

May

Lesson A each week reviews core material. Year goals are met by completing Lesson A material.

Lesson B offers additional ideas for review, practice or enrichment.

Focus: Timbre – Listening for Instruments * Review Cd3

31

A
B

C1.1 new song: Old Hiram's Goat
element focus: timbre

C1.5 demonstrate an understanding of musical notation/vocabulary

C1.1 new song: John Jacob

C1.5 demonstrate an understanding of musical notation/vocabulary

32

A
B

C1.1 revisited song: Los Pollitos (beat review)

C1.5 demonstrate an understanding of musical notation/vocabulary

C1.1 listening music: The Ballet of the Unhatched Chicks

element focus: beat/metre
element focus: timbre

C1.1 song: Oh I Had a Silly Chicken

C1.1 listening music/timbre
The Ballet of the Unhatched Chicks

33

A
B

C3.1 music used in community "baseball culture"

element focus: timbre

C1.1 song: Take Me Out to the Ballgame

C1.1 revisited song: John the Rabbit
song: Savez-Vous Planter? (solo singing)
song: Oats, 'n Beans, 'n Barley Grow (reading song)

34

A
B

C1.1 new song: Chester 'round/action song

C1.5 hearing time signatures (new 2/2 time marches)

C1.1 revisit songs: Napoleon
The Grand Old Duke of York

element focus: timbre

C1.1 new song: The Quartermaster's Store

C1.1 review songs: Chester
Do Your Ears Hang Low?

Song List

Old Hiram's Goat
John Jacob Jingleheimer Schmidt
Los Pollitos (en espanol)
Oh I Had a Silly Chicken
Take Me Out To The Ball Game
Savez-Vous Planter
Chester Have You Heard?
Quartermaster's Store

Revisited Song List

John the Rabbit
Oats 'n Beans 'n Barley Grow
Napoleon
The Grand Old Duke of York

Active Listening Song

The Ballet of the Unhatched Chicks
(The Tennessee Wig Walk)
(Walk-Out Songs)
(Blue Jays Song)



Music(C)

C1.1 new song: Old Hiram's Goat

C1.5 demonstrate an understanding of musical notation/vocabulary

element focus: timbre

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Warm-Ups(3 minutes)



Literacy: ABCs Up and Down AND Around and Around

With students standing ... set a quiet walking beat.

Teacher begins: "Start with A, going UP"

ti- ti ta, ti-ti ta

(If there is space in the classroom, have students take tiny step forward (teacher backward) as all say:

"A B C D E F G A B C "

Teacher says, "All stop."

Begin again with a different letter e.g. D E F G A B C D E

Do a few, then change direction to "down" or "backwards"

"Start with G, going Down"

G F E D C B A G F E D C

And repeat a few times.

Up the Alphabet (forwards)

A B C D E F G A B C

F G A B C D E F G A

Down the Alphabet (backwards)

G F E D C B A G

D C B A G F E D C



Solfa & Warm-Up Song: Teacher's Choice of Song

Advantage of "Teacher's Choice" for Warm-Up

--teacher may prepare before class for the song

e.g. solfa (key), mp3/mp4 or acapella

--song choice may lead into lesson,

or offer practice specific to the class



Lead class in solfa warm-up specific for song Key.

(Note: Solfa Warm-Ups are available under "Warm-Ups" if your voice needs a rest.



Brief intro to garner interest.

i.e. "Which of our songs has birds in it?"

"It's so hot today, I'm thinking of a winter song to cool us



Class sings the song ---it's good practice, as much as possible, to have class sing without the teacher's voice leading.



Before Class Prep: Print a set of instrument cards from
Resources — flashcards – “Musical Instruments Orchestra Small Cards

1 By this time of the year, you probably have a sense of whether orchestra instrument names are widely known in your class, or the great unknown.

If students are familiar with the instruments, simply hold up one card at a time and ask for its name. Place the card on the pocketchart, grouping them in families as you proceed.

If instruments are the great unknown, show an instrument, say its name clearly. Students repeat the name after you. Place the card on the pocket chart in family groupings. Every 4 or 5 cards, point to one of the cards on the pocket chart for the class as a whole to name.

2 Remind students of the names of the instrument families. Ask for words that describe how the instruments in each family are played.

3 Say a “playing word” e.g. “pluck” and challenge the class to name the family it belongs to.

Say a “playing word” e.g. “pluck” and ask a student to name an instrument that may be played in that manner.

4 Play the “Listening for Instrument Families” mp4. It guides students through identifying instrument families by their sounds.

Play the mp3 of “Listening for Instrument Families”, pausing after each “bell” to ask a student to name the family and perhaps the specific instrument. If students are still learning the names of instruments, point to each instrument card as it is mentioned.

Analyzing and Reflection

5 Engage students in exploring which instruments each of them would like to play if they had a choice, and why.

strings

bow(scape), pluck, strum

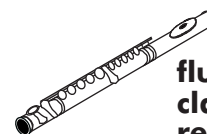


violin
guitar

viola
cello
double bass
banjo
ukulele

woodwinds

usually blow
through a reed



flute
clarinet
recorder

oboe
piccolo
bassoon

brass

blow directly into tube

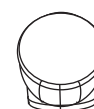


cornet
tuba

trumpet
trombone
french horn

percussion

tap, scrape, shake



drums
piano

shakers
bells
xylophone
rhythm sticks
tambourine

New Song: Old Hiram's Goat

1 "Goats have a bad reputation. You see it in cartoons sometimes, or silly stories ... there's a goat, and he's eating a tin can, or somebody's sleeve, or a farmer's hat. I don't think goats really eat tin cans, they'd be awfully crunchy, and they wouldn't taste very good. I suppose if a goat was very, very hungry, it might try a hat made of straw. Goats got their bad reputation because they'll try to eat just about anything. A nibble here, a nibble there --you never know what's going to taste good. So here's a song about a goat that belonged to an old man named Hiram. Old Hiram's goat liked to eat.

2 "Now this song is full of spaces for you to echo sing the line that's just been sung. So be ready to listen carefully to what happens to Hiram's goat and sing the echos!



Sing or Play Music Old Hiram's Goat

Old Hiram's Goat

Key C first note G(so), count-in: 1,2,3,Old...

arr: lj

campsong



Old Hir - am's goat, was - a feel - ing fine, ate
Sing-ing "Au - re - voir", but not "Good - bye", for



three red shirts right off-a the line Mrs. Mur-phy the cook, she
that old goat weren't a doomed to die, it coughed and coughed, in



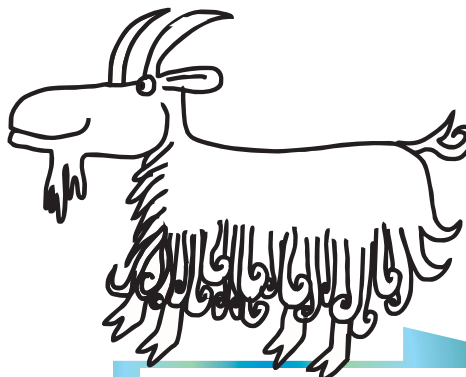
gra--bed its tack and tied that goat to the rail - road track!
mor - tal pain, coughed up those shirts, and flagged the train.

TAG: high G F# F E
Woe, woe, woe, woe.

3 "That goat eh! Try it again, and this time I'll do the actions with the lead line. You sing the echo part and copy my actions. Stand up and get ready cause here we go



Sing or Play Music
Old Hiram's Goat



actions on the next page

Old Hiram's Goat

Old Hiram's Goat

was a-feelin' fine

ate three red shirts

right off-a the line

Mrs. Murphy the cook

she grabbed his tack

and tied that goat

to the railroad track

Singin' au-revoir

but not good-bye

for that old goat

he weren't a doomed to die

he coughed and coughed

in mortal pain

coughed up those shirts

and he flagged the train

whoo-whoo-whoo-whoow

anon

echo song with actions

pluck shirts off clothesline

one hand behind head

one hand on hip and move shoulders

reach out to grab

row hands around each other

hands start in middle, move outwards

wave goodbye with right hand

wave goodbye with left hand

both hands on hips

grasp middle of chest as if in pain

make throwing up motions

hands hands as if to flag train

Alternative Words



There was a man, now please take note
There was a man who had a goat
He loved that goat, indeed he did
At times that goat, was like a kid

One day the goat, felt frisk and fine
Ate three red shirts, right off the line
The man, he grabbed, him by the back
And tired hi to, a railroad track

Now when that train, hove into sight
That goat grew pale, and green with fright
He heaved a sigh, as if in pain
Coughed up the shirts, and flagged the train.

Review Music Vocabulary/Literacy: Word Game

(last played in April Week One) Put the word cards in the pocket chart, music word hidden (meaning facing out). **"Time for a Word 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

music word
meaning

staccato

hopping

dynamics

volume

vocabulary lists on the next page

Variations for the Game

A

Using the class list, ask each student in turn.

B

When the words are well known, instead of showing the card, say the word and students spell it, and then also give its explanation.

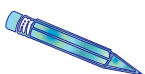
C

Name a kind of element. Students give one of the words that fits the category. (Do this at first with all the words mixed up but visible on the pocket chart.) Place the cards under the name on the pocket chart so that all students see the correct groupings.

D

Show or name one of the words. Student names the element it belongs to.

Enjoy the Repertoire
New Repertoire



Student Choice of Song or Dance
Old Hiram's Goat

Music Words, quick reminders

Introduction of Music Words in this curriculum

1

choir	alphabet
detached	bar
folk song	bar line
forte	beat
melody	compose
melody map	note
percussion	piano
play	pitch
protest song	rest
tempo	rhythm
verse	staff
	tune

2

accent	lullaby
allegro	note names
andante	ostinato
Blues	presto
dynamics	slur
form	solfa
harmony	timbre

3

articulation
canons
flat
partner songs
repeats
rounds
sharp
step, skip, leap
tie
vivace

*dynamics

forte	loudly
piano	softly
f	forte
p	piano
staccato	hopping
legato	smoothly
accent	make stronger

Literacy Music Words

music staff	5 lines for writing music
notes	symbols for musical sounds
bars	groups of notes on a staff
bar lines	line to divide groups of notes
slur	2 notes sung together

General Music Words

conductor	music leader
repertoire	list of songs
ostinato	word patterns that repeat
pitch	up/down of sounds
solfa	do, re, mi's
harmony	sound layers
composer	song writer

Musical Elements

* tempo	speed
presto	quickly
allegro	lively
andante	stately

* form	way music is built
chorus	song words that repeat
verse	song words that change

(Duration)	
beat	steady pulse
rhythm	long/short word patterns
* timbre	kind of voice instrument
(names of instruments)	

Focus: Timbre – Listening for Instruments * Review Cd3 Lesson



Music(C)

C1.1 new song: John Jacob

C1.5 demonstrate an understanding of musical notation/vocabulary

element focus: timbre

Lesson A each week reviews core material. Year goals are met by completing Lesson A material.

Lesson B offers additional ideas for review, practice or enrichment.

Warm-Ups(3 minutes)

1 Literacy: ABCs Up and Down AND Around and Around

2 Solfa & Warm-Up Song: Teacher's Choice of Song

1 Lead class in solfa warm-up specific for song Key.
(Note: Solfa Warm-Ups are available under "Warm-Ups" if your voice needs a rest.

2 Brief intro to garner interest.
i.e. "Which of our songs has birds in it?
"It's so hot today, I'm thinking of a winter song to cool us

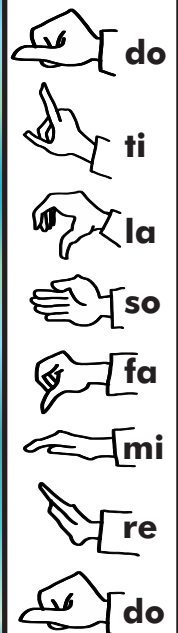
3 Class sings the song ---it's good practice, as much as possible, to have class sing without the teacher's voice leading.

Up the Alphabet (forwards)

A B C D E F G A B C
F G A B C D E F G A

Down the Alphabet (backwards)

G F E D C B A G
D C B A G F E D C



Options for review, practice or enrichment

A **New Song:** John Jacob Jingleheimer Schmidt

B **Review and Practice:** Timbre: Listening for Instrument Families

C **Individual Work/Paper Work** Music Vocabulary: Basic Music Words

A New Song: John Jacob Jingleheimer Schmidt

1 "If you know someone who has the same last name as you, put your hand up. --- Everyone eh? Well, if you know someone who has the same first name as you, put your hand up. "Most people have a first name, a last name, and maybe some middle names. Hands up if you have a middle name. (Ask a few students what their middle name is.) "Do you know anyone who has the same first name, last name and middle names as you? (Explore responses!)

2 "John Jacob Jingleheimer Schmidt ---that's an interesting name. John Jacob Jingleheimer Schmidt. Sounds like the person's family might have come from Germany. Jingleheimer --the word, heimer means house, bright house in German. I don't know what a "jingle- heimer might mean. It's pretty unusual. Listen what happens when John Jacob Jingleheimer Schmidt goes out one day.



Sing or Play Music John Jacob Jingleheimer Schmidt

3 "The second time you hear John's name, it's shouted. Why? Do you think he really met another person with his name? Maybe, maybe not. It's fun to think about. Can you say his whole name? (John.....Schmidt)

4 Teach the song by rote (students echo you after each line)
OR use the mp3 --magic lips the first time, then sing the second and third times.
(Be sure to encourage loud shouting on the last "John Jacob Jingleheimer Schmidt".)

John Jacob Jingleheimer Schmidt

Key F first note A, count-in: 1,2,3,4,John...

1st Time: *mp* 2nd Time: *p* 3rd Time: *pp*

North America
Campfire Song
20th C.

John Ja - cob Jin-gle-hei-mer Schmidt That's my name

too. When ev-er I go out, the peo-ple al-ways shout there goes

John Ja-cob Jin-gle-hei-mer Schmidt Tra -la -la- la -la -la -la - la...

There are many ideas about the origin of this song --was it from vaudeville in the 1920s? --was it a spoof of the need to learn new long names that come with immigration from foreign lands? --was it from a folktale about an improbable meeting between two men sharing an unusual name? Even though its origins are clouded in the past, "John Jacob" recently went viral on Twitter. The song is "indefinitely repetitive" which with its changes in volume make it irresistible to generations of children.

Review and Practice: Timbre: Listening for Instrument Families

February, in the Grade 2 curriculum, focuses on instrument families. These were reviewed in the "A" lesson this week. Here are some ways to have fun with solidifying the ideas and sounds of orchestra instruments.

1a

Visit **Carnegie Hall's** wonderful website that includes very short (under 30second) video clips for every instrument, and audio clips for listening without visual cues. Try the following! (no pop-ups, no ads)

<https://www.carnegiehall.org/Education/Programs/Link-Up/National-Program/Instrument-Families>

b

On the opening page, scroll down to the first video.
1 minute, 40second review of instrument families with live orchestra examples.

c

Follow-Up

*say the name of an instrument family,
----ask for the words that describe how these instruments are played (audio science)

*say the name of an instrument family,
----ask for the name of an instrument in that family
----show the flashcard of the instrument, place on pocket chart in its family group

Note: this would work well as a "bee"(like a spelling bee), first person to name an instrument stays in (goes to back of line), other person goes to back of line of the 'winner' (this way everyone continues to play until one line is depleted) if an instrument is repeated after it is named once, then that person is 'out' also i.e. goes to back of opposite team

Scroll again on the opening page of the website.

The first section of audio files is intended as a "listen to this" sampling of all instruments in all orchestra families. However, I think that would be monotonous for Grade 3 students. The audio files of the individual instruments are shown by volume boxes along the top of the section. Clicking in the middle of each "set" will give a bit of the instrument to listen to and guess? at its name. If you click right at the beginning of a "set", then the instrument is named.

d

For instrument families though, the second section of audio files which is called "instrument identification" may be used for instrument family identification, rather than the specific instrument, to make it more doable for most classes.

Keep in Mind

Near the top of the opening page of this website is a section called "Discover the Orchestra". Click on the name and a map of the orchestra is shown.

Click on a specific instrument --and look right.

*info about the instrument

AND *a short video of music being played by that instrument

Excellent resource for quick reference to a specific instrument any time it becomes a focus in music or other classes.

2

Lincoln Center's Chamber Music Website offers 4 fun, very short videos (30 seconds or less) of people playing instruments in each family group. Viewing this is a quick way to review the idea of musical families and extend awareness of different genres of music.

<https://www.chambermusicsociety.org/about/news/musical-instrument-families/>

3

For a radical change of pace --try the Oregon Symphony website page that features stories and musical instruments. In Season 3, one of the stories is "Change Sings", written by Amanda Gorman, the poet who spoke at Barack Obama's inauguration. The instruments featured are percussion --some well known, and some world instruments. It's a treat to see the instruments we use so much in primary classes played well by grown-ups, reminding students that they are not just for kids. The video is about 7 minutes so it's a good choice if it's been a busy week.

<https://www.orsymphony.org/discover/watch-listen/symphony-storytime/>

There are many, many other websites that feature orchestra instrument families. Some good, some well, a little pedantic. Find your favourites and use them for short glimpses of music beyond the classroom.



Individual Work/Paper Work Music Vocabulary: Basic Music Words

Musician's Name _____		22
Fill in the missing symbols or words.		
1	piano	<i>p</i> softly
2	forte	<i>f</i>
3		getting louder
4	staccato	•
5	ta	quarter note
6	ti-ti □	eighth notes
7	ta-a-a-a	
8	shu	half rest
9	sh	
10	decrescendo	>

Circle the best word for ...

A *a slow music tempo	A allegro presto	andante
B *music for a lullaby	B forte andante	piano
C *notes that take a long time to sing	C quarter eighth	whole
D *a person who directs a choir	D composer conductor	director
E *music that is fast	E crescendo staccato	presto

If the class is confident of music vocabulary, simply explore what the work page needs to be done.

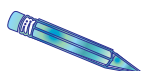
If the class is still learning music vocabulary, play a round or two of the Word Game (see Lesson A of this week), before giving out the work page.



Enjoy the Repertoire


Student Choice of Song or Dance

New Repertoire



John Jacob Jingleheimer Schmidt

Fill in the missing symbols or words.

1	piano	<i>p</i>	softly
2	forte	<i>f</i>	
3			getting louder
4	staccato	•	
5	ta		quarter note
6	ti-ti □		eighth notes
7	ta-a-a-a		
8	shu		half rest
9	sh		
10	decrescendo	>	

Circle the best word for ...

- | | |
|---|--|
| A *a slow music tempo | A allegro andante presto |
| B *music for a lullaby | B forte andante piano |
| C *notes that take a long time to sing | C quarter whole eighth |
| D *a person who directs a choir | D composer director conductor |
| E *music that is fast | E crescendo presto staccato |



Music(C)

C1.1 revisited song: Los Pollitos
(beat review)

C1.1 listening music:
The Ballet of the Unhatched Chicks

element focus: beat/metre

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Warm-Ups(3 minutes)



Literacy: ABCs Up and Down AND Around and Around

With students standing ... set a quiet walking beat.
Teacher begins: "Start with A, going UP"
ti- ti ta, ti-ti ta

(If there is space in the classroom, have students take tiny step forward (teacher backward) as all say:

"A B C D E F G A B C "

Teacher says, "All stop."

Begin again with a different letter e.g. D E F G A B C D E

Do a few, then change direction to "down" or "backwards"

"Start with G, going Down"

G F E D C B A G F E D C

And repeat a few times.

Up the Alphabet (forwards)

A B C D E F G A B C
F G A B C D E F G A

Down the Alphabet (backwards)

G F E D C B A G
D C B A G F E D C



Focus: Follow Me

Begin with the number "8." Tell your class that you are going to do something 8 times, e.g. touch head. Then students are to do it 8 times, however, while they are touching their heads 8 times, you are going to be doing something new for them to repeat, e.g. snap fingers 8 times; and so on. Its easier to do than to explain.

I find it helpful to "mouth" the counting as you do the actions. Exaggerate the actions and keep them very simple until students are good at following. End the patterns in the same way every time, e.g. clasp your hands together and move them in a shaking motion 8 times.

touch head
wave hand
move with a jerk
pat knees
clap
pat shoulders
tap toe
hands out, hands in
...
et al

8 is relatively easy. **Now try 7 repeat actions at a time.**
Work your way down to "1"!

Flashcards naming musical instruments may be printed from pdfs under
"Resources — Flashcards — Musical Instruments".

1 Challenge students to a "game" of name that instrument. Its "the class" versus "the teacher". Students sit in pairs in front of teacher. Teacher shows one instrument card and points to a pair of students. Students have to a count of "5" to name the instrument. If they are correct, the class gets a point. If they are not correct, or don't know, the teacher gets a point. Before going on to the next musical instrument ---remind students how sound is produced from the instrument. Flashcards may be used more than once if needed to give each pair of students an opportunity to play.

Play the game a second time asking for a word to describe how the sound is produced by the musical instrument.

2 **"What instrument family does the piano belong to? Why?**
 (percussion, there are little hammers inside,
 striking the strings
 and fingers tap the keys)

3 Using either the mp3 or the mp4
 "Listening for Instruments
 ---piano plus"
 guide students
 through today's challenges.

Funga Alafia	piano plus guitar, shakers, clap
Great Grandma	piano plus violin
Down In the Wood	piano plus tuba
Farmer Brown	piano plus violin

4 **Analyzing and Reflection**

"Why is the piano used in so many songs?

"Name an instrument that you think makes a good partner to the piano. Why?

If you were choosing instruments for a song to be recorded, would you include piano? Why or why not?

Review Beat/Metre Basics

Instead of teaching students to sing "Los Pollitos", use the mp4s to review "beat". Students will learn to sing the song through assimilation (repeated exposure to music).



"Two basics for music --rhythm and ??? (beat). What can you tell me about beat? (explore student ideas which may, or may not include concepts to be reviewed).



"Check in this video for ideas about "beat". Are there any that we didn't just talk about?



Play Video
mp4

Los Pollitos
Beat Keeping Review

Help students name the concepts from the video.



Play Video
mp4

Los Pollitos
Beat Game

beat

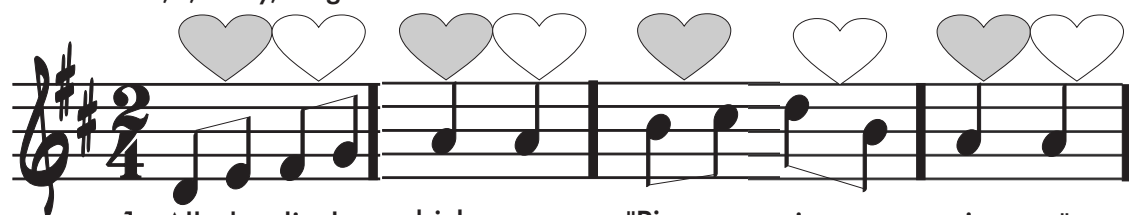
- *music's basic time unit
- *usually maintains the same pulse throughout a song
- *tempo describes the speed of beat
- *metre describes the frequency of accents in beat
- *heart beats keep people alive
- music beats keep music alive

staff lines
bar lines
beat is steady
every bar has the same # of beats
Why are some beat(hearts) darker?
beat counting – keeping track

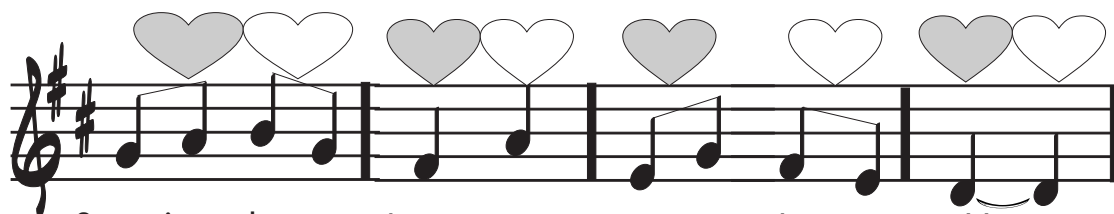
Key of D
first note "do"
count-in: 1,2,ready, sing ...

Los Pollitos

as heard in Ecuador
arr: LJ Clare 2011



1. All the lit-tle chicks cry, "Pi - o, pi - o, pi - o."
2. Mo - ther hen looks round for, corn and wheat and seeds for
3. Un - der mo-ther's wing they're sleep-ing in the hay____
4. And then when they wake up, they say to their mo - ther,



Sometimes they are hun - gry, some-times they are cold ____.
all of them to eat then, she will keep them warm ____.
qui - et in the hay____, sleep-ing through the day ____.
"I am ve - ry, hun - gry, pi - o, pi - o, pi - o."



Play the mp4 "Los Pollitos - vocal". Immediately following the music introduction, pause the screen at the written music. **"What is the time signature for this song?** (2 4 time) **What do the number tell musicians?** (2 beats in every bar, a quarter note/ta gets a beat) **What is special about the first beat of every bar?** (a little bit longer, a little bit

Challenge students to sing as you play the mp4 through.



Sing or Play Music Los Pollitos --vocal

Active Listening Music The Ballet of the Unhatched Chicks

Do you listen as a dancer, an instrument player, or simply as an audience member? Depending on your class, you can offer each of these options and then take time to compare and contrast different ideas/feelings from each perspective.

Alternatively, choose one or two of the “listening views” below to explore this delightful piece of music and the story of its creation.

Most people depend on visual cues more than audio ones. For this reason, **if you are able to learn from the videos so that you can teach the lesson without using them, student listening skills will grow.** The videos could be shown later, just for fun.

The Music's Story

There was a person whose name was Victor Hartmann, and another person whose name was Modest Mussorgsky (Muzz-org-ski). They were very good friends. Mussorgsky played the piano and composed music. Hartmann was an architect and artist. He painted this to show ideas for costumes for children dancing in a ballet. (show copy of painting re “Unhatched Chicks”, see next page). What are the children dressed up as?

Yes ---chicks coming out of eggs!

Just a short time later, Hartmann died very suddenly. His friends and family got together to celebrate all his work. They put up over 400 paintings to look at.

Mussorgsky looked at the paintings. “Hmmm --if I compose music to go with some of them, it will help people remember what a great artist my friend was.” So that’s what Mussorgsky did.

Listen to the music Mussorgsky composed to go with the dance costumes.



Play Video mp4

The Ballet of the Unhatched Chicks #1

(play the video with a blank screen to focus attention on the audio)

<https://natasha-turovsky.com/>

The video was created by Natasha Turovsky who gave full permission for it to be used on this website and in your classrooms. It’s a delightful, “listener’s” version using her art combined with the music. Check out her website for other art/music combinations from Montreal.

Teacher’s Note: Mussorgsky (1874) composed the piece for piano. Maurice Revel arranged the piece for orchestra (1922). It can be confusing at first because they sound nearly like different pieces.

Modest Mussorgsky’s (1839-1881) and Viktor Hartmann were very good friends. Mussorgsky played the piano and wrote music. Hartmann was an artist who painted and designed costumes for theatre shows.

Hartmann’s friends were all surprised and sad when he died at the age of 39. His friends organized an exhibition of his works to be seen at the Imperial Academy of Arts in St. Petersburg, Russia “Pictures at an Exhibition”. When Mussorgsky walked through the hall filled with his friend’s pictures, he was inspired to write piano music for each of the pictures there. Mussorgsky played the music for his friends, but not in public.

Many years later, in 1922, a conductor wanted to include Mussorgsky’s music in a public performance by an orchestra. But the music was written for only piano. The conductor (Serge Koussevitzky) commissioned Maurice Ravel to arrange the music for an orchestra to play. The music that is famous today was written by Mussorgsky, and arranged by Ravel.



The picture, "The Ballet of the Unhatched Chicks", shows Hartman's design of costumes for staging a ballet called Trilbi. The cast included boys and girls from the theatre school dressed as canaries and eggs.

A Listen as a Dancer

Before class, decide which approach to take. Either using your own ideas or ideas generated with the class, choreograph a dance. OR using the words/images in one of the videos suggested here for teacher use, choose movements to dance the music.



Teacher Prep Video mp4

<https://www.youtube.com/watch?v=x7fxH6mlAf8>

Simple, easy to follow movements that go along with both the music and the storyline. Unfortunately I wasn't able to track down "Mrs. Stark" to seek permission to use the video outside of YouTube.



<https://www.youtube.com/watch?v=jYFUmf11EYs>

Video is intended for preschoolers or kindergarten, but does provide many ideas for primary teachers. The movements and words superimposed on the music fit together well.



CanDo Music: Ballet of the Unhatched Chicks #2

Breaks down the music into segments to offer an easy way to add movements that repeat with the repeated music.

"If you were a dancer, playing a chick inside the egg, what would you be trying to do? (get out of the egg) "Let me out !" (4 movements with wings)

ideas

- *jab shell with elbow
- *push straight out with hand/hands
- *jab with other elbow

"What else could you do?" scratch with claws? peck with beak? run and hit a wall?

Practice with students and perform. **The goal of practice is to be able to perform the movements without the aid of visual prompts** (using the video). As long as the video is shown, student focus will be on the screen. Taking the video away, pushes the focus to listening.

**See the file for
The Ballet of the Unhatched Chicks
for more ideas!**

B Listen as a Musician (Instrument Player)

During the Pandemic, Covid, Sandra Frančišković made some videos for her students to follow at home. She's given her permission for her version of "The Ballet of the Unhatched Chicks" to be offered here. It's a delightful and simple orchestration, easy to learn and present to your class ---or, to use the video for your class to follow until they can play it with just the sound.

If you are inspired, create your own orchestration using either found instruments, body percussion or the collection of instruments in your classroom.

Mussorgsky wrote the music just for piano. Many years later a conductor wanted to have his orchestra play the music. The conductor (Serge Koussevitzky) asked another composer, Maurice Ravel, to arrange the music so that many instruments, working together, could play it.

Today, you are the orchestra. You need a jar lid(metal) and two pens that click open and shut and a table. What family do you think these instruments belong to? (percussion) (hand out instruments)

Ready to play? follow along with the players in the video.



Play Video

mp4

OR



Play Music

mp3

The Ballet of the Unhatched Chicks #2

Practice with students and perform. **The goal of practice is to be able to perform the movements without the aid of visual prompts** (using the video). As long as the video is shown, student focus will be on the screen. Taking the video away, pushes the focus to listening.



Listen as the Audience

In 2015, the Toronto Symphony posted a video of them playing "The Ballet of the Unhatched Chicks" on YouTube. In this section, invite your class to be the audience!

https://www.youtube.com/watch?v=_HPtSftZ3b0



Use the audio from one of the previous videos.

Reflections/Analysis

Name the ways the class "listened" e.g. as dancers, music makers or audience.

For each, ask: **How was this a good way to listen?**

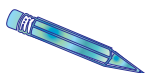
How was this not-so-good a way to listen?

After explore: **Which was your favourite and why?**

Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



Los Pollitos

The Ballet of the Unhatched Chicks

(active listening music)

Focus: Timbre – Listening for Instruments * Review Cd3

May

Week Two Lesson 32 B



Music(C)

C1.1 song: Oh I Had a Silly Chicken

C1.1 listening music/timbre
The Ballet of the Unhatched Chicks

Lesson A each week reviews core material. Year goals are met by completing Lesson A material.

Lesson B offers additional ideas for review, practice or enrichment.

Warm-Ups(3 minutes)



Literacy: ABCs Up and Down AND Around and Around



Focus: Follow Me

Begin with the number "8." Tell your class that you are going to do something 8 times, e.g. touch head. Then students are to do it 8 times, however, while they are touching their heads 8 times, you are going to be doing something new for them to repeat, e.g. snap fingers 8 times; and so on. Its easier to do than to explain.

touch head
wave hand
move with a jerk
pat knees
clap
pat shoulders
tap toe
hands out, hands in
...
et al

8 is relatively easy. **Now try 7 repeat actions at a time.**
Work your way down to "1"!

Up the Alphabet (forwards)

A B C D E F G A B C
F G A B C D E F G A

Down the Alphabet (backwards)

G F E D C B A G
D C B A G F E D C

Options for review, practice or enrichment



Active Listening Music: The Ballet of the Unhatched Chicks (reprise)



New Song: Oh I Had a Silly Chicken



Movement/Dance: The Tennessee Wig Walk



Active Listening Music: The Ballet of the Unhatched Chicks

Listening for Musical Instruments: The Ballet of the Unhatched Chicks

1

"Remember the "Unhatched Chicks"? What were the four ways we listened to them?"

1. with actions
2. with a music map
3. playing instruments
4. with cartoons or ears alone

2

"What is the story that goes with the way the music was composed?"

- *Mussorgsky saw a drawing made by his friend
- *the drawing was at an exhibition of art
- *Mussorgsky composed music to go with the drawing
- *Mussorgsky's music was for the piano
- *later a conductor found someone to add other instruments (Maurice Ravel)

3

"As you watch the Toronto Symphony play the music, try to remember the musical instruments that you see being played." (place pictures of musical family instruments where they may be seen)



Play Video Chicks --Toronto Symphony
mp4

4

"Tell me the name of an instrument you saw being played, and the family it belongs to."

woodwinds: clarinets, flutes, oboes, bassoon
 brass: french horn
 percussion: cymbal, snare drum
 strings: violin, viola

5

"Ravel didn't choose any of the instruments that play very, very low notes --like the double bass, or the tuba. Was that a good decision, and why?"

"If you could choose only 3 instruments to play this music, which 3 would you choose?" pair and share

"Are there any "pairs" who choose the same 3 instruments?"

6

"Mussorgsky wrote music for the piano by itself. Does it sound the same? Listen and think!"



Play Music The Ballet of the Unhatched Chicks
mp3 piano alone

7

"What do you think? Does it sound the same and why? Which arrangement do you prefer ---Mussorgsky's or Ravel's?"

8

Offer students a choice of which way to listen one last time to The Ballet of the Unhatched Chicks.

actions * music map * playing instruments * cartoon version

B New Song: Oh I Had a Silly Chicken

1 "How do you like your eggs when you eat them?" (listen to student preferences)

2 "There are many ways to eat eggs. I'm going to name a way to eat egg. If you know how to make them that way, put your hand up. (go through the list of eggs --describing a bit of how to prepare the eggs for the desired result)

hot water	-hard boiled egg
hot milk	-scrambled egg
lemon butter	- some hollandaise
vinegar	- pickled egg
hot oil	- deep fried egg
hot chocolate	-Easter egg

The tune for this song is reminiscent of "Turkey in the Straw". Students pick up on singing it easily. The repetitive words lend themselves to simply enjoying the song.

3 "The next song is silly in more than one way. Listen to the first verse and try to figure out at least two silly things in it.



Sing or Play Music Oh I Had a Silly Chicken
mp3 Verse 1

Oh I Had a Silly Chicken

Key D, first note F#(mi)
a cappella count-in: 1-2-Oh...

tune: traditional
campsong
arr: LJClare 2016

Oh, I had a sil - ly chick-en and he would-n't lay an egg, so I

poured hot wa - ter up and down his leg, Oh, I poured hot wa - ter up and

down his sil - ly leg, 'til my poor old chick-en laid a hard-boiled egg.

Hard-boiled egg, hard-boiled egg, sil - ly old chick-en laid a hard-boiled egg.

4 Ask students to name the silly things,
e.g. eggs don't get laid ready to eat,
pouring hot water up a hen's egg's leg,
this chicken is a "HE", and he's don't lay eggs!

5 Using either the Verse Picture Cards and the mp3,
or the videosong, mp4 ... invite students to sing-a-long.

Picture cards are in the song
file "Oh I Had a Silly Chicken".



Play Video mp4



Play Music mp3

Oh I Had a Silly Chicken

Oh I Had a Silly Chicken

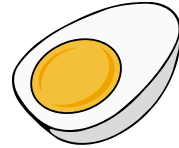
1 Oh I had a silly chicken and he wouldn't lay an egg
so I poured hot water up and down his leg
Oh I poured hot water up and down his silly leg,
'til my poor old chicken laid a hard-boiled egg.
Hard-boiled egg, hard-boiled egg,
Silly old chicken laid a hard-boiled egg.

2 Oh I had a silly chicken and he wouldn't lay an egg
so I poured hot milk up and down his leg
Oh I poured hot milk up and down his silly leg,
'til my poor old chicken laid some scrambled egg.
Scrambled egg, Scrambled egg,
Silly old chicken laid some scrambled egg.

3 Oh I had a silly chicken and he wouldn't lay an egg
so I poured lemon butter up and down his leg
Oh I poured lemon butter up and down his silly leg,
'til my poor old chicken laid some hollandaise
Hollandaise, hollandaise,
Silly old chicken laid some hololandaise

4 Oh I had a silly chicken and he wouldn't lay an egg
so I poured vinegar up and down his leg
Oh I poured vinegar up and down his silly leg,
'til my poor old chicken laid a pickled egg.
Picked egg, pickled egg,
Silly old chicken laid a pickled egg.

5 Oh I had a silly chicken and he wouldn't lay an egg
so I poured hot oil up and down his leg
Oh I poured hot oil up and down his silly leg,
'til my poor old chicken laid a deep fried egg.
Deep fried egg. deep fried egg.
Silly old chicken laid a deep fried egg.





I learned this dance-song in Grade 7 and it continues to run through my mind at the oddest times! It's still under copyright, so I can not include the written music or words here, HOWEVER, its easily accessible on the internet. Below find a few of the places that offer "teachable" moments.

The movements are reminiscent of "The Turkey in the Straw", which makes sense as how else does one mimic a bird dancing? There are two dances shown --one is original, the other adapted.

<https://www.youtube.com/watch?v=Pxn8l4mmGAc>
(kids in school USA)

<https://www.youtube.com/watch?v=DxvVNtMsTxM>
(school version --revised choreography)

<https://www.youtube.com/watch?v=gAMKCDW7pig>
(Grade 6 choir RMS performing)

<https://www.youtube.com/watch?v=0okEPWOvQV8>
(vocals from one of original releases Bonnie Lou)

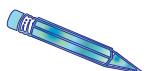
<https://www.youtube.com/watch?v=j3rsN8RFIjk>
(part of this grown-up performance is in Spanish)

<https://www.youtube.com/watch?v=NN-w8Dw2zq0>
(words to song scroll as ESL students sing)

Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



Oh I Had a Silly Chicken

Focus: Timbre – Listening for Instruments * Review Cd3

May



Music(C)

C3.1 music used in community
"baseball culture"

C1.1 song: **Take Me Out to the Ballgame**

element focus: timbre

Lesson A each week reviews core material. Year goals are met by completing Lesson A material.

Lesson B offers additional ideas for review,

Warm-Ups(3 minutes)



Beat/Rhythm: Echo Rhythm Clapping Patterns



Pitch: Solfa – Key of C

(Note: Solfa Warm-Ups are available under "Warm-Ups" if your voice needs a rest.)



Body: Stretches

New Song: Take Me Out To the Ball Game



"Stretches are a traditional part of baseball ---did you know that? If you've ever been to a professional baseball game in a big stadium, you'll see the players stretching the arms and legs as part of warming up for the game. And then later in the game, anyone know where the stretches come next? (?????) After more than half of the game has been played, in the middle of the seventh inning, everybody ---the players, the managers, and fans sitting watching -- they all get up and they stretch. Sometimes they dance a bit. And they practically always sing the same song. The first line of the song says " (give students a chance to fill in the blank) Take me out to the ballgame! You know that song? Give it a try.



Key of C

C
B
A
G
F
E
D
C



Sing or Play Music Take Me Out to the Ball Game
mp3 chorus

Week Three Lesson 33A



"That's not the whole song though. It's just the chorus. The whole song is a story about a girl who was baseball crazy. Her name was Katie Casey. Katie Casey.

Katie was old enough to go out on dates, but she didn't want to go to the movies, or to a concert. Katie wanted to go ????? yes, to baseball games.



"We can sing-a-long on the chorus, but just listen to the rest of the song, and try to pick out the words that might be a bit strange or new.



Play Video mp4

Take Me Out To the Ball Game



At the end of the video there are frames of the music/words for each verse. Pause at the first one.

**Explore words whose use in this context may be unfamiliar.
e.g. root, beau, fever, gang**



"What is the time signature of this song?

Who wrote the words?

(Jack Norworth saw his first Major League game in 1940, Albert Tilzer in 1928.)

Who wrote the music?

When was the song written?

Give a count-in.

Students clap/say rhythm names for the first line.

Students clap/say words for the first line.

"The first line and the third line are nearly the same.

What is different in the music?

How does this change the way it is sung?

(need to not breathe at the end of line 3)



Sing-a-long with the recording or videosong.



Play Video mp4



Take Me Out To the Ball Game



Play Music mp3

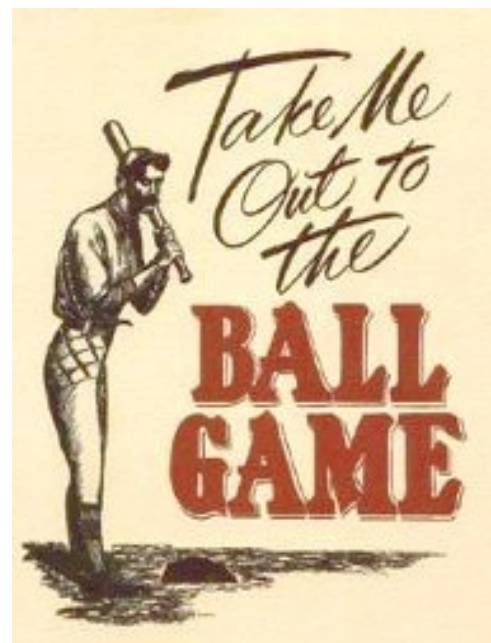
Take Me Out To the Ball Game

**Katie Casey was baseball made,
Had the fever and had it bad,
Just to root for the home-town crew,
Ev'ry song, Katie knew.
On a Saturday her young beau,
Call to see if she'd like to go
to see a show but Miss Kate said, "No,
I'll tell you what you can do."**

**Take me out to the ball game,
Take me out with the crowd
Buy me some peanuts & crackerjacks,
I don't care if I never get back,
Let me root, root, root for the home team,
If they don't win it's a shame,
For it's one, two, three strikes you're out
At the old ball game.**

**Katie Casey saw all the games,
Knew the players by their first names,
Told the umpire he was wrong,
All along, good and strong.
When the score was just two to two,
Katie Casey knew what to do to
just cheer up all the boys she knew,
She made the gang sing this song.**

Take me out ...

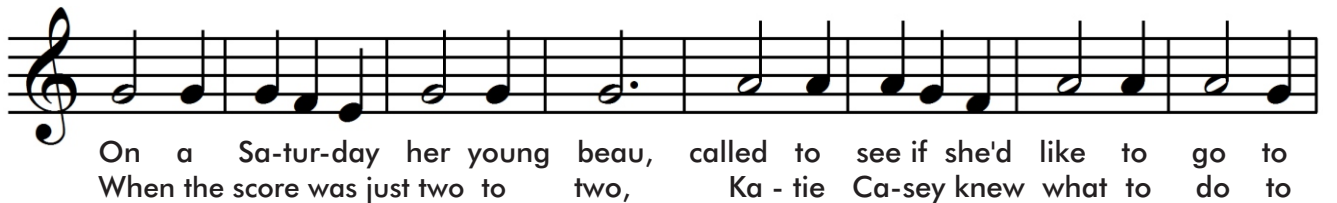
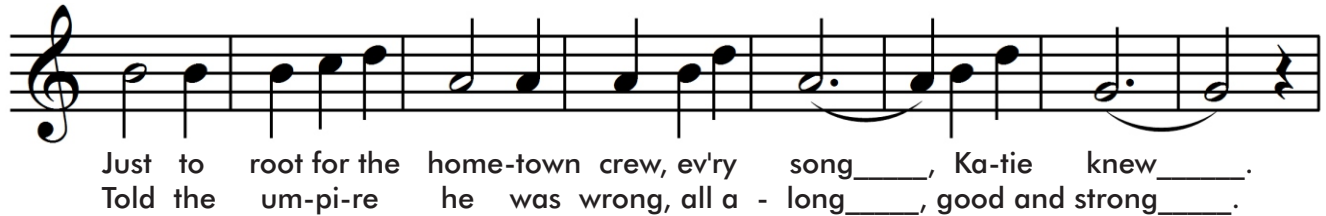


Take Me Out to the Ball Game

Key C, first note G(so)
acappella count-in: 1 2 3 Ka.....

words: Jack Norworth
music: Albert Von Tilzer
1908

United States



Years ago, the only musical instrument that was loud enough to be heard all over a baseball stadium was a pipe organ. Wrigley's Field in Chicago installed a pipe organ in 1941 and set a trend.. Not much later, electronic organs were used in smaller stadiums.

The organist's job was to keep the crowd revved up. Choice of music to be played was crucial to crowd excitement. As players walked in to take their place, the organist would accompany them. Eventually, around 1972, individual players came to have their own, signature walk-up songs. In the 1990s, players began to choose their own walk-up songs.

Walk-up songs today tend to be from genres like rap and rock. Some players, however, have fun with their picks --opting for laughter instead of bravado.

1 **"What musical instruments were playing in *Take Me Out To the Ball Game*? Do you need to hear a bit of it again?** (if necessary play the first part – the video includes a picture of the instrument) **Yes, an organ.** (show picture)

"Baseball stadiums can be very big. It used to be that the only instrument everybody could hear was a pipe organ like this one. (explain a bit how music is made on a pipe organ)



When the keyboard is struck, it opens the pipe hole to let air be blown through making sound. The bigger the pipe, the lower the pitch of the sound.

Air has been pushed into the pipes in many different ways over the years ... from people working bellows, to water pressure. After electricity was invented it provided an affordable, simple way to work organs.



2 **"What family of instruments does an organ belong to?** (percussion)
"What other sport traditionally uses an organ to make music? (hockey)

3 Briefly explain the role of an organist in baseball games, leading up to the use of music to introduce baseball plays as they enter the stadium.

4

“These days, it isn’t the organist who always decides what music to use as baseball players walk out onto the field. Many of the players pick songs that make them feel good, so they’ll play well.

If possible, play part of 2 or 3 of the songs in the “top ten” for kid’s baseball teams.

Walk-Out Songs

For some “kid friendly” examples of walk-up songs, you may want to play a couple of the ones in this list. A survey asked parents of kids in sports to find the top pump-up songs for kids.

Ultimate Pump-up Playlist –
The Top 10 Songs for kids teams.

We Will Rock You, Queen
Eye of the Tiger, Survivor
Thunder, Imagine Dragons
Happy, Pharrell Williams
I Gotta Feeling, Black Eyed Peas
Shake It Off, Taylor Swift
Can't Stop The Feeling, Justin Timberlake
Don't Stop Believin', Journey
Fight Song, Rachel Platten
The Final Countdown, Europe

5

“You don’t have to be a baseball player to have a “walk-out” song. Maybe your walk-out song is for when you get up in the morning. Or, maybe your walk-out song is for as you go into a classroom for the first time. Walk-out songs can be for anywhere, or anytime you need to feel especially “okay” or need some extra courage.

“When would you like to have a walk-out song played for you? (field ideas)

“What song would you like to hear as your walk-out song? It’s okay if you don’t have an idea right away. Sometimes it takes a bit of thinking.

“I’ll ask again at our next music class, but if you have an idea for your walk-out song now, put your hand up. (ask for a few ideas)

Make a note now
to ask about
“Walk-Out Songs”
in your next music lesson!

6

“Ready for a Seventh Inning Stretch? Stand up!

Lead class through some stretching and/or dancing moves.

Sing the chorus of Take Me Out To the Ball Game.

7th
Inning
Stretch

Just for Fun

Since Canada only has one major league baseball team, it's not playing favourites to suggest that students might enjoy some footage, and singing along with the Blue Jays Song.

Both videos suggested here (at least at the time this was written) do not have ads, and are kid-friendly.

https://www.youtube.com/watch?v=qag6w_Tp50A

blue jays song with words

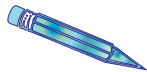
<https://www.youtube.com/watch?v=d4CSl2rtx8o>

blue jays song
with film from games and toronto

Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



Take Me Out To the Ball Game

Focus: Timbre – Listening for Instruments * Review Cd3

May

- C1.1 revisited song: John the Rabbit**
song: Savez-Vous Planter?
 (solo singing)
song: Oats, 'n Beans, 'n Barley Grow
 (reading song)

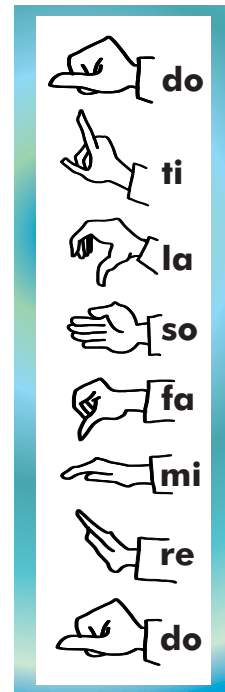
element focus: timbre

Lesson A each week reviews core material. Year goals are met by completing Lesson A material.

Lesson B offers additional ideas for review, practice or enrichment.

Warm-Ups (3 minutes)

- 1 Beat/Rhythm:** Echo Rhythm Clapping Patterns
- 2 Pitch:** Solfa – Key of C
 (Note: Solfa Warm-Ups are available under “Warm-Ups” if your voice needs a rest.)
- 3 Warm-Up Song:** Take Me Out To the Ball Game
 “What musical instrument has a long history with baseball? Any one have new ideas for a “walk-out song”? Ready to do the 7th Inning Stretch Song?



Key of C

C

B

A

G

F

E

D

C



Play Video
mp4

OR



Play Music

Take Me Out To the Ball Game

Take Me Out To the Ball Game

Options for review, practice or enrichment

- A Revisited Song:** John the Rabbit --Call and Response
- B New Song:** Savez-Vous Planter --French Folk Song
 opportunities for solo singing
- C New Song:** Oats 'n Beans 'n Barley Grow --Reading Song

Week Three Lesson 33 B

A Revisited Song: John the Rabbit --Call and Response

1 "Yes Ma'am. Yes Ma'am. Yes Ma'am. Yes Ma'am. (Every time I sing one of the "Yes Ma'am" I play with the way I say it e.g. tired, exasperated, politely.) "If you can sing "Yes Ma'am" then you can sing the next song. ?

2 "Put on your listening ears, long ones this time because you are now John the Rabbit. The first time is for listening, the 2nd time you are John, and the 3rd time you own the garden.

Since this song is "just for fun" --let the videosong teach the song.



Play Video John the Rabbit

3 "What did John the Rabbit like to eat from the garden? How did the woman who planted the garden feed about John? How would you feel if John was eating the veggies in your garden?"

Call and Response Form

"John the Rabbit" and "Chay Chay Cool-eh" are both "Call and Response" songs. When I was travelling in Africa, I heard this form used again and again. It makes for music that is easily done in groups and lends itself to improvisation (having fun with the music). Music for this form of song often visually looks very complicated, but learning is easy. One singer says something (the call) and another singer/singers responds. Sometimes the response is a repeated word, sometimes an echo, sometimes varied words. Camp songs are often done "Call and Response."

John the Rabbit

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

folksong
United States
arr: LJ Clare



Oh, John the rab-bit, Yes ma'am Got a might-y bad ha - bit, Yes ma'am Of



jump-ing in my gar - den, Yes ma'am Eat - ing up my cab-bage, Yes ma'am, My



sweet po -ta - toes, Yes ma'am My fresh to -ma - toes, Yes ma'am And



if I live____, Yes ma'am to see next fall____, Yes ma'am I



ain't gon-na have____, Yes ma'am No gar-den at all, No ma'am!

B New Song: Savez-Vous Planter --French Folk Song

1 "Rabbits like to eat the leafy greens that grow with vegetables. Sometimes they eat the vegetables too. What is your favourite vegetable? (take responses)

2 What vegetables grow underneath the ground?
What vegetables grow where you can see them?
What vegetables grow on vines?

If you are going to plant vegetables in your garden, what do you need?
(something to dig with, seeds or little plants, water, earth)

3 Most gardeners use their hands to do the planting. The gardener in this song has a few other ideas about how to plant. While you listen to the song, copy my actions.



Sing or Play Music Savez-Vous Planter

leader does actions

students copy

Savez-Vous Planter les Choux?

Key F, first note do(F)

a cappella count-in: 1 2 1 Sav-ez

folksong

France

English words: LJ Clare



Sav-ez - vous plan-ter les choux, à la mo-de, à la mo-de? Sav-ez -
On les plante a-vec les pieds, a la mo-de, a la mo-de? On les



vous plan-ter les choux, à la mo-de de chez nous?
plante a - vec les pieds, à la mo-de de chez nous.

- | | |
|---------------------------------|--------------------------|
| 1. On les plante avec les pieds | stamp feet |
| 2. On les plante avec le genou | bend knees |
| 3. On les plante avec les mains | reach forward with hands |
| 4. On les plante avec le nez | wiggle nose |
| 5. On les plante avec la coude | turn head side to side |
| 6. On les plante avec les pieds | stamp feet again |

(for a challenge, try the actions cumulatively)

Question Can you plant your cabbage so, in this way, in this way?
Can you plant your cabbage so, as we all do every day?

Answer We will plant it with our feet, in this way, in this way
We will plant it with our feet, as we all do every day

4 "There were 5 different parts of the body the gardener used.
Can you name all 5? (count them off on one hand as students remember)
Is this a serious song? (opinions)

Songs like "Savez-Vous Planter", with its built-in opportunities for individual singing, offer simple ways to assess student ability to maintain pitch. The recordings offer a variety of options.

1. Savez-Vous Planter? traditional folk song
2. Savez-Vous Planter (vegetable names) spoken in French for echoing (note: the video helps teach French vocabulary)
3. Veux-Tu Manger? (vegetable names) for individual responses

5

If your students have not started learning French, use the Savez-Spoken videos to help with pronunciation and meaning.



Play Video
mp4

Savez-Spoken

(to aid in learning French vocabulary)

6

"There's another version of this song. It isn't interested in how vegetables are planted. It's interested in which vegetables you want to eat. 'Veux-tu manger?' means, Do you want to eat? 'Veux-tu manger?' Be my echo.

Veux-tu manger des carottes?

Veux-tu manger des tomates? ... etc.

"Bravo! Well done!

Do I want to eat carottes? Oui, je veux manger des carottes!

If I say, "Veux-tu manger des mais?"

You say, "Oui, je veux manger des mais. Let's try it.

(students new to French will need the teacher's voice to help)

7

"Ready to sing with the video?



Play Video
mp4

Savez-- Veux-Tu Manger

For Another Day, OR Continue ...

8

Give students a choice of which version to try again.

Savez-Vous: try the actions cumulatively

Veux-Tu Manger: take turns asking and answering the questions

les carottes (f)
les tomates (f)
les oignons (m)

le brocoli

le maïs

les poivrons (m)
corn
peppers

la laitue

le céleri

les concombres (m)

les patates (f)

les petits pois (m)
peas

les avocates (f)
avocado



New Song: Oats 'n Beans 'n Barley Grow --Reading Song



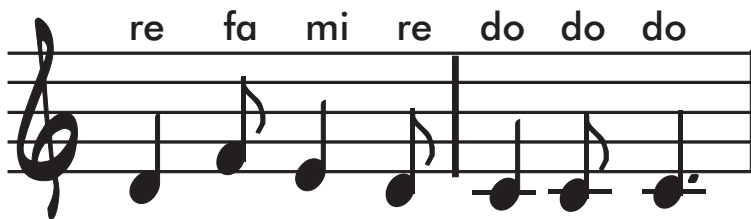
"Oats and beans and barley grow."

(say and it in the rhythm of the song) **"Oats and beans and barley grow."**

"Oats and beans and barley." "Oats and beans and barley." Can you think of a food that has oats in it? (cheerios, oatmeal, porridge)

How many kinds of beans can you name? ... green beans, yellow beans, lima beans, pinto beans.

And barley, what is barley? (used in many cereals and animal food as well as being used to make malt for beer --may not want to mention that?)



Note: Guidelines below OR use the video Oats 'n Reading Songs which leads students through the process.

The chorus of this song makes a good review for reading solfa to learn a song. The basic pattern for reading songs:

explore the written music for info
--time signature
--words in song/meaning

warm-up in Key of song

read/clap rhythm names

slowly sing solfa for first line
repeat
sing words for first line

compare first and second lines
read/clap rhythm names
sing solfa
sing words for second line

sing solfa for 1st and 2nd lines
sing words for 1st and 2nd lines

---follow this pattern
until full chorus is learned



"Sing with the chorus as the whole song is played."



Play Video
mp4

OR



Play Music
mp3

Oats 'n Beans 'n Barley

Oats 'n Beans 'n Barley



Repeat above with students singing whole song.



"It's simple to add actions to the first verse, help me sing and try out the actions I do.

First the farmer plants the seeds, (bend over as if planting)
Stands up tall and takes his ease(straighten up and stretch arms out)
Stamps his feet and claps his hands (yes, stamp feet, clap hands)
And turns around to view the land(while turning, raise hand to shield eyes)



Engage students in deciding what kind of actions will work well with verses 2,3 and 4.



Sing through the song once with actions on the verses and rhythm clapping on the choruses.

**hoes the weeds
stands erect
takes her/his ease
harvests the crop
piles them up**

Oats, and Beans and Barley Grow

nursery rhyme
England
c. late 1700s
arr:ljc 2011

Key C, first note mi(E)

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

Stamps her/his feet and claps her/his hands and turns a -round to view the land.
 Stamps her/his feet and claps her/his hands and turns a -round to view the land.

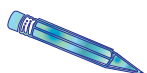
3. Next the farmer hoes the weeds, stands erect and takes her/his ease
 Stamps her/his feet and claps her/his hands and turns around to view the land

4. Last the farmer harvests her/his crop, piles them up, s/he's got a lot
 Stamps her/his feet and claps her/his hands and turns around to view the land

Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



**John the Rabbit
Savez-Vous Planter
Oats 'n Beans 'n Barley**



Music(C)

C1.1 new song: Chester
`round/action song

C1.1 revisit songs: Napoleon
The Grand Old Duke of York

C1.5 hearing time signatures
(new 2/2 time marches)

Lesson A each week reviews core material. Year goals are met by completing Lesson A material.

Lesson B offers additional ideas for review, practice or enrichment.

Warm-Ups(3 minutes)



Literacy: ABCs Up and Down AND Around and Around

With students standing ... set a quiet walking beat.

Teacher begins: "Start with A, going UP"

ti- ti ta, ti-ti ta

(If there is space in the classroom, have students take tiny step forward (teacher backward) as all say:

"A B C D E F G A B C "

Teacher says, "All stop."

Begin again with a different letter e.g. **D E F G A B C D E**

Do a few, then change direction to "down" or "backwards"

"Start with G, going Down"

G F E D C B A G F E D C

And repeat a few times.

Up the Alphabet (forwards)

A B C D E F G A B C
F G A B C D E F G A

Down the Alphabet (backwards)

G F E D C B A G
D C B A G F E D C



Solfa & Warm-Up Song: Teacher's Choice of Song

Advantage of "Teacher's Choice" for Warm-Up

--teacher may prepare before class for the song

e.g. solfa (key), mp3/mp4 or acapella

--song choice may lead into lesson,

or offer practice specific to the class



Lead class in solfa warm-up specific for song Key.

(Note: Solfa Warm-Ups are available under "Warm-Ups" if your voice needs a rest.



Brief intro to garner interest.

i.e. "Which of our songs has birds in it?"

"It's so hot today, I'm thinking of a winter song to cool us



Class sings the song ---it's good practice, as much as possible, to have class sing without the teacher's voice leading.



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



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.



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...

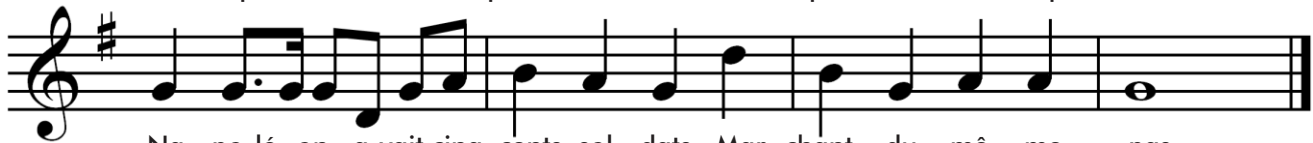
Napoléon

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)

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?**

- 1 lullaby (Fais Do Do)
- 2 Holi Ho
- 3 The Grand Old Duke of York

- 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

England 17th century folksong

Key F, first note C(low so),
a cappella count-in: 1and2and1and2the...

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



marching
drumming
piping
waving

- 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)

- 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

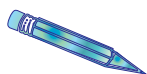


Use the prepared mp3 of Listening for Metre Lesson34)

Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



Chester

Napoleon

The Grand Old Duke of York

Teacher Information Duration — Metre

Near the beginning of every song, on the staff lines are two number, one above the other. The number on top tells how many beats are in every bar/measure. A bar includes all the notes inbetween the lines that divide the staff into segments.

In the song above, the numbers are

They are said "3, 4, metre"

and they are called the **time signature**.

$$\frac{3}{4}$$

3 beats in every bar

$\frac{1}{4}$ note gets a beat
"ta" gets a beat

In music, the first beat of every bar is accented or "stronger." "3, 4, time is counted **ONE** two three **ONE** two three ---it has the feel of a waltz. ONE two three ONE two three is also a common dance step known as "skip change of step" done in Scottish Country Dancing and many other folk dances. It is also felt as a skater's gliding step ---GLIDE two three GLIDE two three, often called the skater's waltz.

In Grade 3, students will be exploring metre through movement, listening, singing, playing and written work.

A beginning metre is usually 4/4 ---a walking metre.

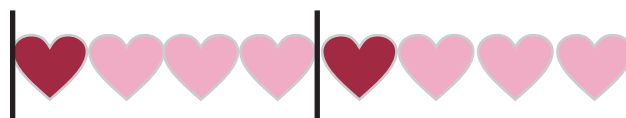
The next metre is often 2/4 ---a march.

And now we move into dancing 3/4 --a waltz or polka.

$$\frac{4}{4}$$

4 beats in every bar

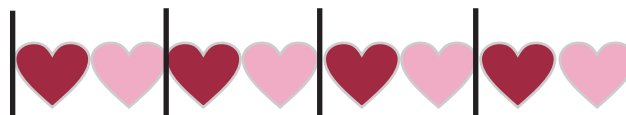
$\frac{1}{4}$ note gets a beat



$$\frac{2}{4}$$

2 beats in every bar

$\frac{1}{4}$ note gets a beat



$$\frac{3}{4}$$

3 beats in every bar

$\frac{1}{4}$ note gets a beat



Focus: Timbre – Listening for Instruments * Review Cd3



Music(C)

C1.1 new song:
The Quartermaster's Stor

C1.5 hearing time signatures
(new 2/2 time marches)

element focus: timbre

Lesson A each week reviews core material. Year goals are met by completing Lesson A material.

Lesson B offers additional ideas for review, practice or enrichment.

Warm-Ups(3 minutes)



Literacy: ABCs Up and Down AND Around and Around

With students standing ... set a quiet walking beat.

Teacher begins: "Start with A, going UP"

ti- ti ta, ti-ti ta

(If there is space in the classroom, have students take tiny step forward (teacher backward) as all say:

"A B C D E F G A B C "

Teacher says, "All stop."

Begin again with a different letter e.g. D E F G A B C D E

Do a few, then change direction to "down" or "backwards"

"Start with G, going Down"

G F E D C B A G F E D C

And repeat a few times.

Up the Alphabet (forwards)

A B C D E F G A B C
F G A B C D E F G A

Down the Alphabet (backwards)

G F E D C B A G
D C B A G F E D C



Beat/Rhythm: Flashcard Challenge

Options for review, practice or enrichment



Enjoy Songs: Do Your Ears Hang Low?
Chester



New Song: The Quartermaster's Store



Individual Work/Paper Work Music Vocabulary
(possible assessment page)

A Enjoy Songs: Do Your Ears Hang Low? Chester

Lesson A this week included songs about the army and marching (helpful when focus is on 2/2 metre). Either one of the above two songs offers movement/actions with singing. For enrichment ideas, check out the information given in their original lessons.

Do Your Ears Hang Low Key A, first note C#(mi)
a cappella count-in: 1 2 3 Do your ...
(teaching ideas in April, Lesson 27B)

Chester Key F, first note do(F)
acappella count-in: 1 2 3 4 Che-
(teaching ideas in May, Lesson 34A)

1 Brief reintroduction e.g. Who was Chester?
What song talked about "continental soldiers?"

2 Warm-Up with Solfa in the Key of the Song to be Sung

3 If needed, post words.
Class sings the song either acappella or with instrumental music mp3.

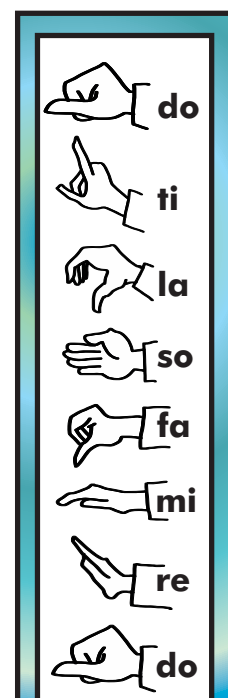
4 "Play" with the song.

e.g. sing as a round

add instruments

divide class into two groups
--each group sings alternate lines

focus on a performance skill
e.g. diction, pitch, staying together



B New Song: The Quartermaster's Store

“The Quartermaster has a store. Anyone know what a “quartermaster” is? (field answers or explain)

“As I was saying, the Quartermaster has a store, a rather strange store, and a song about the store. (post the music)

Quartermaster's Store

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

Army Song
USA 1900s
arr: LJ Clare

There are mice, mice, jump-ing in the rice, in the store, in the store, There are mice, mice, jump-ing in the rice, in the quar-ter - mas -ter's store. My eyes are__ dim I can-not see, I have not__ brought my specs with me, I have not__ brought my specs, with, me!

harmony eyes(G)____ are dim(E)____ I can(A)____ not see (F#)____ I have not__ brought my____ specs, with, me!

There are mice, mice, running through the rice

There are rats, rats, big as alley cats

There are owls, owls, shredding paper towels

There are snails, snails, crawling on the nails

There are snakes, snakes, big as garden rakes

In many Armed Forces, "Quartermaster" is the rank given to the person in charge of supplies. People living on base (land being used by the Armed Forces) might shop in a store supplied by the Quartermaster. This song is thought to have originated during World War 1. Today it sounds as if the song elaborates on the lack of quality of supplies available to enlisted personnel. During the First World War, however, the verses probably had a ring of truth to them as the conditions in the trenches were abominable. Like many songs sung in the military, there are other made-up verses that are less socially acceptable. Now often sung by Scouts and Guides, its also often sung at summer camps.

The melody lends itself well to harmony for beginners as the 2nd part simply stays on the usual note a bit longer..

2 The rhythm is a big part of what makes this song fun to sing --so begin there.

Give a clear count-in to set the tempo, students clap and say the rhythms.

tim-ri ta sh ta sh tim-ri tim-ri ta tim-ri taa sh tim-ri taa sh tim-ri

There are mice, mice, jump-ing in the rice, in the store, in the store, There are
etc.

3 Repeat above, but this time leave silence for the rests (instead of "sh").

4 Ask: **What rhythm in the verse, is not in the chorus?** tim-ri

5 **"What do the words tell you about the store?"**
Is it a real store? (explore student ideas, then go on to explain about the song's origins in W W 1, and a little about conditions in the trenches)

6 **chorus** Explore the chorus, with its two sets of words. This may be the first song with written harmony the class has worked on (versus harmony from singing rounds or partner songs). After looking at the two sets of words, listen to the "Chorus Only" mp3 for this song.



Play Music
chorus only mp3

My

eyes are__ dim I can-not see, I have not__ brought my specs with me, I
harmony eyes(G)____ are dim(E)____ I can(A)____ not see (F#)____ I

have not__ brought my__ specs, with, me!
have not brought my specs, with(D) me(B or G)!

7 Either teach the chorus by rote, or challenge students to sing with the first set of words as the mp3 is played, and then with the second set of words.

Decide which part the whole class will sing as the song is sung. (easier in the beginning to have the class all sing the same part)

Class sings with either the mp3 or mp4 of the song.



The Quartermaster's Store



Play Music mp3

The Quartermaster's Store

New Song Enrichment: The Quartermaster's Store



Continue working on chorus. Aim: class divided into groups to sing harmony



Add a keyboard instrument (on computer or tablet) or a pitched off instrument (xylophone, glockenspiel) to play the notes with alphabet names beside the words in the chorus.

My eyes(G)_____ are dim(E)_____ I can(A)_____ not see (F#)_____ I
have not brought my specs, with(D) me(B or G)!



Students piggyback their own words into the verses.

there are bears, bears, with curlers in their hairs
there are foxes, foxes, eating out of boxes
there are goats, goats, eating all the oats
there are beans, beans, big as submarines
there are snakes, snakes eating chocolate cakes



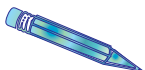
Individual Work/Paper Work Music Vocabulary (possible assessment page)

If you are looking for a paper trail for assessment, repeat the use of this work page, collecting it at a set time.

see next page

Enjoy the Repertoire Student Choice of Song or Dance

New Repertoire



The Quartermaster's Store