decides which line to use.
2. Students select from "do, mi or so" for each rhythm symbol.

Learn the melody for the last line.

6 Working Time

Students choose solfa for their songs.

Encourage students to try singing what they choose ---  making changes if wanted.

7 While students are still at their desks, guide them through making choices re tempo and dynamics by following the guide on the template.

As students finish their compositions, have them choose a friend. Friends learn each other's songs.

Tempo

Circle one.

Andante

Allegro

Presto

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






If all students finish before the music period is over, gather them together again. Place one of the just completed compositions on the pocket chart. Learn the new song with the class.








Time will be planned in June lessons for performance of the new songs.

Stream Two

Composition Project Fishing with Lukey

Composer's Choices
Print the name of the instrument you want to play the following.

 hand drum
 spoons
 shakers maracas
 bells
 rhythm sticks

 _____
 _____
 _____
 _____
 _____
 _____
 _____

Stream Two classes may have time to choose an accompaniment for their composition.

Using the display copy of a composition, ask students to choose 2 or 3 instruments to play as their composition is sung.

If your classroom has glockenspiels or xylophones, add these to the list of instruments using the bars for "do" and "so".

Every student will have an opportunity to conduct/teach their song to the class.


Composition and Performance Reflections

Fishing Composition

Composition completed in class time allotted: **Yes**
 Written work done in student's best printing: **Yes Sometimes**
 Composition showed novel ideas: **Many Few**
 Performance followed the written work: **Yes Sometimes**

Performance showed:
 (circle choices)
 performance posture
 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:

Composition Assessment for Learning

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

Student Name _____

Date _____

	level one 	level two 	level three 	level four 
UNDERSTANDING -choose words to make 3 musical phrases using cut/paste process -phrases fit the 4 beat template -solfa chosen for melody	-2 phrases made	-3 phrases made showing some variety -solfa chosen for phrase created	-3 phrases made showing wide variety -solfa chosen for phrase created, and rest of song	-3 interesting phrases varied & showing experimentation -at least 1 word not on the word list used in the phrases -solfa chosen is varied and melodic
CRITICAL ANALYSIS -choose 1 of the musical phrases to complete a chant -choose tempo & dynamics from list -be able to give reasons for choices	-1 phrase chosen	-1 phrase chosen -tempo & dynamics chosen -reasons given for choices	-1 phrase chosen -tempo & dynamics chosen -reasons given for choices using music terminology	-choice of phrase is clearly reasoned using musical terminology
COMMUNICATION -make a legible copy of the chant with rhythm symbols and showing tempo and dynamics	-some rhythm symbols correct -tempo or dynamics shown	-copy is legible -rhythm symbols are correct -tempo & dynamics shown	-copy is legible and accurate -rhythm symbols are correctly placed -tempo & dynamics shown	-copy is easily read, neat, clean and accurate -rhythm symbols are correctly placed -tempo & dynamics shown
PERFORMANCE -perform song with voice using count-in -follow composition choices -use good performance techniques	-words said as written -voice monotone or muffled -tempo inconsistent	-words sung as written -voice is clear -count-in used -tempo usually followed -dynamics usually followed	-words sung as written -clear voice, in tune, with good diction -count-in used and tempo usually maintained -posture is effective	-words sung as written -clear voice, in tune, good diction & variation -count-in tempo used throughout -posture is effective -breathing is controlled



Extra Composition Project

Lukey's Net Full Grade 2 - 3

Expectations

Completion of this project gives students an opportunity to demonstrate levels of achievement in meeting the following goals:

- *ability to set and keep a steady beat
while performing a rhythm chant
(using a count-in; rhythm symbols for ta, ti-ti, ta-a, shu)
- *creation and writing of a musical chant
in a 4-beat phrase (two lines relating to a fishing theme)
- *expressing knowledge of musical terminology
in composition and performance
(tempo: andante/allegro/presto and dynamics: piano/forte)
- *communicating ideas in writing and performance of music
- *giving reasons for musical choices and
reflecting on their own projects

Part A Review Words and Creating Phrases

Word Rhythms: One by one, place the fishing flashcards on the pocket chart.

Ask: How many claps does the rhythm of "hermit crab" get? "3"

Ask: How many beats(hearts) does it take to say this flashcard? "2"



1 Set up the pocket chart as shown --flashcards for the words are on the dvd with printable resources under "Lukey's Boat."

2 Invite students to go fishing with Lukey and "fill" each of the fishing nets. Students choose flashcards to put on each line. When the line is nearly full, point out to students that the cards need to fit in the space allowed or the nets will tear! (If only 1 beat is left in a line, then a 1 beat word must be chosen.) When both lines are full, guide children through saying the time names/clapping, and then reading the words and clapping the rhythm for the phrase.

3 Musicians often have more ideas than they can fit into a song. If we could only choose one of these fishing nets, which one would it be, and why? Take several different opinions. Point out that there is no right or wrong answer.

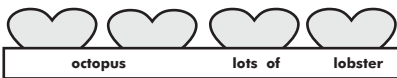
4 Remove fishing net flashcards and repeat #2 and #3 with students.

A Fishing Chant Step One My name is _____

What does Lukey catch in his fishing net today?

Fill up Lukey's 5 fishing nets with things that he could catch while he is out in his boat.

Example One



1.

2.

3.

4.

5.

Fishing Chant Step Two

When you have finished all 5 fishing nets, go back and practise reading your musical phrases. Remember to give yourself a count-in: One, two, ready, read...

In "Step 1" of the composition project, students are asked to follow the pattern they have been trying out on the pocket chart. Cut and paste "fishing cards" are provided as Grade 2 students benefit from working with concrete materials. If there are students not able to do cut and paste, one student at a time could use the large flashcards and the pocket chart to arrange their lines and then copy the words on to their workpage.

Analyzing Phrase Choices

1 Remove your student's phrases from the pocket chart. Place the first and last lines of the Fishing Chant on the pocket chart, separated by 2 pocket spaces. Under these, use the flashcards to make the phrases shown to the right (or make up your own). Using phrases that have not been made by your students means no one has a "vested" interest in choosing one phrase over another.

The Fishing Chant only has room for 2 musical phrases. Out of the three up here, which two shall we use? Be ready to give a reason for your choice. Help students to articulate the reasons for their choices. Student: "I like 'hermit crab more crab' because it has crab two times." Teacher: It has repetition, doesn't it? Teacher: Did you choose "Seaweed..." because of its steady rhythm or the word meanings?

Which one shall we put first? Why? The discussion of reasons is important as it moves the composition from creating to analyzing. Which one of the two remaining ones shall we use? Why? (Move the chosen phrases into the chant.)

2 Take the remaining flashcards off of the pocket chart so the focus is clear. Put the tempo cards on one line of the chart and the dynamic cards on another.

What tempo shall we use for the chant?
presto allegro andante Why?

Which dynamics shall we use?
forte piano Why?

Try saying the chant with the dynamics. If the children choose "presto," then make sure the count-in is very fast. They may want to change their minds after they try it out. That's part of composing. Encourage reflection and purposeful changes.

Assessment

Do you remember the ice cream rewards for good work? Show the pictures. How much ice cream do you think this chant deserves? Why? Encourage discussion as part of this process.

 <p>Level One ice cream cone little ice cream</p>	 <p>Level Two ice cream cone 1 scoop of ice cream</p>	 <p>Level Three ice cream cone 2 scoops of ice cream</p>	 <p>Level Four ice cream cone 2 scoops of ice cream & a cookie</p>
---	---	--	--

Individual Work

Today you are going to be choosing from your musical phrases to make your own Fishing Chant.

Go over the worksheet "B" with students. Be specific about the process for getting the "good paper." Perhaps when they are ready for you to check their work, each child could print their name on the board. Then they could begin practising their chant while waiting for your attention. Let children know that when working time is nearly over, you will play some "fishing music." That's the signal for them to finish up and come sit in the gathering place.

B Fishing Chant

My name is _____

Look at the musical phrases you have composed on Page **A**.
Take a red crayon. Cross out the one you like the least.
Circle the two you like the most. Think about why you made those choices.
Practice explaining why you made the choices by telling a friend.


My least favourite musical phrase is number _____.


My favourite two musical phrases are numbers _____ and _____.

I have explained my choices to my friend _____
(put your friend's name here)

Fishing Chant

Decide what order to put your favourite phrases into and print them below.
Did you remember the time symbols?

1. 

2. 

Circle the tempo you choose for your composition. **allegro** **presto** **andante**
Circle the dynamics you choose for your composition. **forte** **piano**

➔ Take this page to your teacher to be checked. She/he will **C** you Page to copy your chant onto. It also has space for an illustration. Use coloured

Fishing Chant

After you have made a good copy of your chant, practice saying and clapping your composition. Count yourself in out loud before you begin.

I am ready to perform my chant. yes no

Circle the picture that shows the ice cream cone you think your composition earned.
Give 2 reasons for your answer.

- 1.
- 2.



C Fishing Chant Composition

Composer _____ Tempo **allegro** **presto** **andante**

Date _____ Dynamics **forte** **piano**


Lukey's going fishing soon


Fill his nets un-der the moon a-


-ha me riddle i day

A

Fishing Chant

My name is _____

What does Lukey catch in his fishing net today?


Fill up Lukey's 5 fishing nets with things that he could catch while he is out in his boat. Every net can hold 4 hearts/beats worth of things from the ocean. You can use the words from Step One.

Example One




octopus lots of lobster


1.



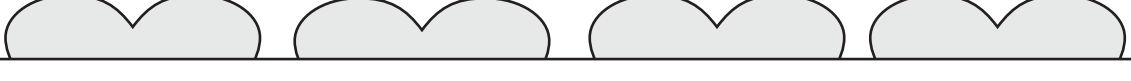
2.




3.



4.



5.




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
Fishing Chant

When you have finished all 5 fishing nets, go back and practise reading your musical phrases. Remember to give yourself a count-in: One, two, ready, read ...



Cut and Paste "Flashcards" for the Fishing Composition Workpage



| | 
starfish




lots of



lots of


|
more

  |
hermit crab

 
lobster



 
lobster


lots of

  |
octopus

| 
fish

| 
fish



 
lobster

|  |
seaweed

| 
whale

| 
whale


| 
fish

  |
jellyfish

 
seahorse

 
seahorse


| 
fish


| 
sea turtle

 |
shells

 |
shells



| 
fish

| 
crab

| 
crab

| 
fish

whale 

 
whale

whale 

3 longer whales are for use if project is done in Grade 3 or up.

B Fishing Chant

My name is _____

Look at the musical phrases you have composed on Page **A**

Take a red crayon. Cross out the one you like the least.

Circle the two you like the most. Think about why you made those choices.

Practice explaining why you made the choices by telling a friend.

My least favourite musical phrase is number _____.

My favourite two musical phrases are numbers _____ and _____.


I have explained my choices to my friend _____.
(put your friend's name here)


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Fishing Chant

Decide what order to put your favourite phrases into and print them below.

Did you remember the time symbols?

1. 

2. 

Circle the tempo you choose for your composition. allegro presto andante

Circle the dynamics you choose for your composition. forte piano

➔ Take this page to your teacher to be checked. She/he will give you Page **C** to copy your chant onto. It also has space for an illustration. Use coloured pencils to show Lukey's work.

Fishing Chant

After you have made a good copy of your chant, practice saying and clapping your composition. Count yourself in out loud before you begin.

I am ready to perform my chant. yes no

Circle the picture that shows the ice cream cone you think your composition earned.

Give 2 reasons for your answer.



ice cream cone
little ice cream



ice cream cone
1 scoop of ice cream



ice cream cone
2 scoops of ice cream



ice cream cone
2 scoops of ice cream
& a cookie

1. _____

2. _____

C

Fishing Chant Composition

Composer _____

Tempo allegro presto andante

Date _____

Dynamics forte piano

Lukey's going fishing soon

Fill his nets un - -der the moon a-

-ha me riddle i day ↻

Composition Assessment for Learning





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>UNDERSTANDING</p> <ul style="list-style-type: none"> -choose words to make 5 musical phrases using cut/paste process -phrases fit the 4 beat template 	-4 phrases made	-5 phrases made showing some variety	-5 phrases made showing wide variety	<ul style="list-style-type: none"> -5 interesting phrases varied & showing experimentation -at least 1 word not on the word list used in the phrases
<p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> -choose 2 from 5 musical phrases to complete a chant -choose tempo & dynamics from list -be able to give reasons for choices 	-2 phrases chosen	<ul style="list-style-type: none"> -2 phrases chosen -tempo & dynamics chosen -reasons given for choices 	<ul style="list-style-type: none"> -2 phrases chosen -tempo & dynamics chosen -reasons given for choices using music terminology 	-choice of 2 phrases is clearly reasoned using musical terminology
<p>COMMUNICATION</p> <ul style="list-style-type: none"> -make a legible copy of the chant with rhythm symbols and showing tempo and dynamics 	<ul style="list-style-type: none"> -some rhythm symbols correct -tempo or dynamics shown 	<ul style="list-style-type: none"> -copy is legible -rhythm symbols are correct -tempo & dynamics shown 	<ul style="list-style-type: none"> -copy is legible and accurate -rhythm symbols are correctly placed -tempo & dynamics shown 	<ul style="list-style-type: none"> -copy is easily read, neat, clean and accurate -rhythm symbols are correctly placed -tempo & dynamics shown
<p>PERFORMANCE</p> <ul style="list-style-type: none"> -perform chant with voice using count-in -follow composition choices -use good performance techniques 	<ul style="list-style-type: none"> -words said as written -voice monotone or muffled -tempo inconsistent 	<ul style="list-style-type: none"> -words said as written -voice is clear -count-in used -tempo usually followed -dynamics usually followed 	<ul style="list-style-type: none"> -words said as written -clear voice with good diction -count-in used and tempo usually maintained -posture is effective 	<ul style="list-style-type: none"> -words said as written -clear voice shows good diction & variation -count-in tempo used throughout -posture is effective -breathing is controlled

Performance Demonstration

Demonstrate doing the compositions by performing your own Fishing Chant. --you did write one didn't you? Begin by telling students they will each have an opportunity to do what you are doing now. Remember to count yourself in at the tempo you've chosen and to use either a forte or piano voice. Then you say the chant. Finish the sentences.

1. I chose forte/piano because ...
2. I chose the tempo because ...

As students perform, use the seating plan to keep track. Use a copy of the rubric to assess each student. Limit the performances to 5 a day. Over the next few music lessons, time will be given to performances. If additional time is needed, perhaps it could be used as a "break" on a day with no music period.

Tempo allegro presto andante

Dynamics forte piano

 Lukey's going	 fishing soon
 jellyfish	 more fish
 fish	 fish more fish
 Fill his nets un-	 -der the moon a-
 ha me riddle i	 day.

Composition and Performance Reflections

Fishing Composition

Composition completed in class time allotted: **Yes**
 Written work done in student's best printing: **Yes Sometimes**
 Composition showed novel ideas: **Many Few**
 Performance followed the written work: **Yes Sometimes**

Performance showed:
 (circle choices)
 performance posture
 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:

Performance Record

Tips to Help Performance

20

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

My name is _____.

Names of Songs in Performance

Date of Performance

Other Performers

Kind of Audience

Before the Performance

Three things I do well.

1. _____

2. _____

3. _____

Three things I need to work at.

1. _____

2. _____

3. _____

After the Performance

Three things I did well.

1. _____

2. _____

3. _____

Three things I need to work at.

1. _____

2. _____

3. _____

Pocket Chart Composition: Filling Lukey's Nets

Yes, this is a way to teach fractions!

picture cards/word cards/symbol cards

All need to be sized to show the mathematical relationship.
Ensure that when copying the pdfs, sizes are not changed.

1 Set up the pocket chart as shown --"Resources" --
"Flashcards" -- "Fish Set" and "Lukey's Boat".

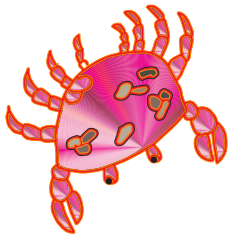
2 Read the words of the chant to the rhythm given. Leave
silence for the blank lines, perhaps mouthing (using the
mouth as if speaking but with no sound) a count for each
line of "one, two, three, four." Try it again, this time
clapping the rhythm as it is read. Give a clear count-in:
one, two, ready, read ...

If a student asks, the rhythm symbol over the word "riddle"
is said "tika-ti." Congratulate the student for noticing ---
this rhythm is part of Can Do Music 3..

3 Things to catch in the nets are on the small flashcards.
Place enough of the flashcards on the pocket chart to give
a choice and then Invite students to go fishing with Lukey
and "fill" each of the fishing nets.

Students choose flashcards to put on each line. When the
line is nearly full, point out to students that the cards need
to fit in the space allowed or the nets will tear! (If only 1
beat is left in a line, then a 1 beat word must be chosen.)

When both lines are full, guide children through saying the
time names/clapping, and then reading the words and
clapping the rhythm for the phrase. Once the new lines
have been practised, say the entire chant.

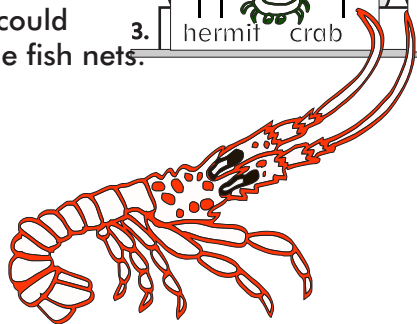


1. octopus lots of lobster

2. fish seaweed shells

Samples
of lines
that could
fill the fish nets.

3. hermit crab more crab



one two ready read

Lukey's going fishing soon

Fill his nets un- der the moon a-

ha me riddle i day.

Instead of placing all the
possibilities on the pocket chart,
choose a subset and include
duplicates --it will make for a
more musical chant.

seaweed starfish

octopus hermit crab

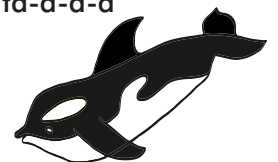
jellyfish lots of lobster

sea turtle more fish

shells whale

seahorse crab

"Whales" come in three sizes ---
small (only takes 1 beat to say = ta);
medium(2 beats) = ta-a
and large(4 beats) = ta-a-a-a



Lukey's Boat



Canada
Newfoundland
Virtue Marie Hann
prior to 1929

Key G. first note D(low so)
a cappella count in 1,2,3,4,1,2,3,O Lukey's ...



1. O Lu - key's boat is paint-ed green A-
2. O Lu - key he sailed down the shore A-



D7

G

- ha, me b'ys. O Lu - key's boat is paint-ed green, The
ha, me b'ys. O Lu - key he sailed down the shore To



D

G

D7

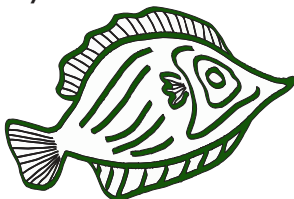
G

pret-tiest boat you've ev - er seen, A - ha, me rid-dle i day!
catch some fish from Lab - ra - dor A - ha, me rid-dle i day!

3. O Lukey's rolling out his grub, aha, me b'ys
O Lukey's rolling out his grub
A barrel, a bag and a ten pound tub
Aha me riddle i day
4. "I think," says Lukey, "I'll make her bigger," aha me b'ys
"I think," says Lukey, "I'll make her bigger
I'll load her down with a one claw jigger"
Aha me riddle I day

The count-in for this song is One 2 3 4 One 2 3 "O" and on the next note with the word "Lu" take both hands, reach down and on "key's boat is" reach up as if pulling a net out of the water. Repeat this on "paint" reach down, "ed green" pull the net up. It's important that the net pulling match the words as this helps to give the feeling of singing with an accent on the first beat of each bar/measure. Modelling the accented beat this way will give children practice, and an opportunity to integrate the learning without explanation. This is learning with the right side of the brain --no wordy reasons need to be given.

If students have not learned this Canadian folksong in Grades 1 or 2, add it to their repertoire now. Explore how fishing for a living is different from fishing for fun. Show where Newfoundland is on a map of Canada and tell the story about this song's composer and the original Lukey. Extra ideas for teaching may be found in the Lukey's Boat folder.



If students learned Lukey's Boat in Grades 1 or 2, invite them to sing-a-long with the audio or video versions of this song.



Seaside Words

3/4 of planet is water, mostly sea and oceans

2 claps/2 syllables

ti-ti
or ta ta
or taa ta
or ta ti

1 clap/1 syllable

ta
or taa
or ti

high tide

sea

low tide

eel

ocean

beach

seaweed

clams

sea shell

shrimp

water

sponge

coral

salmon

fish

seagrass

sand

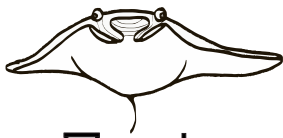
tuna

shell

dory

scallop

fishing boat



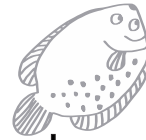
□ |
manta ray



□ |
hermit crab



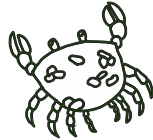
□ |
octopus



|
sole



□ |
jellyfish



|
crab



|
fish



|| |
plankton



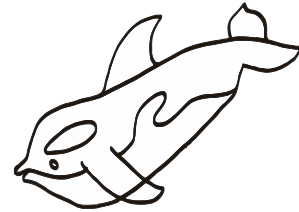
|| |
seagrass



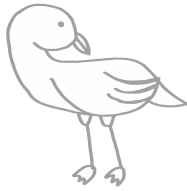
|
shells



|| |
dolphin



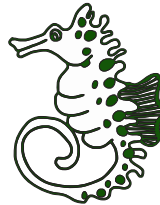
|
whale



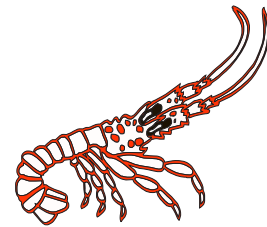
|| |
seagull



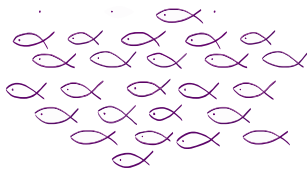
|| |
seaweed



|| |
seahorse



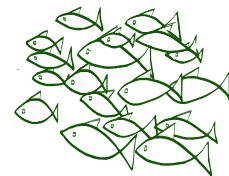
|| |
lobster



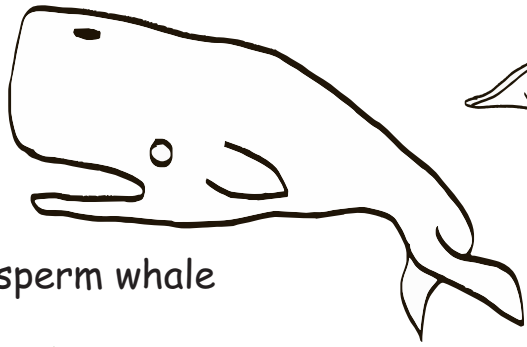
|| | |
school of fish



| □
sea turtle



| | |
pod of fish



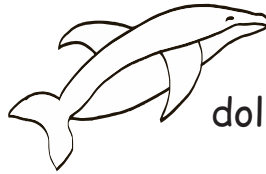
sperm whale



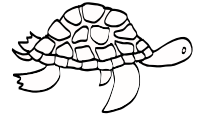
manta ray



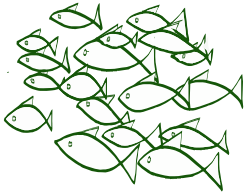
seagull



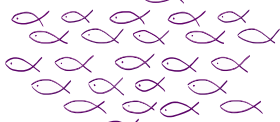
dolphin



sea turtle



pod of fish



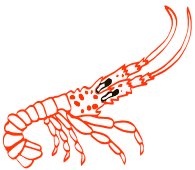
school of fish



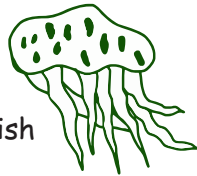
hermit crab



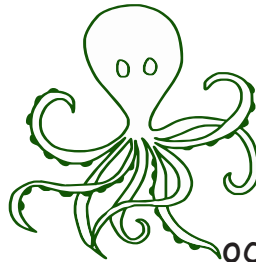
anemone



lobster



jellyfish



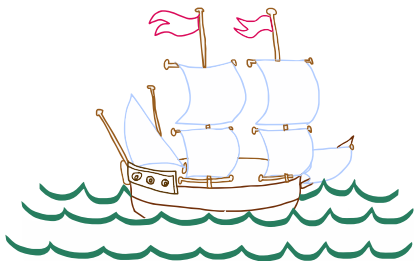
octopus



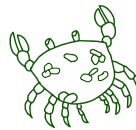
fish



seahorse



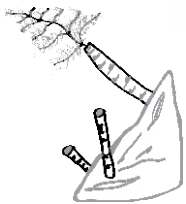
sailboat



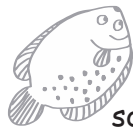
crab



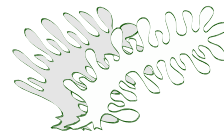
plankton



tubeworm



sole



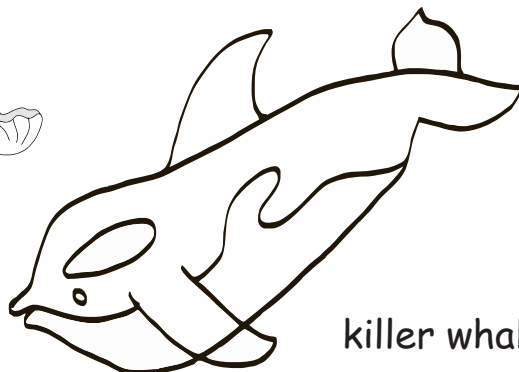
seaweed



seagrass

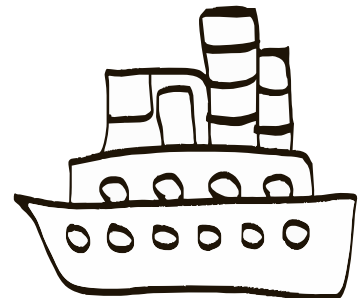


shells



killer whale

whale



ship

Pocket Chart Music Basics Page 1

Pocket charts are low-tech smart boards with many advantages. They work without an IT department. Pocket charts are affordable and easy to transport. They rarely break down AND moving around pictures or small items on a pocket chart comes closer to manipulating real concrete objects, which is a known plus for primary learners.

With a pocket chart, teacher and students can compose lines to be read, and eventually simple chant/songs. An alternative method would be to use magnets to hold cards on a white board (although the presence of lines on the chart keeps everything easy to follow).

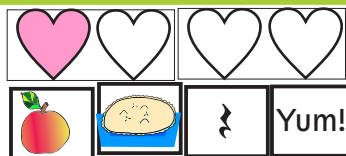
CanDo 1,2 and 3 use pocket charts extensively. The following is a basic introduction ---ideas will be added throughout the lessons.

Setting Up the PocketChart

Place "beat keepers-hearts" on the top line.

The first beat in every bar is "a little bit longer and a little bit stronger" so on the "beat keepers" this heart is coloured differently.

At the beginning of the year, leave the "hearts" exposed on the top line of the pocket chart when building rhythm phrases.



Read: apple pie x Yum!
2 claps 1 clap x 1 clap



1 bar of 4 beats



2 bars of 3 beats each



1 bar of 8 beats

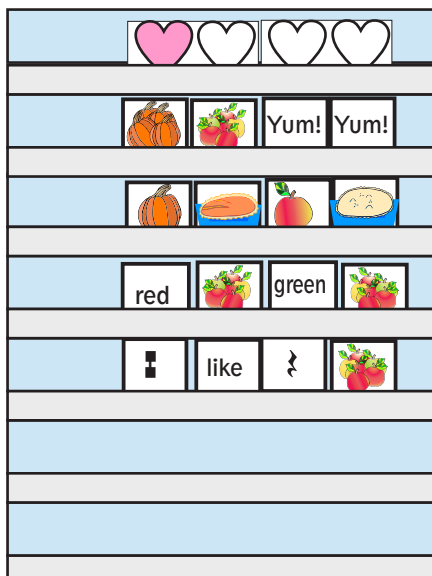
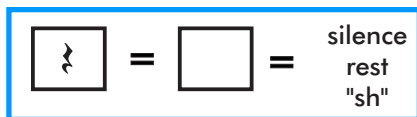
Pocket chart word cards fill the space needed for their beats, e.g. if you want to say "Yum" and draw it out as "Yuuum" then it needs to be the same size as 2 beat/hearts. When the card "Yum" covers only 1 heart, then it is said quickly. In Grade One, all rhythm symbols used cover only 1 beat/heart.



Place music word cards to be used near the bottom of the pocket chart.

Composing/Building Word Phrases

While students are watching, place 4 cards on each of 4 lines - the blank cards may be used anywhere except in the first place of each line (too difficult for beginners). Limit the variety of cards used for the first few days to keep the activity simple. A blank card is "read" by putting a finger in front of the mouth or using the sound "sh" as has been done in the rhythm echos.



pumpkins apples Yum Yum

pumpkin pie apple pie

red apples green apples

I like x apples!

3

Reading the Compositions

(Teacher says the "Count-In" to set the speed/tempo.)

One Two Ready Go

(Teacher points along the rows of apple cards, keeping a steady beat, teacher and class, or class reads.)

apple apple one apple

apple ----- apple apple

one apple one apple

apple ----- apple apple

Remember --the beat just keeps going and going. Resist the temptation to slow down if students lag behind. Comment how reading music is more challenging than reading English because the beat doesn't wait for anyone. If students do not know one of the words, encourage them to listen and catch up with the group.

4

Critical Thinking for Composers/Readers

If only two lines could be included in the composition, which two would we use? Why?

Is there a line that needs changing? What change? Why?

Appoint a few students as music adjudicators (judges). Have the adjudicators stand at a distance. Class reads the piece again. Adjudicators say 2 things they liked about the performance and 1 thing that needs work.

Provide opportunities for students to take the various roles in this activity;

composer: building the word phrases

conductor: giving the count-in and leading the reading

5

Arrange the Composition

Form Label each of the lines with a letter. Choose a form for the composition and try it out. Change the form, try it again. Which one do students prefer? Why?

Dynamics Are there places in the composition when the dynamics could change (louder or softer)? Add the dynamic cards to show the changes. Try several variations. Which one is preferred? Why?

Tempo Choose a tempo for the composition. The tempo card goes on the top line with the beat keepers/hearts.

A A A B

A B A B

forte piano
ff pp

andante

presto

allegro