













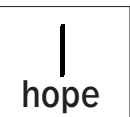




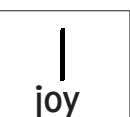


Holiday Lights

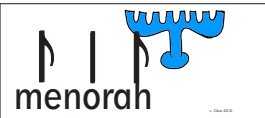


Included

- *display size colour flashcards
- *lesson ideas for using flashcards
 - includes song: Light the World
 - chant: Light Up the Holidays
 - song: We Wish You a Happy Holiday
- *desk-top composition student pages
- *student workpages
 - literacy: matching words to pictures
 - music: rhythm counting

*Holiday greetings for Word Wall (not sized for pocket chart use)

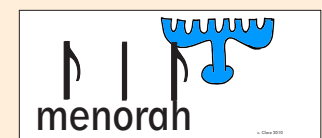


Music Teaching Note

Words that begin with the emphasis on the second syllable usually begin before the first beat in a bar of music.







In "menorah," the rhythm pattern is "ti ta ti," a syncopated pattern. Since this pattern is taught in Grade Four, the word "candles" is offered for Hanukkah. If you choose to use the word "menorah," try to keep to saying it the way it's usually heard i.e. meNORah.

The leading note into the next bar is called an "anacrusis."



ti ta ti

ti-ti = 2 eighth notes
ti = 1 eighth note

					
--	---	---	--	---	---



c. Clare 2010



love



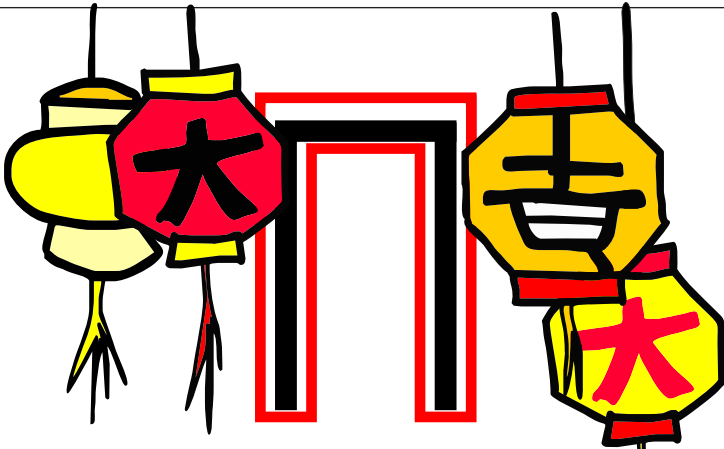
hope



peace



joy



lanterns

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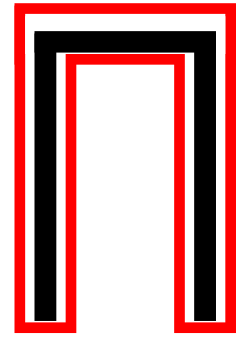
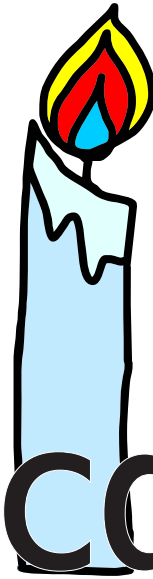
star

c. ljc 2010



lights

c. ljc 2010



candle

c. Clare 2010



diyas

c. ljc 2010

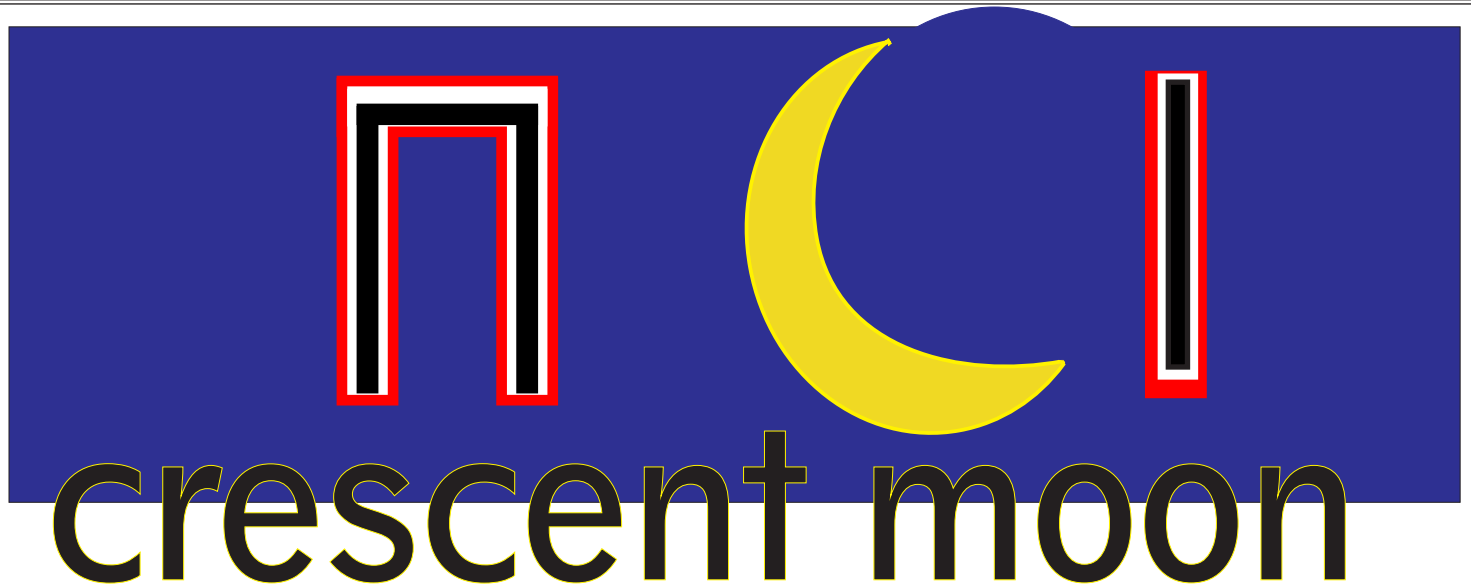


bright

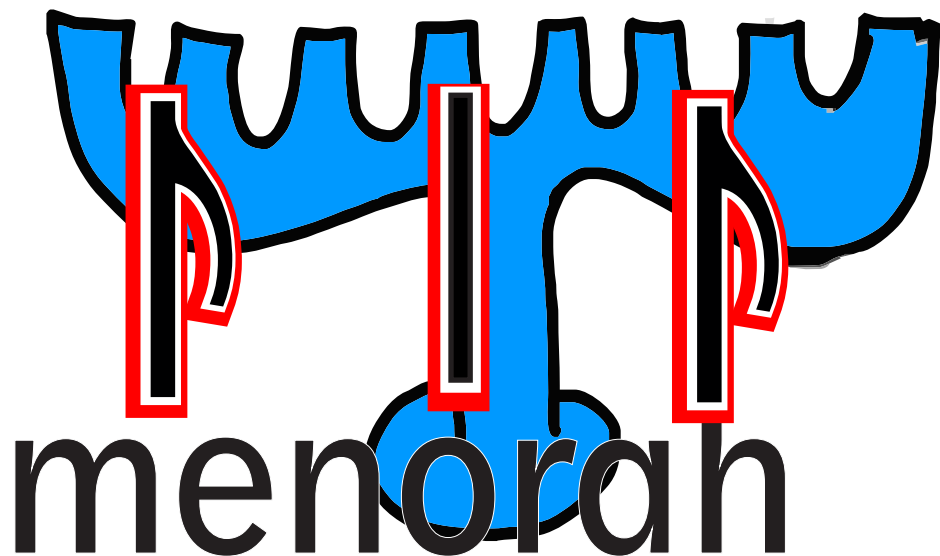
c. ljc 2010



c. Clare 2010



c. Clare 2010



c. Clare 2010



c. Clare 2010



lantern

c. Clare 2010



night

c. ljc 2010



bright

c. ljc 2010
c. Clare 2010



twinkling

c. ljc 2010



in the night

c. ljc 2010



shining in the

c. ljc 2010



night



c. ljc 2010



c. ljc 2010



c. ljc 2010



shining bright


c. ljc 2010







Practice Rhythm Counting with Light Word Set











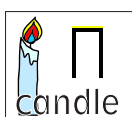



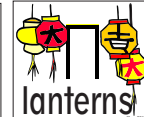





1. Show each of the "holiday lights" flashcards. Say the name and ask: **"What is the rhythm count (# of claps) this word has?"**
2. Once the set has been named. Mix up the flashcards. Show the card, say the name. Students show with their fingers the rhythm count (# of claps) for each word.
3. **"All around the world people celebrate special days. Everywhere that people live, at least one of their special days will have something to do with light. Can you think of a reason people celebrate with light?"** (Give students some time to think and offer possibilities. Assure them that there is no right or wrong answer to this question. If you live in an area with power failures, you could talk about what it feels like when there is no light. Remind students that everywhere in the world, people can see one sun and one moon --light! Most people celebrate their birthdays with candles on a cake. Even tv shows like "Survivor" recognize the important symbolism of lighted torches --life.)

Light Word Set found in Resources --flashcards

Rhythm Count
(How many claps?)



 3 claps	 1 clap
 3 claps	 2 claps
 2 claps	
see the note at the bottom of the page	 3 claps


 crescent moon	 bright	 in the night	 candles	 night
 fireworks	 peace	 shining bright	 twinkling	 love
 candle	 diyas	 hope	 shining in the night	 lanterns
 star	 lights	 joy	 bright stars	 lantern

Music Teaching Note

Words that begin with the emphasis on the second syllable usually begin before the first beat in a bar of music.

In "menorah," the rhythm pattern is "ti ta ti," a syncopated pattern. Since this pattern is taught in Grade Four, the word "candles" is offered for Hanukkah. If you choose to use the word "menorah," try to keep to saying it the way it's usually heard i.e. meNORah.

The leading note into the next bar is called an "anacrusis."



menorah

ti ta ti

ti-ti = 2 eighth notes
ti = 1 eighth note

Holidays with Light

(Just a few of the many.)

Diwali



Diwali is a marking of the changing seasons into a new year. Everywhere in India, 1000s of small clay oil lamps (about the size of your palm) are made so that people can decorate their homes and neighbourhoods with light. Homes and buildings now use electric strings of lights. These are hung vertically to span the building. People clean their homes and buy new clothes to wear on Diwali.

Ramadan & Eid



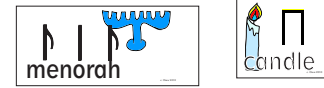
Ramadan is a month long time of meditation, fasting and good deeds. The end of Ramadan is marked by the day of Eid --it's timing is set by the coming of the new crescent moon. The light of the crescent moon tells people that the fasting days are over, time to feast. As Muslims use a special calendar to set the days for their festivals, Ramadan occurs at varying times in our seasons.

Wesak



Wesak is the celebration of the Buddha's birth. The date of celebration varies, but most Buddhist's celebrate this on the first full moon of May, in India named "Wesak". This is a time to remember Buddha's path to enlightenment and consider one's own life journey. Water is poured over statues of Buddha to symbolize the washing away of all that is extraneous and purifying oneself. Candles or lanterns may be lit as a sign of enlightenment. The 8-fold path of righteousness is remembered (understanding, thought, speech, action, livelihood, effort, mindfulness, contemplation). Food is brought to the temple as an offering and to share with those who need.

Hanukah



Hanukah remembers a time when Israel was an occupied country. After many years, they fought off the people who invaded and retook the capital city of Jerusalem. In the temple was a special lamp that was always kept lit as a sign of God's presence. The people only had enough oil to keep it burning for one day. The nearest place to get more of the oil need was a week's journey. The people decided to light the lamp. It burned for 8 days and nights until the new oil arrived. So each night of Hanukah, an additional candle is lit on the Menorah to celebrate the miracle of light. Some Menorahs have nine candles --the ninth is used to light each of the others.

Christmas



An Advent wreath has four candles around the outside (one for each of the four weeks leading up to Christmas), and one candle in the middle for Christmas Eve. Since this festival originated in a part of the world where the solstice is close to Christmas, the darkening world outside is broken by the growing light on the wreath. The Christmas story tells of shepherds and magi(sages) following the sign of a bright star to where Jesus (hoped to be the saviour prophesied) was born.

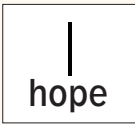
New Year

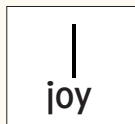


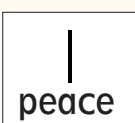
Chinese New Year has become a festival enjoyed by people all around the world. Ruled by the lunar calendar, the festival often comes in the middle of a dark January. Customs include fireworks and paper lanterns purchased specially for the evening and lit by candles. Every culture celebrates a new year at some time in the seasonal cycle.


ASL(American Sign Language)

To experience the signs being made try <http://www.handspeak.com> and then click on the ASL dictionary. The video clips are clear and easy to see. Signs are composed of poses **and movement**.

 **hope**
cross fingers as if for luck on both hands, hold them at shoulder height and then move both forward a bit

 **joy**
thumbs up, right hand higher, both hands make a scoop into the body and then up while smiling

 **peace**
make the peace sign with both hands, hold a shoulder height then move hands outward slightly and forward

 **love**
both hands crossed at wrists over heart
nb: sometimes the word for "love" is held up

Key G, first note D(low so)

Light the World

a cappella count-in: 1 and,2 and, Light...

tune: traditional

words: LJ Clare

2011

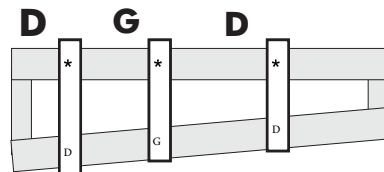
Light the world with hope we're gon-na make it bright!

Light the world with hope, we're gon-na make it bright!

Light the world with hope, we're gon-na make it bright, make it

bright, make it bright, make it bright -----.

1. Light the world with hope
2. Light the world with peace ...
3. Light the world with joy...
4. Light the world with love ...



play any 2 at the same time on the * bar accent

New Song: Light the World

1. "Light helps to make the world bright. Count how many times you hear the word "bright" while listening to this song." (Sing/play the first verse. Use both hands to pat your knees on the first beat of every bar(the accented beat), then play two fingers as per rhythm sticks on the other 3 beats.)
2. "Show me with your fingers how many "brights" you counted. (six) Yes, good counting. As you listen again, copy what I do with my hands." (The repeating words but changing melody, makes this song difficult to teach using echoes, but easily picked up through repetition/immersion.)
3. "Ready to sing with me? Wait for the count-in." (If possible, play the glockenspiel as you sing/play the song.)
4. Place the word cards for "peace, joy, love" on the pocket chart. "This is a zipper song. In the second verse, instead of singing the word "hope" we zip in a the new word, "peace." What will the word be for the third verse? the fourth?"
5. Give as many students as is practical an opportunity to choose the word for a verse and play the glockenspiel.

Dance(A) & Drama(B) Music(C)

Try to make time to use the "light" set of flashcards for reading practice, even if the rest of music time is used for seasonal rehearsals.

Warm-Ups(3 minutes)

Focus: Listening Game (page 82)
Beat/Rhythm: Echo Rhythm Flashcards (page 82)

Practice and Review

Solo Conducting/Performing continues
Song: Light Up the World

Music & Movement/Dance

Re-do Dance from Lesson 13a
Teach 2 New Basic Steps (page 79)

Optional Ideas

A Work Page
Literacy: Vocabulary Building
Rhythm: Rhythm Counting

B Light Flashcard Composing







C Adding Sign Language

A Work Pages Choose what fits your energy level best.

1 Vocabulary Building

Match picture with word, then print the word.
When finished students may colour in the page.


I can do music in Lesson 13. My name is _____
Find my name and print it on the line.





















	_____	candle
	_____	lanterns
	_____	lights
	_____	lantern
	_____	holiday
	_____	candles

2 Rhythm Counting

As rhythm counting is relatively new for your class, practice a bit with the classroom sized flashcards before explaining the work page and sending students to do it on their own.

I can do music in Lesson 13. My name is _____

Rhythm Count  How many claps in each flashcard? Circle the number of claps.

	1 2 3 4 5		5		1 2 3 4 5
	1 2 3 4 5		5		1 2 3 4 5
	1 2 3 4 5		5		1 2 3 4 5
	1 2 3 4 5		5		1 2 3 4 5
	1 2 3 4 5		5		1 2 3 4 5
	1 2 3 4 5		5		1 2 3 4 5
	1 2 3 4 5		5		

Ask me to read a flashcard and clap its rhythm!

Most of primary music is done in large groups. I have found it helpful (and a sobering teacher self-assessment) to give students individual work from time to time. It assesses student learning accurately. Sometimes I discover I need to go back and revisit some ideas. Other times I discover something has been well learned and we forge ahead.

B Composing with Light Word Card Set

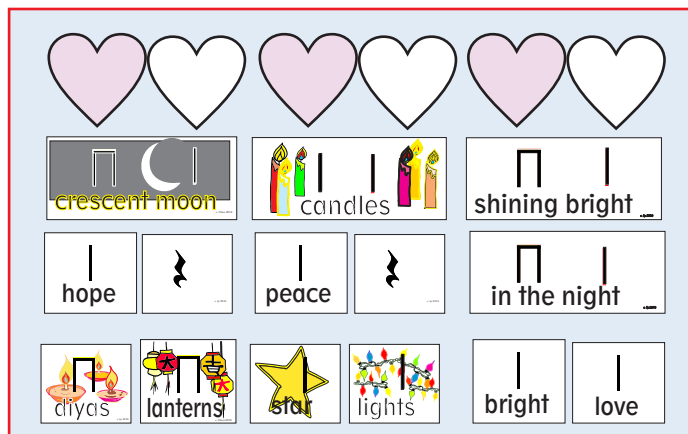
As the holiday season is relatively short, make good use of the flashcard set that fits the season. Use the pocket chart and, with student help, create two or three musical phrases to read. (basic info pages 38-39)

After composing two or three lines:

Divide the class in half. Half the class keeps the beat with you on their knees, or better --on hand drums or sticks. The other half of the class says the words. (It probably is too challenging for most students to say the words and keep the beat ---they'll wander into the rhythm.)

When both groups have had an opportunity to keep the beat, remind students that the rhythm is the "way the words go." Choose a student to play the glockenspiel on the rhythm. Since its ringing sound lingers, remove bars "F" and "B" for a harmonious sound. Now students may play any of the remaining bars.

Repeat as often as practical.



Bananas come in bunches. Beats come in groups called either bars or measures. The first beat in every bar is a little stronger. If you are using hearts to represent beats, show the stronger beat by using a different colour. For this chant, try using 3 bars with 2 beats each -- see above.

Seeing sign language spoken is like watching a communicative dance.

C Adding Sign to a Song

Introduce students to sign language by signing the key words in "Light the World." (see pages 84-85)

Explain that people who are deaf often enjoy music. They use their bodies to feel the vibrations and their hearts/minds to feel a part of a community making music.

Extra Idea! Invite a Musical Guest for a Short Visit

Students (or siblings or parents) who play an instrument, may be practising special pieces for holiday concerts. If your class has reading buddies, perhaps one of them plays an instrument. Invite a guest to come and play their instrument for your class. It's an opportunity for an up-close encounter with a musical instrument.

- Before:** *discuss "concert behaviour"
*help the class think of questions to ask the performer
- After:** *ask students for "kisses and wishes" from the performance (student behaviour and guest performance)
*invite students to dream:
What instrument would they like to learn?

Light Up the Holidays

Canada
c. LJ Clare 2011

1. **Diwali** $\begin{matrix} 4 \\ 4 \end{matrix}$ On Di - wa - li, lamps all glow, hang them high, hang them low.

2. **Hanukah** Han - u - kah is eight nights, games and food and can - dle - lights.

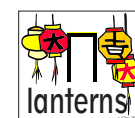
3. **Advent** Ad-vent can-dles num-ber four, Christ-mas Eve, add one more.

4. **Ramadan** Ra- ma- dan means wait to eat, See moon-light, taste a treat.

5. **New Year** Gung Hay Fat Choy Lan - terns bright, New Year's joy.

New Chant: Light Up the Holidays

- Place the "Holiday Chant" on the pocketchart. **"Sometimes, in music, rhythm symbols have small circles attached to them. Who can find a word that is under a "ta?" What about a different word under a "ta?" Under a "ti-ti?"**
- "The rhythm symbols tell us how to say the words. "Ti-ti" means two claps in one heart beat. "Ta" is only one clap in a heart beat. Who can come up to the pocket chart and show us a heart beat that has two claps? one clap?**
- Keeping a steady beat, read the first line and have students echo it. Ask if any one in the class celebrates Hanukah --or knows someone who does. Tell a bit about Hanukah celebrations. Repeat for each of the lines in the chant.
- This time read a line of the chant, students echo ---then without pausing, go on to the next line.
- Ask the class to join you in reading the entire chant. Give a count-in of 4 steady beats. Using a pointer or hand to show where the beat is will help students read together.
- Try reading the chant with the recording and/or song video.



Performance Standards

Periodically, music class needs to include time to polish a piece for performance. In Grade One, students should be able to begin and end singing together, keep their eyes mostly on the conductor, and enunciate carefully. Posture for performance singing is standing, feet slightly apart, knees loose, chins and shoulders down/relaxed with a straight back.

B Performance Piece

Combine the two "Holiday Light" pieces into one arrangement.

Even if your class is not performing at a concert, choose pieces to practice, and take your show "on the road" (visit another classroom, or invite office staff to come and listen? If your class is performing in a school concert, work on the pieces you have chosen instead of using the material given here.

Song: Light the World Key G, first note D(low so)

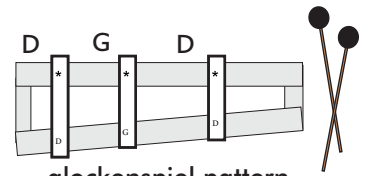
Chant: Light Up the Holidays Count-in one, two, ready, read ...

Intro: Teacher counts in: One, two, three, four
Students on Glockenspiels play: D G D(high) G

Part I Glockenspiels continue to play ...
Class sings last verse (using the word "love") of Light the World

Part II Class says the Holiday Lights chant.
(plays the rhythm/words on chopsticks)

Part III Students on Glockenspiels begin playing again during the "New Year" line of the chant.
Class sings the whole song: Light the World
*add simple actions
e.g. Make the ASL sign for each of the zipped words, followed by both hands reaching out to audience.

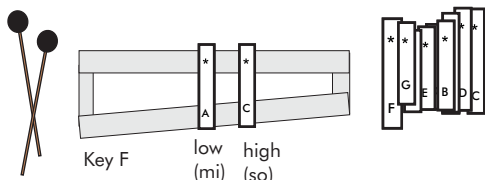


glockenspiel pattern
D G D(high) G

If your glockenspiels don't have a high D, use D G D G.

C Pocketchart Composing

- Using the Holiday Lights flashcards have students create an 8 beat line on the pocket chart.
- With a count-in of 4, ask students to read the line.
- Repeat #1 and #2 several times.
- Now move some of the cards down a space -- these will be sung "lower." Use the pitches for "so-mi" as the "high-low" when singing the composition. (Remember, that at this time, the pitches are not yet named as "so-mi.")
- Sing the newly composed song.



Step 1

♥	♥	♥	♥	♥	♥	♥	♥
candle	chrys	joy	love	crescent moon	hope	peace	

high(so)
low(mi)

Step 2

♥	♥	♥	♥	♥	♥	♥	♥
candle	chrys			crescent moon			
		joy	love			hope	peace

high(so)
low(mi)



Check out the "Seasonal Extras" after December Week Three's Lesson. Included in these materials are work pages so that students may "cut and paste" a Holiday Lights Composition at their desks.

December

Focus: reading rhythms & seasonal music

Lesson

15a

Dance(A) & Drama(B)



Music(C)



A1.2 use dance as a language/DANCE

**C1.1 Santa Claus Has 10 Toys
Up on the Housetop**

Except for Santa-songs, material included in the lessons is multi-cultural. Check the "Additional Material" pages at the end of December lessons for holiday specific songs and ideas.

Warm-Ups(3 minutes)

1 Focus: Listening Game

2 Body: Stretches

Practice and Review

Song: Light the World Key G, first note D(low so)
a cappella count-in: 1 and,2 and, Light...

Chant: Holiday Lights place the words/rhythm symbols on the pocket chart

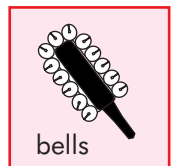
On Di - wa - li, lamps all glow, hang them high, hang them low.

(Remind students that the rhythm symbols sometimes have circles added to them. When circles are added, they are called "notes.")

1. Read the words to the chant using a steady count-in: **One, two, ready, read ...**
2. Now, practice saying/reading and clapping the rhythm names (ti-ti, ta) to the chant.
3. Divide the class into two groups.
One group says and claps the "ti-ti's."
One group says and claps the "ta's."
4. Give bells or shakers to the "ta" group.
Give rhythm sticks to the "ti-ti" group.
Say the rhythm names again, using the instruments instead of clapping.
Repeat, if needed.
5. Teacher says the words to the holiday chant, while students play their instruments.
6. Students say the words and play their instruments.



tap on "ti-ti"



shake on "ta"



shakers
maracas

We Wish You a Happy Holiday

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

England, 16th Century
adapted LJ Clare
2010



1. We wish you a Mer-ry Christ - mas, We wish you a Mer-ry Christ - mas, We
2. We wish you a Hap-py Han-u- kah, We ...
3. We wish you a Bright Di - wa - li, We...
4. We wish you a Fes-tive Eid-----, We...



wish you a Mer-ry Christ - mas and a Hap - py New Year! Good



Tid - ings we bring, to you and your friends, Good



Tid - ings and() and a Hap - py New Year!

Chorus

New Song: We Wish You a Happy Holiday

1. Put the greeting word cards on the pocket chart. Ask students to echo as you say each of the greetings.
2. "In England, one of the New Year customs is to go carolling (singing songs) while visiting your neighbours. The carollers were given special food as a treat. During the visit, conversation is supposed to stay on "good news", good tidings. If you were going on an English New Year's visit, what good news could you share?" (Give several students an opportunity to tell some good news.)
3. "The song we're going to sing is from England. The chorus goes like this: sing the chorus "Good tidings we bring ..." What holidays were they celebrating?" (Christmas and New Year)
4. "Listen two more times and join with me the third time." (sing the chorus three times)
5. "Good singing. Some of you probably already know the first part of the song. If you recognize it, put your hands way up high." (Sing: We wish you a Merry Christmas ...) Ready to try singing the verse and the chorus? Wait for the count-in.
6. "Remember when we were learning "Light the World" and we zipped new words into it? We can zip new holidays into this song. Which holiday greeting shall we try next?" (Work your way through the holiday greetings on the pocket chart -- or additional ones suggested by your class.)

Good Tidings

Festive Eid

Merry Christmas

Happy Hanukah

Bright Diwali

Happy New Year

Desk-Top Composition

Solo Each student gets to "cut and paste" their own ideas for a holiday chant.

The pages provided are sized to fit each other. If you enlarge one, enlarge them all by the same amount.

Group An alternative to doing this as a "cut and paste" project, would be to make multiple copies of the large flashcards used on the pocket chart. Assemble the copies into envelopes that contain at least 2 "sh," 4 "large" flashcards and 4 "small" flashcards. Include 8 hearts in each envelope.

Divide the class into groups and give each group one of the envelopes. Their task is to create one line that will fill eight beats/hearts.

Give 5 or 6 minutes for working time. Then ask each group to put its line on the pocket chart. Read the compositions as a group.

Circle your choice. Choose an "A" and a "B" _____

Composer's Name _____

Tempo

presto
allegro
andante











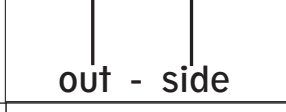

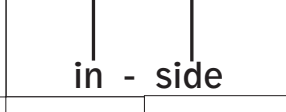


Dynamics

forte
piano
















Beat

Rhythm

Circle your choice. Form **AABA ABAB AAAB ABBA ABBB**

		
		
		
		
		
Student Composition Size		

Student Composition Size

Happy Holidays

Circle your choice.

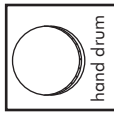
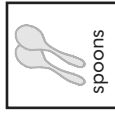
Tempo

- presto
- allegro
- andante

Dynamics

- forte
- piano

Beat

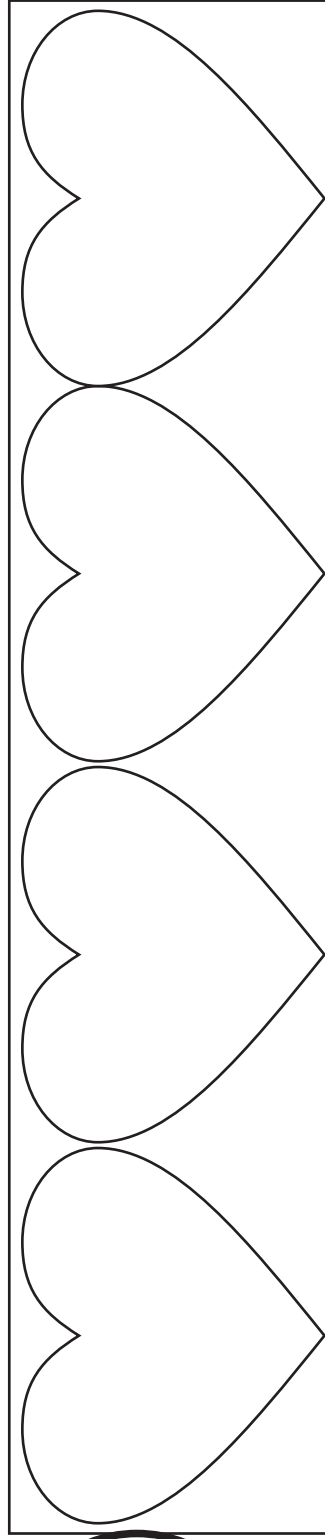
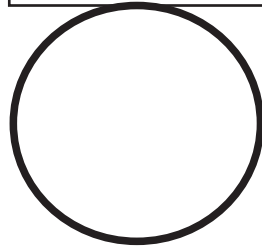
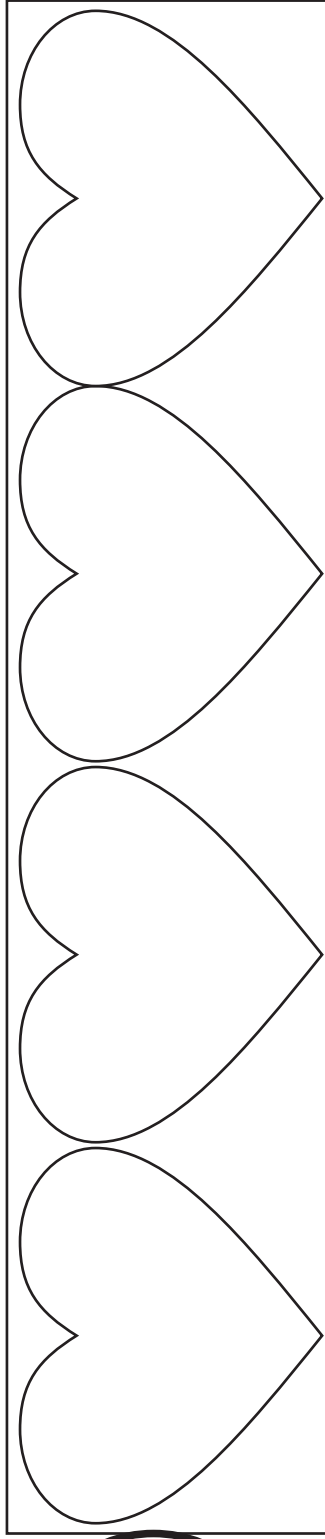
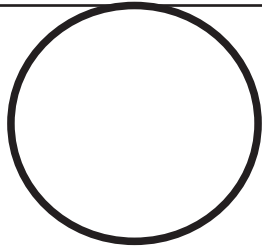
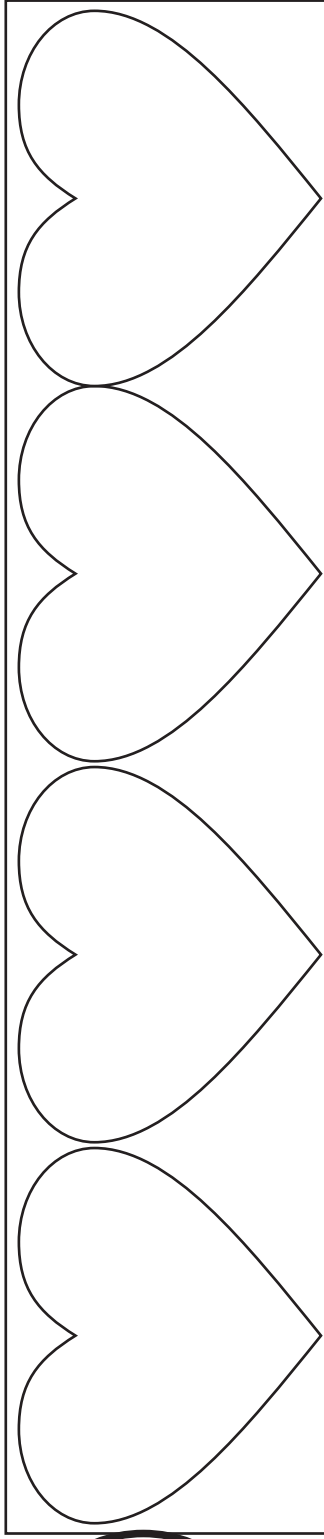
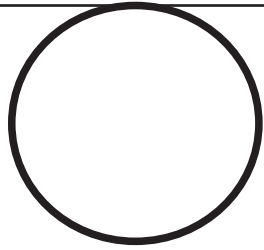


Rhythm



Choose an "A" and a "B"

Composer's Name _____



Circle your choice.

Form AABA ABAB AAAB ABBA ABBA

Student Composition Size

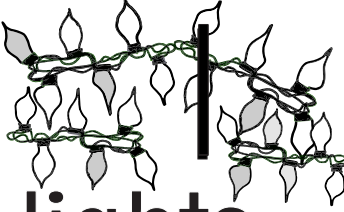


crescent moon

c. Clare 2010



night



lights




bright stars

c. Clare 2010



star



c. ljç 2010




fireworks

c. Clare 2010




diyas

c. ljç 2010

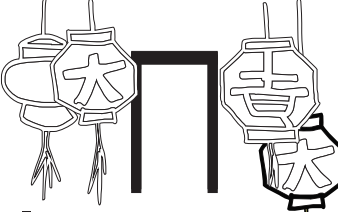


c. ljç 2010




lantern

c. Clare 2010



lanterns

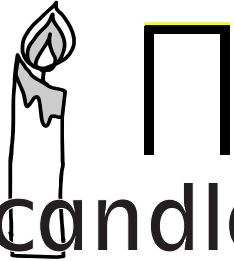
c. Clare 2010



c. ljç 2010




candles



candle

c. Clare 2010




c. ljç 2010


in the night

|
peace

|
hope

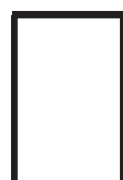

shining bright

|
light

|
bright

 
shining in the

|
big


lit-tle

| |
twinkling

| |
out - side

| 
night

| |
in - side

Student Composition Size

|
love

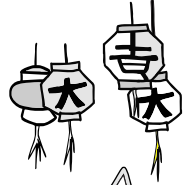
|
joy

I can do music in Lesson 13 . My name is _____

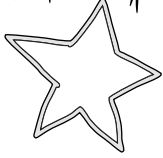
Find my name and print it on the line.



candle



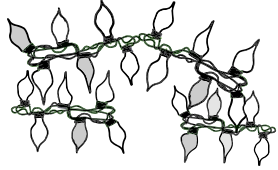
lanterns



lights



lantern



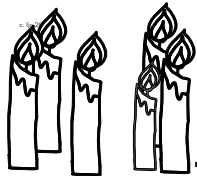
holiday



candles



fireworks



crescent moon



diyas

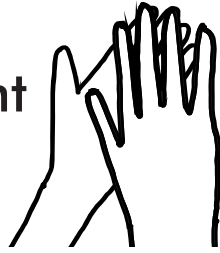


menorah

star

Ask me to read the names.

Rhythm Count



How many claps in each flashcard?
Circle the number of claps.

shining bright

1 2 3 4 5

bright stars

1 2 3 4 5

fireworks

1 2 3 4 5

crescent moon

1 2 3 4 5

lantern

1 2 3 4 5

candles

1 2 3 4 5

in the night

1 2 3 4 5

shining in the

1 2 3 4 5

night

1 2 3 4 5

candle

1 2 3 4 5

star

1 2 3 4 5

diyas

1 2 3 4 5

night

1 2 3 4 5

joy

1 2 3 4 5

lanterns

1 2 3 4 5

hope

1 2 3 4 5

peace

1 2 3 4 5

lights

1 2 3 4 5

Ask me to read a flashcard and clap its rhythm!

Good Tidings

Festive Eid

Merry Christmas

Happy Hanukah

Bright Diwali

Happy New Year

