



bugle
drums

Chester Have You Heard?

tune: variation of Yankee Doodle
campsong
United States

Fun when sung as a round, but this song became a camp favourite because of its actions.

Chester Have You Heard?

Key F, first note do(F)

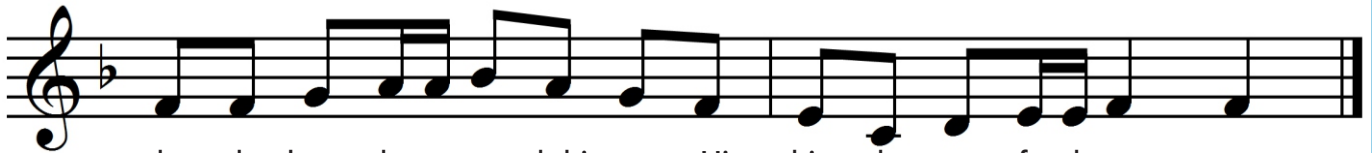
acappella count-in: 1 2 3 4 Ches-

1st tempo: *Largo* 2nd tempo: *Allegro* 3rd tempo: *Presto*

campsong
United States



Ches-ter have you heard a-bout Har-ry, just got back from the ar- my? I



hear he knows how to touch his toes Hip, hip, hoo-ray for the ar - my.

Actions

Yes, the tune sounds like "Yankee Doodle Went To Town"!

*say 'just' quickly and it becomes "chest"

Vary the words by using other rhymes to "nose".

Chest	touch chest
Harry	touch hair
arm	touch arm
-my	use thumb to point to self
hear	touch ear
knows	touch nose
toes	gesture to clothing
(or toes	touch toes)
hip hip	touch hip twice
hooray	fist punches sky
arm	touch arm
-my	use thumb to point to self

e.g.

I hear he knows how to touch his toes
I hear he knows how to wear a rose

stand in rows go to shows
strike a pose talk to crows
spot UFO's

Check out the "Chester What Did You Learn" video for ideas on how to add student ideas to the song.

1st tempo: *Largo*

2nd tempo: *Allegro*

3rd tempo: *Presto*

bugle



Change the shape of your mouth and the way you blow into the bugle to make the pitch go up and down.

Add a verse
with your own ideas!
See "Chester Add a Verse" video.

stand in rows
go to shows
strike a pose
spot UFO's

talk to crows
smell a rose
wear nice clothes

New Song: Chester

Fun when sung as a round, but this song became a camp favourite because of its actions.

Chester Have You Heard?

Key F, first note do(F)

acappella count-in: 1 2 3 4 Ches-

1st tempo: *Largo* 2nd tempo: *Allegro* 3rd tempo: *Presto*

campsong
United States



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Check out the "Chester What Did You Learn" video for ideas on how to add student ideas to the song.

- 1 Invite students to try the actions as they listen to the song.
Preferred option: leader sings and does actions
Second option: play the mp3 of the song while leader does actions
Third option: teach the actions while saying the words,
then, play the mp3 of the song, while students do actions
If needed option: play the mp4/videosong while students do actions



Sing or Play Music Chester

Note: The recordings and videosong repeat the music three times at different speeds. While learning, stop the mp3/mp4 after

- 2 Repeat.
- 3 Challenge students to say the words to the song while doing the actions.
- 4 Sing through the song with actions using the mp4/videosong.
- 5 Try the song, acappella, as a round (include the actions).

Just for Fun Revisit: Napoleon

Since we're singing about army today, enjoy the game/actions for "Napoleon" without worrying about teaching it as a song.

1 "In the 1800s, there was a man in France who was in charge of the armies. He wasn't a King or a Duke – people called him an Emperor because he conquered several countries. His name was Napoleon.

2 "His song is like a game. When the music is playing, you march. But, when the music stops, you freeze in place. Ready to try?"
(Ask students to stand and begin moving/marching when the music begins. If your class is particularly rambunctious, you may want to do a trial run with students sitting and moving only their arms/hands with the music. Play through the song once.)



Play Music Napoleon

Songs that repeat with parts left out are excellent practice for internalizing the beat.

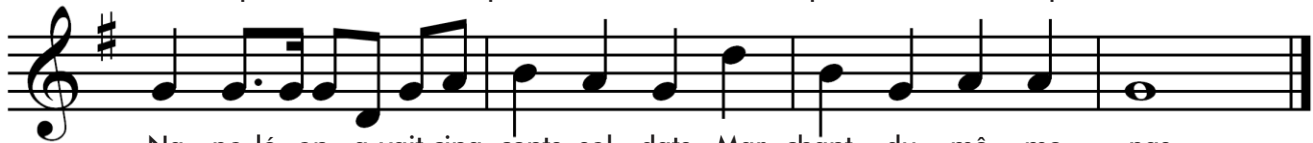
Key G, first note: G(do)
a capella count-in: 1,2,3,4, Na...

Napoléon

France
folksong



Na -po-lé-on a-vait cinq cents sol-dats. Na -po-lé-on a-vait cinq cents sol-dats.



Na -po-lé-on a-vait cinq cents sol - dats. Mar -chant du mê - me pas.

Na -po-lé-on a-vait cinq cents sol-dats.
Na -po-lé-on a-vait cinq cents
Na -po-lé-on a-vait cinq
Na -po-lé-on a-vait
Na -po-lé-on
Na -po-lé-on a-vait cinq cents sol-dats.

If your class is finding it difficult to discern where to "freeze" in the song ---print the words on cards and remove them one by one for an early practice. Leaving the syllable breaks in the words is a "musical" way to show the rhythm, and may help with reading the French.

Na -po-lé-on a-vait cinq cents sol-dats.

Revisit for Purpose:: The Grand Old Duke of York metre 2/2 time

It can be difficult to discern the difference between 4/4 time (walking) and 2/2 time (marching). Focus on attaching the idea of 2/2 time to an "army-type" march.

- 1 Play a little of one of the lullabies students know. Ask: **What genre/kind of music is this?** (lullaby) **Excellent. Why are lullabies written?** (*to calm/quiet babies helping them sleep .



Play Instrumental Music

Play a little of "Holi Ho". Ask: **Does this music help you feel sleepy?** (No.) **What does it make your body feel like doing?** (dance, celebrate)



lullaby (Fais Do Do)



Holi Ho



The Grand Old Duke of York

Play a bit of the 'music only' version of The Grand Old Duke of York. (If there is space, ask students to stand and try out movement as the music plays.) Ask: **What kind of movement is this music playing?**

- 2 Ask for ideas about the kind of movement the music is asking for. Explore what in the music led to this idea ---e.g. the tempo, the instruments being played (drums). **"Good ideas. This kind of music is called a march. It has a really strong LEFT right LEFT right pattern in it.** (Help students identify their "lefts" e.g. the foot/hand closest to the window.) **Try it with me** (decide if students are going to march with hands on knees, or actually stand and move around the room), **Ready and LEFT right LEFT right ...** (Mirror the strong beat with your voice.)

This Duke of York was probably the second son of King George III (1738-1820).

In the Napoleonic Wars, Frederick, Duke of York was infamous for his unsuccessful campaign up and down the hill in the town of Cassel, Belgium.

The Grand Old Duke of York

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

England
17th century
folksong



Verse 1: The grand old Duke of York ____, he had ten thousand men ____, he



marched 'em up to the top of the hill and marched 'em down a-gain ____, And



when they're up they're up ____, and when they're down they're down ____, and



when they're on - ly half way up they're nei-ther up nor down ____.

Verse 2: He drummed them up ...

Verse 3: He piped them up ...

Verse 4: He waved the flag to the top of the hill, and waved it down again.

3 Gather students together and introduce them to the Duke of York.

"Before countries had prime ministers and presidents, some of them had Kings and Queens. When the Kings and Queens. In England, the King or Queen was in charge of everything. That's a huge job --so they picked/appointed special people to help lead the army and called them Dukes. The music we heard is from a song about a real Duke --the Duke of York from a long time ago. The song says that the Duke did four different things while the army was marching. Listen and try to remember all four. March with the Duke using your hands on your knees (model) as you listen."



Play Music The Grand Old Duke of York

4 "Hands up if you think you know all four things the Duke did with his men. (Ask for answers.) And while they were marching, drumming, piping and waving, where did they go? (to the top of the hill and down again)

marching
drumming
piping
waving

5 If you were one of the Duke's men, how would you feel about his leadership? How many men were there? (10,000) (Take a few minutes to conceptualize what that many men would be like ---the number at a big hockey game? a rock concert?)

This Duke of York was probably the second son of King George III (1738-1820). In the Napoleonic Wars, Frederick, Duke of York was infamous for his unsuccessful campaign up and down the hill in the town of Cassel, Belgium.

6 Students sing the song with the mp3.



Play Music The Grand Old Duke of York

7 Add the traditional actions for this song. Stand when the men are "up," "squat" or "sit" when the men are "down," and crouch when the men are "half way up."



Movement and Metre Discerning Time Signatures

- 2/4 time marching
- 3/4 time waltz or skating
- 4/4 time walking

1

Review the words "metre" and "time signature".

"Where do musicians find the metre or time signature in written music?"

(numbers on staff lines at the beginning of the music)

What does the number on top tell us? (number of beats in a bar)

When listening to music, what is different about the first beat in every bar?

(a little bit longer and a little bit stronger)

Good remembering."

time signature
metre

2

"When musicians listen to music they can hear or feel the metre. Some things it helps to sit still and think about, but not metre. To hear metre, let your body feel what is happening and do just a little thinking.

**"If your body feels like skating, or waltzing
---what is the metre? 3/4 (three - four)**

**If your body feels like marching
---what is the metre? 2/4 (two - four)**

**If your body feels like walking
---what is the metre? 4/4 (four - four)**

3

"Moving to music has three guidelines.

ONE: be aware of where other people are, so that there is no bumping

TWO stay where I can see you

THREE wait for the "Go" and "Stop" signals

(use ones students are familiar with)

"When I say "Go" find a space in the classroom where I can see you, stand very still and listen.

4

"Here comes music. When you are ready, move showing the metre."



Play Music

Prepare selections from your favourite pieces

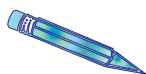
OR

Use the prepared mp3 of Listening for Metre Lesson34)

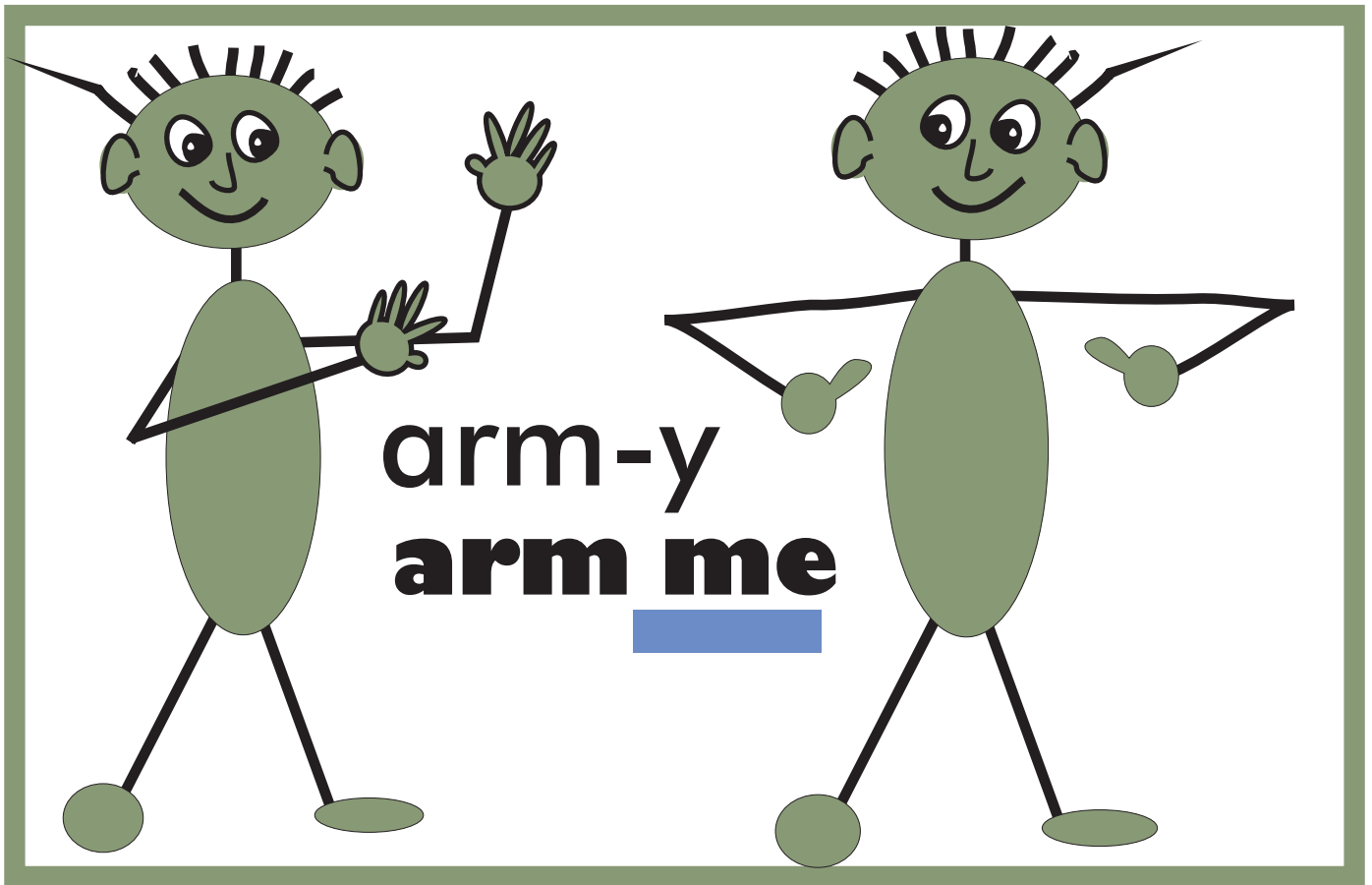
Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



**Chester
Napoleon
The Grand Old Duke of York**



check out the “Chester What Did You Learn” video for ideas on how to add student ideas to the song.

If there is time for students to make up their own versions of what Harry learned in the army, perhaps they’d enjoy drawing a slide to show their ideas?