

Hockey Cheer

included

*display size hockey cheer cards

hockey cheer composition instructions

- *expectations, review of process
- *assessment tips and rubric

hockey cheer composition

- *student pocket chart page
 - *student cut/paste hockey cheer cards
- enrichment for composition project
- *ways to make words noticeable

song: Hockey Hockey

additional hockey word list

student work page

- *grouping rhythms

enrichment student workpage

- *counting beats and clapping rhythms

time signature 4/4: beat/rhythm page

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

play!	hoc-key	blows		
s/he shoots	s/he scores	play-ers	whis-tle	
team	goal	yeah	pass the	puck


<i>f</i>	cymbal		andante
<i>p</i>	spoons		presto
<i>pp</i>	shakers		allegro
<i>ff</i>			
<i>mf</i>			

game	
yeah!	
play - er	


Sample Cheer --sized same as student cards



hoc-key



play!




hoc-key




yeah!




s/he shoots




s/he scores




whis-tle



blows



pass the



puck



score



check-ing



play



goal



s/he shoots



s/he scores



hoc-key



blows



play-ers

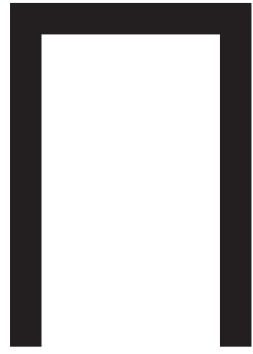


whis-tle



team

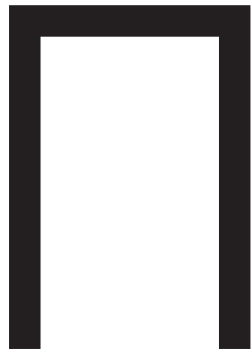




hoc-key



stick



po-wer play



face

-



off

|
s/he

|
shoots

|
s/he

|
scores

|
ic -

|
ing



pass the



puck



play - er



display pocket chart size

Whole notes in 4/4 time need four beats. Tape the empty 2-beat flashcard to the one with the whole note "game".

O
game

display pocket chart size

Whole notes in 4/4 time need four beats. Tape the empty 2-beat flashcard to the one with the whole note "yeah".

O
yeah

display pocket chart size



Music(C)

- C.1.3 create simple compositions for a specific purpose
- C1.5 use symbols to represent sounds



Dance(A)

- A1.1 develop short movement phrases inspired by community activity

Composition and Performance Project #2 Hockey Cheer

This mid-year composition project provides students with the opportunity of creating a rhythmic chant and (with 2 music lessons a week) score the chant for instrument use. The composer will then lead the class in a performance of their work. A rubric is included for assessment of learning.

Lessons 23 and 24 teach the project method and give working time for the written work. Performance times are scheduled beginning in Lesson 25.

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 conducting a rhythm chant (using a count-in;)
- *creation and writing of a musical chant (three "4-beat" lines relating to a hockey theme) including musical score for at least one percussion instrument
- *expressing knowledge of musical terminology in composition and performance (tempo, dynamics, instrumentation rhythm symbols for ta, ti-ti, ta-a, sh, sh-u, ta-a-a-a)
- *communicating ideas in writing and performance of music
- *giving reasons for musical choices and reflecting on their own projects and performance

Warm-Ups(3 minutes)

1 **Body:** Stretches

2 **Warm-Up Song and Listening for Instruments**

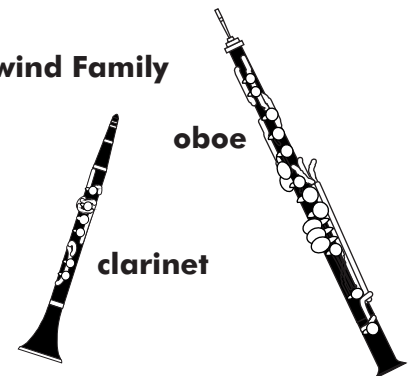
Song: It's C-c-c-c C-c-c-c Cold Outside

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

Listening Challenge:

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

Woodwind Family



Two main kinds of instruments -- air blown over a reed, or air blown across a hole to make sound (e.g. flute)

Preparation for Composition Project

A Intro to the Form of the Composition and Performance Aspect

- 1 "It's coooold outside, must be hockey season! What do the spectators at a hockey game do? (eat fries, talk to each other, cheer, groan)

Let's try some hockey cheers." (Post Cheers A,B,C,D.)

- 2 Use a count-in of four i.e. 1, 2, 3, 4. Read the rhythm names, and then the words for each phrase (putting a clap on the rests seems to fit hockey cheers).
- 3 Divide the class into four groups. Have each group practice one of the chants. Use the count-in and have each group perform its chant (don't stop between the chants). Since they are hockey cheers you may want to try a competition for the loudest chant.
- 4 Help the class choose one of the chants for everyone to perform. Encourage students to talk about their reasons for choosing --- this reflective process is important in creation.
- 5 Have the whole class perform the chosen hockey chant two times (with a repeat).
- 6 Engage the class in a review of the performance.

Performing Hockey Cheer Criteria for Success

- *excited voices
- *words may be understood
- *body movements show cheering
- *everyone started together
- *there was a steady beat

A

S/He shoots! S/He scores!

B

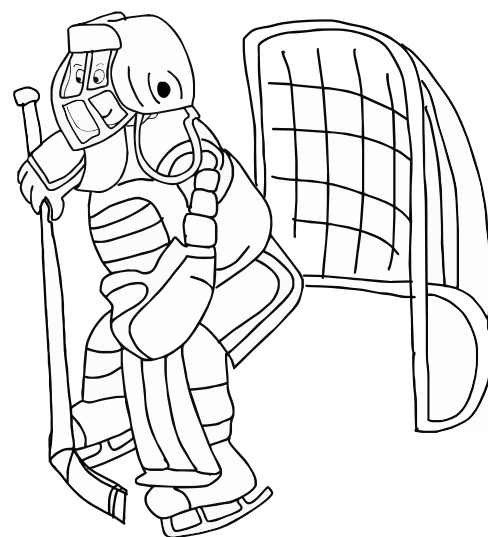
S/He shoots! S/He scores!

C

S/He shoots! S/He scores!

D

S/He shoots! S/He scores!



Which do you like best?

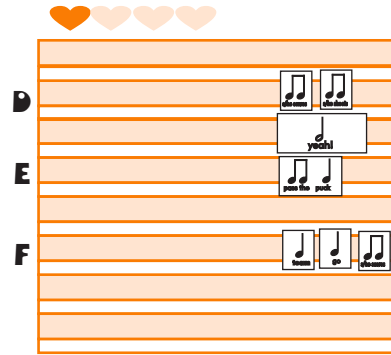
B Singing Break based on the Theme

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

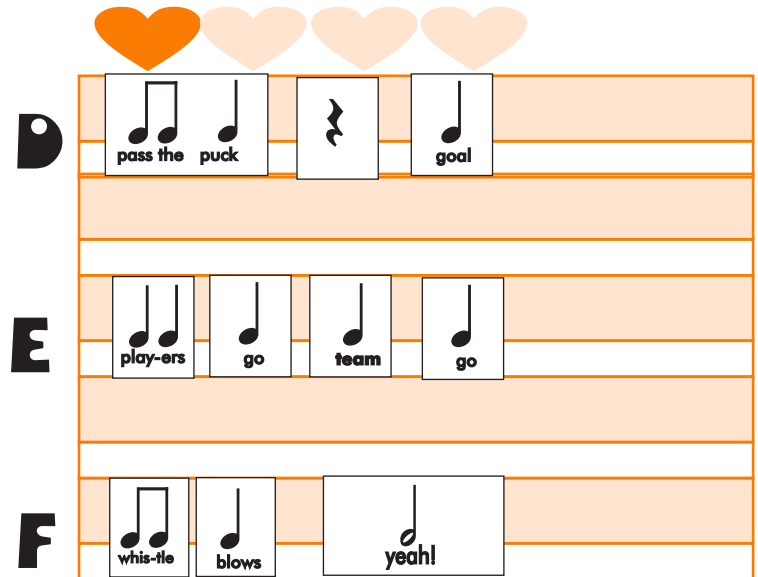
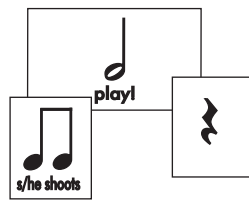
C Class Makes a Composition

*following the project process

- 1 Set up the pocket chart:
 - *3 lines with four beats/hearts each
 - *hockey flashcards lined up along the right for easy reference



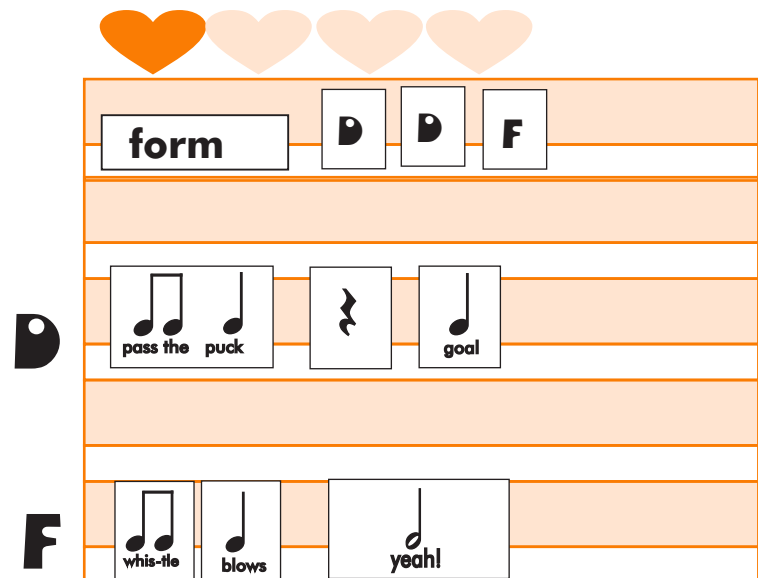
- 2 Engage the class in creating 3 "hockey lines" D, E and F.



- 3 Try out the lines using a count-in of: one, two, ready, cheer!

- 4 Choose two lines that the class would like to have in its final cheer. Take everything else off the pocket chart.

- 5 The final cheer will have three lines. That means that one of the lines will be repeated. Help the class to choose the final form.



Preparing the student flashcards (by cutting them out) will probably take the most time in this project. If possible, conscript a few upper grade students to prepare the flashcards. This will give the Grade 2 students more time to focus on experimenting with different ways to use the words in their compositions.

Preparation of Student Flashcards

- baggie or envelope
- copy of each page of flashcards
- scissors

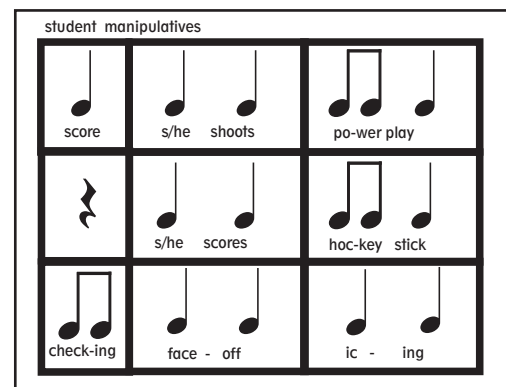
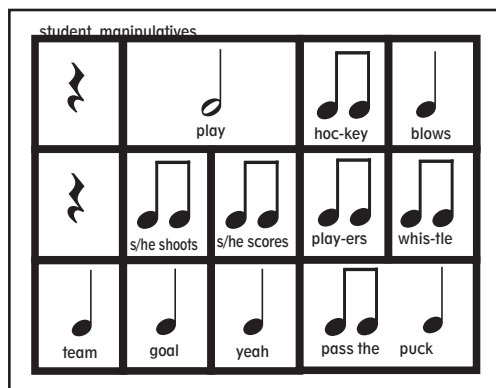
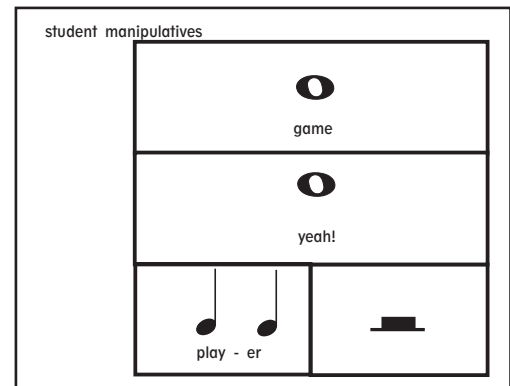
Before beginning the composition cut out the flashcards and store in student containers(baggie?)

Students will not use all the flashcards in their compositions, however, having all the flashcards opens up more possibilities for composing. Encourage experimentation before giving out glue to past the chosen words to the student pocket charts.

D Working Time

Prepare student flashcards for use in next week's lesson.

Note: The student flashcards and student pocket chart were designed to "fit" together. Check to make sure your photocopier doesn't automatically resize documents to fill a page.



Student Size Pocket Chart page given in Lesson 24.

Enjoy the Repertoire Student Choice of Song or Dance



Music(C)

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

Lesson 24b

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



Dance(A)

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

Lesson 24b

- Dance: Sur Le Pont

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

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

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

Warm-Ups(3 minutes)



Pitch: Roller Coaster Aahs



Warm-Up Song

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

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

Hockey Cheer Composition (continued from Lesson 23A)



Class Makes a Composition

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

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



- 7. choose articulation

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

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

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

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

H First Hockey Cheer Try-Out

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

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

I Critical Analysis

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

J Working Time

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

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

NB: Collect the compositions!

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




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

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

Composition/Conducting Assessment

1 Composer/Conductor says:
 --what he/she did well
 --what could have gone better.

2 Class gives two comments re:
 --what they liked in the composition.

3 Composer/Conductor chooses an ice-cream reward symbol and explains her/his choice.

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

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

 **Level One**
 ice cream cone
 little ice cream

 **Level Two**
 ice cream cone
 1 scoop of ice cream

 **Level Three**
 ice cream cone
 2 scoops of ice cream

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

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

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

Hockey Cheer Composition

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

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


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

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

Conducting showed:
 (circle choices)

clear count-in
 effective voice use
 benefits of practice
 a smile
 good breathing

 **Level One**
 ice cream cone
 little ice cream

 **Level Two**
 ice cream cone
 1 scoop of ice cream

 **Level Three**
 ice cream cone
 2 scoops of ice cream

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

Comments:

Next Steps:

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

Musical Arrangement for the Hockey Cheer

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

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

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

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

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

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

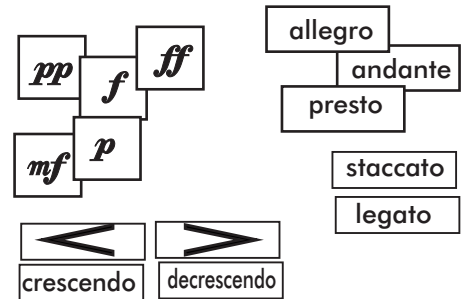
6 Try the class Hockey Cheer with found percussion and movement.

Working Time Hockey Cheer Arrangement

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

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

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



Found Percussion

Symbol



When Played

*on every rest

Movements

*stand when shaking bottle

Form: A A B
Tempo: allegro
Dynamics: legato

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

Focus: composition, rhythm & beat counting



Music(C)

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



Dance(A)

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

Warm-Ups(3 minutes)

1

Focus: Listening Game

2

Pitch: Warm-Up Song

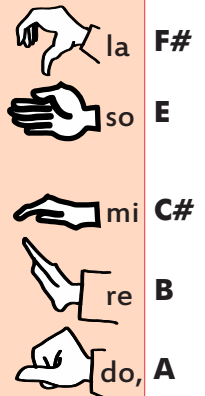
This is probably the first music lesson after a March Break. Choose one of the class favourite, simple songs to sing OR use the one here.

My Bonnie Lies Over the Ocean

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

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

Key A



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

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

Hockey Cheer Conducting - Reading Practice

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

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

Student Pocket Chart

Composer's Name _____

1. Compose 3 phrases.
(cut and paste)

2. Choose 2.

Colour the

circle outline red.

3. Use letters I

n the boxes

to show the

form you want

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

Andante

Presto

Allegro

5. Choose articulation.

Legato

Staccato

6. Make up a name for
your invented instrument.

Print the name
and its symbol.

count-in:
one

two

ready
read

A

B

C

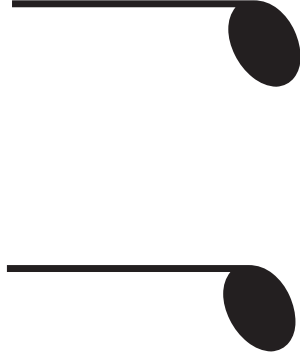
student manipulatives



game



yeah!



play - er



student manipulatives



score



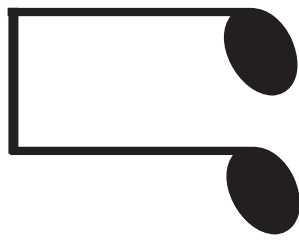
s/he

shoots



s/he

scores



check-ing



face - off



po-wer play



hoc-key stick



ic - ing



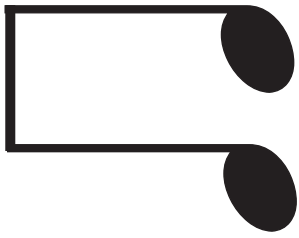
student manipulatives



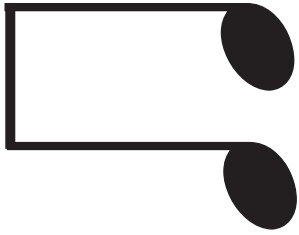
team



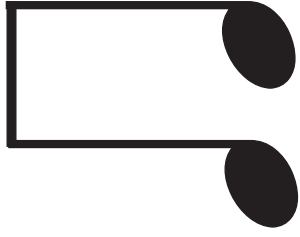
play



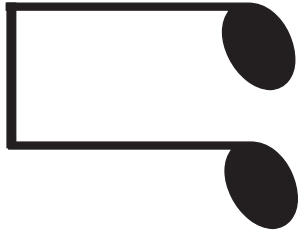
s/he shoots



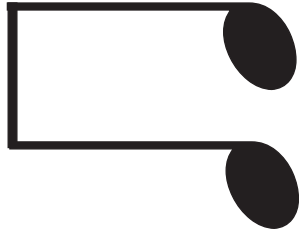
s/he scores



hoc-key



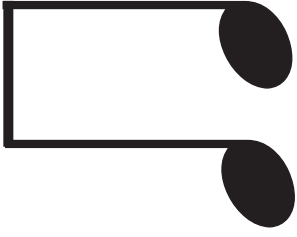
play-ers



pass the



blows


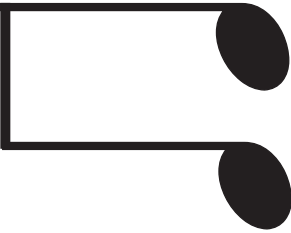


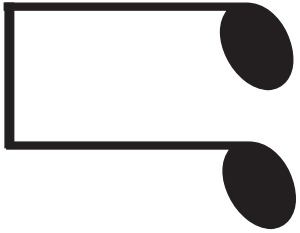


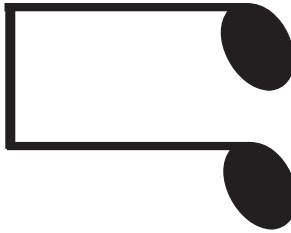








whis-tle



puck

student manipulatives

People will notice because the word is:

I want people to sit up and take notice when this word is said in my hockey chant.

score

VERY LOUD

ff

SCORE

AND /OR

said for a longer time

or

score --- --- ---
(ta-a-a-a)

AND /OR

repeated
repeated
repeated

score score score

I choose these words to be important.

I will help these words seem important in my chant by making them

example

time-out

longer
louder

time - out
(ta-a ta-a)

ff

1.

2.

3.

Now show what the important words will look like on flash cards.

ta-a-a-a = four beats

ta-a = two beats

ff		time	ff		out

1.

--	--	--	--

2.

--	--	--	--

3.

--	--	--	--

--

--



Music(C)

C element focus: harmony --bordon
element focus: timbre --bagpipes



Dance(A)

A3.2 identify reasons why people dance in daily life
A3.1 describe a variety of world dances "Scottish Country Dancing"

Warm-Ups(3 minutes)



Body: Stretches

Focus on Music Words Day 4 Word-Card Game

Before the class gathers, put the word cards in the pocket chart, music word hidden (meaning facing out). "Today we're going to have a contest. If you can tell me the music word that goes with one of these cards, then the class gets a point. If you miss, then I get a point. However, if you miss and anyone in the class groans or complains, then I get two points! Ready? ..."

Name a student who chooses a card, reads it, and says the matching word. If the match is made correctly, then the card is turned over. Once all the cards have been turned over, the game may continue by reading the music word and saying the matching idea(harder).

Game may also be played by simply holding the flashcards and going through them one by one.

tempo

speed

staccato

hopping

dynamics

volume

Variations on this game are found in November's Lesson 11.

Hockey needs no introduction to Canadian students. It's an instant attention grabber!

Over the next few weeks ---hockey words and ideas will accumulate in music class leading to a composition project the last week of February.

If you have access to picture books, fiction or non-fiction about hockey, add them to your classroom library and storytime.

This would be the perfect time to devote a spelling lesson week to hockey vocabulary.

Enjoy!



New Song: Hockey, Hockey

- 1 Begin by warming up voices by pitch matching in the Key of A. Then, when you have student attention, simply launch into singing "Hockey Hockey" with actions. (Practising ahead of time will make this easier.)



Key A
F#
E
C#
A

Your glockenspiel probably doesn't have a C#. Play the "so"(E) and then the "do"(A) to help you find the notes.

Hockey, Hockey

Key A, first note E(low mi)
a cappella count-in: 123,456,Hockey...
or 1, 2, Hockey...

Canada
2010
words: Lesley J Clare

Hock - ey Hock - ey, play - ing at the rink. When
(one arm is hockey stick other arm holds it as it moves) (draw a square with both hands)

days are hot when days are cold, play - ing at the rink.
(fan face with hand) (hold arms & shake) (draw a square with both hands)

Face - off, skat - ing, ic - ing, check - ing too.
(touch face) (skate with hands) (make hockey stick shooting motion)

Don't you wish you ne - ver had an - y - thing else to do, BUT! go up
(use one hand/finger to motion "no") (hands in air)

- 2 "If you have ever seen a hockey game --hands up.
If you play hockey --hands up.
If you know someone who plays hockey --hands up.

There are some special "hockey" words in this song. Try the actions with me as you listen for the special hockey words."

- 3 "What were the special hockey words?" (explain them as they are named)
- rink --place where hockey is played
 - face-off --how a hockey game begins
 - icing --when the hockey puck gets too far ahead of the players
 - checking --when one player tries to stop another player from hitting the puck

- 4 Teach the song by having students echo each phrase --use the divisions marked on the

- 5 Now, turn the song into a "game". Each time the song is sung, part of it is "left out." Students need to sing the missing parts in their minds so that they can join in at the correct time. You may want to use the mp3/mp4 for the game --the accompaniment is fun.

1 Hockey, hockey,
playing at the rink
when days are hot when days are cold,
playing at the rink
face off, skating
icing, checking too
Don't you wish you never had anything else to do
but

2 playing at the rink
when days are hot when days are cold,
playing at the rink
face off, skating
icing, checking too
Don't you wish you never had anything else to do
but

3 when days are hot when days are cold,
playing at the rink
face off, skating
icing, checking too
Don't you wish you never had anything else to do
but

4 playing at the rink
face off, skating
icing, checking too
Don't you wish you never had anything else to do
but

5 face off, skating
icing, checking too
Don't you wish you never had anything else to do
but

6 icing, checking too
Don't you wish you never had anything else to do
but

7 Don't you wish you never had anything else to do
but

8 but

Hockey

rink
ice
drill
puck
drills
stick
pipes
shoot
score
team
skate
skates
bench
shift
play
mask
ref
cheers
stand
slap
shot
pass
let's
league

hockey
practice
goalie
goalie
shoulder
crossbar
heckling
players
skating
nervous
stomach
bleachers
helmet
buzzer
teammates
goal posts
sweater
captain
defence
offence
forward
assists
icing
let's play
tripping

dressing room
cross checking
hockey stick
slippery
equipment
goalie pads
shoulder pads
centre ice
fired the puck
arena
butterflies
concession
zamboni
referee
penalty
stick handle
hockey night
Canada

he shoots he scores
the good old hockey team

Hockey Words

Put these words with their group.

score

face-off

net

overtime

penalty

skates

hockey

checking

goalie

hockey stick

arena

rink

One-Clap Words are usually "ta"

game

sport

coach

team

pass

Two-Clap Words are usually either

ta ta

OR

ti-ti

offside

practice

goalpost

slapshot

whistle

charging

defense

tripping

offense

jersey

red line

time-out

blue line

players

Three Clap Words

ta ti-ti

OR

ti-ti ta

referee

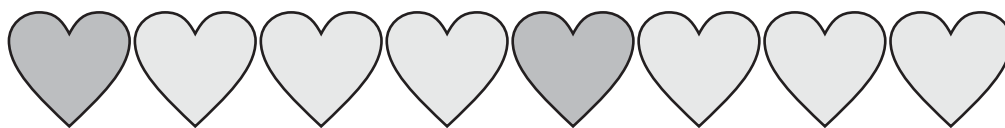
power play

zamboni

hockey puck

officials

Counting Beats and Clapping Rhythm



1 How many beats does one heart show? _____

A

		~		∩	~		
slapshot	coach		blue line	whistle			

In the musical phrase above:

- 2 slapshot is _____ beat(s) and _____ clap(s).
- 3 coach is _____ beat(s) and _____ clap(s).
- 4 blue line is _____ beat(s) and _____ clap(s).
- 5 whistle is _____ beat(s) and _____ clap(s).
- 6 is _____ beat(s) and _____ clap(s).

B

			~		∩		
charging	practice	game			zamboni		

In the musical phrase above:

- 7 charging is _____ beat(s) and _____ clap(s).
- 8 practice is _____ beat(s) and _____ clap(s).
- 9 game is _____ beat(s) and _____ clap(s).
- 10 zamboni is _____ beat(s) and _____ clap(s).

time signature 4/4



quarter note

ta



quarter rest

sh



two eighth notes

ti-ti



half note

ta-a



half rest

shu-u



whole note

ta-a-a-a



