

April

Focus: differentiating beat & rhythm, playing instruments

Beat and rhythm are the backbones of music. A solid grasp of both are needed to sing in community or play instruments. Until this time, most of the lessons have approached these two concepts separately. Now the lessons make use of both beat and rhythm within the same songs. Use the words often --linking them when necessary with their mnemonics.

beat = feet --walking, marching, skipping
rhythm = the way the words go



27

C3.1 songs from cultures: The Grand Old Duke
songs from cultures: Napoleon

elements: duration 2/4 time patterns(march)
Lesson 27b songs: The Animal Fair
Old MacDonald's Zoo

A1.2 using dance as a language
"marches"
elements: time - freeze, tempo
energy -force

28

C1.1 singing in tune
O When the Sun
Reduce, Reuse, Recycle

Lesson 28b song: I Think Mice

29

C1.1 singing in tune
O When the Sun
Reduce, Reuse, Recycle(as a round)
Lesson 29b revisit song: The Whole World

30

Fundamental Concepts: beat and rhythm
C1.2 apply elements of music while singing
moving, playing
C1.5 use symbols to represent sounds
songs: Clatter, Rumble
I'm a Little Piece of Tin

C1.2 apply elements of music while moving

New Songs

The Grand Old Duke of York
Napoleon
O When the Sun
Reduce, Reuse, Recycle
Clatter, Rumble
I'm A Little Piece of Tin

Supplementary New Songs

The Animal Fair
Old MacDonald's Zoo
I Think Mice

Can Do I revisited The Whole World



Music(C)

C3.1 songs from cultures: The Grand Old Duke
songs from cultures: Napoleon

elements: duration 2/4 time patterns(march)

Lesson 27b songs: The Animal Fair
Old MacDonald's Zoo



Dance(A)

A1.2 using dance as a language
"marches"

elements: time - freeze, tempo
energy -force

Beat and rhythm are the backbones of music. A solid grasp of both are needed to sing in community or play instruments. Until this time, most of the lessons have approached these two concepts separately. Now the lessons make use of both beat and rhythm within the same songs. Use the words often --linking them when necessary with their mnemonics.

beat = feet --walking, marching, skipping
rhythm = the way the words go

Warm-Ups(3 minutes)

1

Body: Stretches

2

Rhythm/Beat: Reading Rhythm While Keeping the Beat

Divide the class into two groups. The first few weeks, dividing by where students are sitting will make the exercise easier.

Choose a body percussion for marking the beat
e.g. pat knees, click fingers, stamp feet.

NB: The first few times trying this warm-up, rehearse each group doing their part e.g. beat or rhythm, before attempting both groups together.

First Set

- 1** Conductor: *gives a clear count-in "One, two, ready, go."
*shows rhythm flashcards steadily with no break between
Group 1: *keeps the beat with whatever body percussion has been agreed
Group 2: *reads and claps the rhythm flashcards

- 2** Conductor: *mix up the rhythm cards and repeat with same groups

Second Set

Repeat above with the groups changing parts.
Group 2 keeps the beat.
Group 1 reads and claps the rhythm flashcards.

4 rhythm cards



Later challenge students to maintain their parts by keeping the groups fluid.

- e.g. boys - girls
- green clothing - no green clothing
- names beginning with A to N

Hockey Cheer Conducting - Reading Practice

This is the third week of using student compositions for reading practice and/or assessment. If you have two music periods a week, then this activity will probably end today. If you have only one music period a week, you'll need another week or two to allow every student their time as conductor.

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

In Lesson 24, the next two songs were offered as an alternative to continuing the composition project. If you have already taught them, adapt the steps below to focus on the relationship between beat patterns in music (time signatures 4/4; 2/4; 3/4 or 6/8) and the ways in which people usually move to them.

If you have extra time at the end of the lesson, you may want to include one of the new songs offered in this Lesson's "B" section. (pages 248-249 The Animal Fair and Old MacDonald's Zoo)

Naming a Time Pattern (2/4 "march")

with **New Song**: The Grand Old Duke of York

- 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 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?**

- 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.)

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

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.

"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."

The Grand Old Duke of York

England

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

17th century
folksong



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 _____.



The Grand Old Duke of York

He had 10,000 men,

He marched them up to the top of the hill
and marched them down again.

And when they're up, they're up.

And when they're down, they're down.

And when they're only half way up, they're neither up nor down.

- v. 1 He **marched them** up to the top ...
- v. 2 He **drummed them** up to the top ...
- v. 3 He **piped them** up to the top ...
- v. 4 He **waved the flag** to the top of the hill, and waved it down again.

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) **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?)

5 Students sing the song with the mp3.

6 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."



Music & Movement/Dance Song: Napoléon

- 1 "While the Duke was marching his men up and down a hill in England, there was another man in France who was in charge of the armies. He wasn't a King or a Duke --the name people gave to him was Emperor because he conquered several countries. This song about Napoleon only talks about 500 soldiers, even though he had many more than that number."
- 2 "The 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.)
- 3 "Excellent listening and freezing. Now think a bit about both songs we've done today. How is their music similar to each other ---and how is it different?" (Explore ideas --instruments, beat, tempo, dynamics.)

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.

Music & Movement/Dance

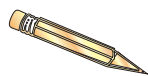
- 1 Choose a dance from the repertoire.
- 2 Play a bit of the dance music.
Challenge: Name the dance.
AND Name at least one instrument.
- 3 Ask: "Is this good music for marching?"
Why? OR Why not?
- 4 Dance the dance.

Ha Ha This-A-Way
Give Me Joy
Turkey in the Straw
Fossil Frolic
Pass One Window
Chay Chay Cool-eh
Holi Ho
Jump Jim Joe

Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



The Grand Old Duke of York
Napoléon

Focus: differentiating beat & rhythm, playing instruments

Music(C)

Dance(A)



Review Enrich Enjoy

Warm-Ups(3 minutes)

Body: Stretches

Rhythm: Reading with Beat Keeping

Practice and Review

Reading Rhythm

with Hockey Cheer Compositions

Music & Movement/Dance

Repeat the "Moving and Music"
from Lesson 27a
with a new choice of dance.

Optional Ideas



Music and Instruments

*playing and reading percussion rhythms
with an accompanying music track



Music Vocabulary

*drill and written assessment



Game

Follow the Leader Rhythm Echoes



New Songs

The Animal Fair
Old MacDonald's Zoo

Music Vocabulary

Play the Music Word Drill Game with students. Follow this by using the work page to assess individual knowledge of music vocabulary.

I can do music in Lesson 27 . My name is _____

Print each word on the line where you think it belongs.

speed _____	beat _____
lively _____	andante _____
loudly _____	rhythm _____
repeated words _____	staccato _____
softly _____	conductor _____
quickly _____	forte _____
changing words _____	legato _____
list of songs _____	piano _____
hopping _____	presto _____
stately _____	chorus _____
music leader _____	allegro _____
steady pulse _____	tempo _____
way the words go _____	verse _____
smoothly _____	repertoire _____

Point to one of the special music words and Ask me to explain it.

speed _____

lively _____

loudly _____

**repeated
words** _____

softly _____

quickly _____

**changing
words** _____

**list of
songs** _____

hopping _____

stately _____

**music
leader** _____

**steady
pulse** _____

**way the
words go** _____

smoothly _____

Print each word on the line where you think it belongs.

beat

andante

rhythm

staccato

conductor

forte

legato

piano

presto

chorus

allegro

tempo

verse

repertoire

**Point to one of the special music words and
Ask me to explain it.**

The Animal Fair

Key D, first note F#(mi)

a cappella count-in: 1 and 2 and 3 and 4 and 5 and 6 I went...

anon

I went to the an-i mal fair the birds & the beasts were there __, the
big ba-boon by the light of the moon was comb-ing his au-burn hair __. You
should have seen the monk __, he sat on the el-e-phant's trunk __, the
el-e-phant sneezed, fell down on his knees and that was the end of the monk __!

New Song: The Animal Fair

- 1 "See if you can hear and remember all the animals in this new song. Ready to listen?" Sing "The Animal Fair."
- 2 "Hands up if you know the name of one of the animals in the song. (baboon, elephant, monk) If no one names the "monk," ask them to listen to the song again for an animal nickname.
- 3 Rehearse the words to the song, saying them in the correct rhythm. Begin with the last phrase "and that was the end of the monk", students echo. Next say: "The elephant sneezed, fell down on his knees, and that was the end of the monk." Continue adding an additional phrase until the entire song is echoed. (You may want to have the words in front of you for this to help keep track of which phrase comes next.)
- 4 Now sing the first phrase "I went to the animal fair" students echo the line, and you continue immediately after their echo with the next phrase, etc. Finally, sing the entire song.

Just for Fun Make Up a Verse?

- * The monkey he got some junk To put on the elephant's trunk
- * The monkey bumped the skunk and sat on the elephant's trunk
- * The monkey in a blue funk Tripped on the elephant's trunk
- * The monkey slept on a bunk Made on the elephant's trunk

Focus on the fun. Even if the rhythm doesn't exactly fit the tune, squeeze those extra words in to enjoy the ideas created by students.

Add a Little Harmony

the monk, the monk, the monk, the monk...

Ask a small group of students to sing "the monk" as an ostinato (repeated pattern) through the song.

Just for Fun Song: Old MacDonald's Zoo

Following the theme of Animal Fair, switch up this old favourite ---enjoy the mp4 images of animals!

Old MacDonald

piano

c. LJC Creations 2006 copied with permission for classroom use

Key G, first note G(do)

a cappella count-in: 1,2,3,4,Old...

folksong
arr: LJ Clare
2006



Old Mac-don-ald had a farm, E - I - E - I - O And
Old Mac-don-ald had a zoo zoo - b - doo - b - do And



on that farm he had a cow, E - I - E - I - O With a
in that zoo he had a lion zoo - b - doo - b - do With a



moo moo here and a moo moo there here a moo there a moo ev-ry-where a moo moo moo
roaaaaar here and a roaaaaar there here a roar there a roar evrywhere a roaaaaar



Old Mac - Don - ald had a farm E - I - E - I - O.
Old Mac - Don - ald had a zoo zoo - b - doo - b - do.

1. lion roar
2. parrot awk!
3. rabbit ----
4. monkey eek eek

1. cow moo moo
2. pig oink oink
3. duck quack quack
4. dog arf arf

Variations

Change the theme for "Old MacDonald" and engage students in creating their own song.

What else could Old MacDonald have?

What could you hear there?



an aquarium
a cottage
a store



Any instrumental track for a song that is in 4/4 or 2/4 time may be used. Today, because it has such a firm beat, try these options using **The Grand Old Duke of York**. Next try a piece of popular music with a strong beat.

- 1 Students will need to know when to begin playing. Ask students to try conducting the piece with you as the music plays. Begin the conducting pattern where the first "Grand" would be sung, i.e. The GRAND is a downstroke.
- 2 Stop the music and begin again. It's the beginning together part that will need practice.
- 3 Remind students of the instrument rules ---give every student a pair of rhythm sticks (chopsticks).
- 4 Place 4 rhythm flashcards on the pocket chart. Instead of saying the symbol name and clapping, say the symbol name and play the percussion instrument where the "claps" would have been. Practice playing the four rhythm cards several times using a count-in of "One, two, ready, play."
- 5 Tell students that instead of listening to you do the count-in, this time the music will count them in just as was done with the conducting practice.



Game Follow the Leader Rhythm Tapping

1 This is a variation on rhythm echoing. Instead of clapping the rhythms, say the rhythms and tap them using your feet --alternating right and left. Hard shoes make it easier to hear the leader.

The key to "winning" at this game is for the action to be continual. While the class is echo tapping, the leader freezes in place. Then immediately after the class finishes their echo tapping, they freeze and the leader gives a new rhythm.

Give students an opportunity to be the leader.

2 Try this game as a variation of "Follow the Leader" e.g. moving in a line around the classroom. Divide the class in half. Half sit and tap feet, while the others follow the leader. (20 children in a line usually means the ones near the end won't hear the tapping pattern to echo, defeating the purpose of the game as a rhythm activity.)

Enjoy the Repertoire Student Choice of Song or Dance

New Repertoire  **The Animal Fair
Old MacDonald's Zoo**



Music(C)



Dance(A)

C1.1 singing in tune
O When the Sun
Reduce, Reuse, Recycle

Lesson 28b song: I Think Mice

beat = feet --walking, marching, skipping
rhythm = the way the words go

Warm-Ups(3 minutes)

1 Pitch: Roller Coaster Aahs



2 Rhythm/Beat: Reading Rhythm While Keeping the Beat
Repeat the exercise detailed in Lesson 27a.

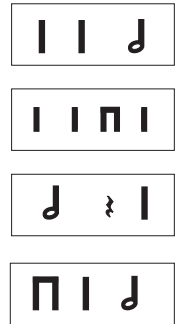
First Set

- 1 Conductor: *gives a clear count-in "One, two, ready, go."
*shows rhythm flashcards steadily with no break between
Group 1: *keeps the beat with whatever body percussion has been agreed
Group 2: *reads and claps the rhythm flashcards
- 2 Conductor: *mix up the rhythm cards and repeat with same groups

Second Set

- Repeat above with the groups changing parts.
Group 2 keeps the beat.
Group 1 reads and claps the rhythm flashcards.

4 rhythm cards

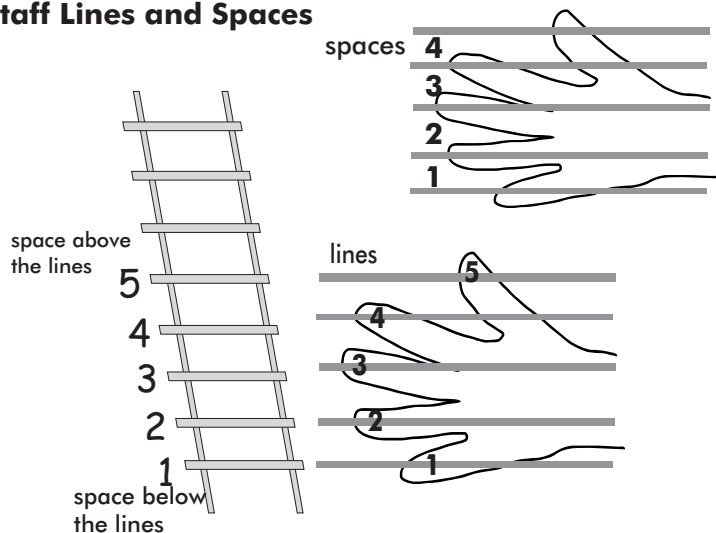


Practice and Review Musical Staff Lines and Spaces

Quiz the class on musical staff numbers for lines and spaces using your hand as a model.

Begin by pointing to a finger and asking children to show with their fingers the number of the "line." Repeat several times.

Then call out either "line 2" or "space 2" and have children show on their hands where it is. Repeat with various numbers.



Poetry Without a Steady Beat: Hurt No Living Thing

- 1 Read the poem out loud. (Students may not be familiar with un-metred poems and need some help hearing this as poetry.)

Earth Day is April 22!

- 2 Ask. "Is this poem about Earth Day?" Listen again.

Read the poem again. Field a discussion on the question.

- 3 Read the poem one more time. This poem doesn't have a steady beat, so it's difficult for a group to say it together. Ask for volunteers to read the poem from your page. Encourage expression and individuality in the reading.



Hurt no living thing:
Ladybird, nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshopper so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.

Christina Rossetti

NB:Ladybird in England = ladybug in Canada

Christina Rossetti (1830-1894) was born in London, England of immigrant Italian parents. Her father was a scholar. Her mother was a woman ahead of her time and educated all her children at home. All the Rossetti children became known for various literary works. Christina is known for her poetry --some of which became popularized when composers added music to the words.

Check out the April songs and lessons from Can Do Music 1 for a wide variety of bug-related songs and activities (rhythm and beat counting), including a complete composition project.

Ladybug, Ladybug

La Cucaracha



The Ants Go Marching

The Internetting Spider

Bugs On The Ceiling

Poor Little Bug On The Wall

Baby Bumblebee



Assessment Note: Begin now to listen for student ability to keep the tune while singing. Note that the curriculum goal doesn't state that every student needs to be able to sing in tune while singing alone ---this is much harder than keeping the tune while singing with others (and thus might rank higher).

The simplest way to assess student's pitch keeping is to decide before class to focus on 3 students. Ask the class to stand, arm's length from each other, while singing a familiar song. Walk around the class and "overhear" the three students you have in mind. Record your findings. By the middle of May you will have assessed all students, and have time to reassess students who are having difficulty with tune keeping.

Some students may relish the opportunity to sing alone ---however, with the spotlight on them, it may or may not be an accurate example of their ability to keep a tune. To assess individual ability, use a game-song such as "I hear" or make a song into a game by having different students sing the last line of each verse. NB: It is important for students being assessed to have an opportunity to sing following the class as a whole, or another student who is able to sing in tune. Sometimes, unconsciously, students will echo errors in pitch. The "name game" i.e. leader makes up a tune to the student name and the student echoes it, is another way to assess individual ability to echo pitch.

Oh When the Sun

Key D, first note: D(do)
a capella count-in: 1 and 2 and 3 0 when the...

melody: folksong
United States
words: L. Clare
Canada 1995

Oh when the sun _____ shines through the clouds _____ Oh when the
sun shines through the clouds _____ Oh how I want to be in that
num-ber _____ When the sun shines through the clouds.

- | | |
|---|--|
| <p>1 Oh when the sun shines through the clouds,
Oh when the sun shines through the clouds
Oh how I want to be in that number,
When the sun shines through the clouds</p> <p>2 Oh when the sky is blue again,
Oh when the sky is blue again
Oh how I want to be in that number,
When the sky is blue again</p> | <p>3 Oh when the lakes, are clear and clean, ...</p> <p>4 Oh when the trees grow tall and green, ...</p> <p>5 Oh when the harvest feeds us all, ...</p> <p>6 Oh when the world lives all at peace, ...</p> |
|---|--|

Earth Day words to the jazzy "Oh When the Saints Come Marching In."

New Song: Oh When the Sun

- 1** "When we look around us and see litter on the school yard, or lakes that are too polluted to swim in, or people taking more than their fair share, we know that the world is not the way we would like it to be. Earth Day is a time to think about the things we hope for the world. Think about one thing you hope for the world and be ready to tell us." (Depending upon previous classroom discussions of Earth Day --draw out student hopes for the world.) "This song has six hopes for the world. Listen carefully and see how many you can hear and remember."
- 2** "Hands up if you can name one of the hopes from song." (Give hints, if necessary, to come up with the six hopes from the song.)
- 3** Either post the words, or draw a quick reminder for each verse on white board, e.g. sun, blue colour, lake, tree, cornucopia, globe.
- 4** "There are some words that are the same in every verse. What are they?" (Oh how I want to be in that number) Teach the tune for this line using echoes. Play/sing the song again with students doing the actions and singing the repeated line.
- 5** Now students sing the whole song.

Reduce, Reuse, Recycle

Key F, starting note do(F)

tune: The More We Get Together

unknown

a cappella count-in: 1,2,3,1,2,The...

new words: LJ Clare 2012

Re - duce, re-use, re - cy - cle, re - cy - cle, re - cy - cle, Re -
duce, re-use re - cy - cle to keep our world green. For
your world is my world and my world is your world, Re -
duce, re-use, re - cy - cle, to keep our world green.

Piggyback Song: Reduce, Reuse, Recycle

- 1 Play the instrumental track for the song challenging students to "Name that tune!" and the instruments playing.
- 2 Post the words for Reduce, Reuse, Recycle. Play the music while students use "magic lips" (lips move but no sound comes out) to sing the words with the tune.
- 3 Play the music once more as students sing the song.

(Singing rounds using this song will be introduced in Lesson 29a.)

The tune for this song is well known to most primary students in Canada. Guide them in learning this new version by fitting the words to the instrumental music without a model of the teacher or vocalist singing. This is a rhythm-pitch challenge.

Music & Movement/Dance

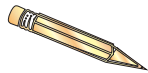
Sing and March with The Grand Old Duke of York
Napoléon

Review elements of music that are characteristic of marches.
(strong ONE two beat pattern; drums; quick pace)

Enjoy the Repertoire

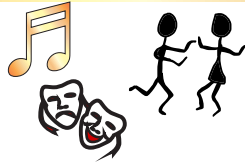
Student Choice of Song or Dance

New Repertoire



O When the Sun
Reduce, Reuse, Recycle

Music(C)



Dance(A)

Review Enrich Enjoy

Warm-Ups(3 minutes)

Body: Shoulder Shrugs

Preparation for Harmony Music & Movement/Dance

Song: Sun, Sun

Chant: Thunder Crashes

Optional Ideas



Adding Movement and/or Visual Art Connection

Song: O When The Sun



Reading/Writing Solfa Work Page



New Song: I Think Mice

Preparation for Harmony Music & Movement/Dance

Song and Listening for Instruments

Song: Sun, Sun

1. Play the recorded music without vocals.

Listening Challenge:

Describe how the musical sound is being made and name the musical instruments.

2. Play recorded music, students sing along.

Song & Round: Thunder Crashes

1. Play the mp4 "Thunder Crashes"

to teach or remind students of the chant.

2. "Thunder Crashes Round" offers the chant in four parts.

Begin by dividing the class into 2 sections.

One group begins with Part 1.

One group begins with Part 2.

(Delaying the second group, gives you as conductor, time to refocus and lead the second group.)

Ask students to use "magic lips"

as they watch/listen to the new mp4.

Play it a second time for students to join in.

Leave the screen on the last visual (the written chant).

Challenge students to say the chant

as a round without the recording.

3. If doing the round in 2 parts goes well, continue and try it in four parts.

Thunder Crashes

nursery rhyme

anon



Thun - der cra - shes,



Light - 'ning fla - shes.



Rain makes pud-dles.



I make spla - shes.

Adding Movement to a Round

Challenge students to make up movements to each phrase of the chant. The movements may be simple actions e.g. draw lightning in the air to "Light'ning flashes" or movement done in conjunction with the rhythm e.g. one hand reaches out to different places on each "ta" of "Light'ing flashes."

Adding Movement

and/or Visual Art Connection

Song: O When The Sun

Students create movements/actions for each repeated line in the song **O When the Sun.**

Divide the class into 6 sections. Each section is assigned one of the verses in the song to illustrate.

Make a slide show of the illustrations to use while singing the song OR record students singing with the instrumental mp3, combine this with a slide show of student made illustrations.

Note: Permission is given to use the instrumental mp3s for recording with student singing for "take home" or sale purposes. Money raised might be used to buy musical instruments for the classroom.

1 O when the sun shines through the clouds,
O when the sun shines through the clouds
O how I want to be in that number,
When the sun shines through the clouds

2 O when the sky is blue again,
O when the sky is blue again
O how I want to be in that number,
When the sky is blue again

3 O when the lakes, are clear and clean, ...

4 O when the trees grow tall and green, ...

5 O when the harvest feeds us all, ...

6 O when the world lives all at peace, ...

Work Page

1. Sing "When Do Is On A Line" using the mp4 to remind students of its meaning.

2. Challenge students to complete the work page and then gather in small groups to sing the solfa to each song phrase.

I can do music in Lesson 28 . My name is _____

Naming Solfa In A Song

1 Circle the correct answers. In this song, "Do" is on a line.
Where is "Mi" in this song? line space
Where is "So" in this song? line space

2 Fill in the missing "solfa".
Sing the solfa in this song.

Key G, first note: D(so)
a cappella count-in: 1,2,3,4,Pit...

England
arr: ljc

so mi so so mi so so mi mi mi so so

Rain, rain go a-way, Come a-gain an-oth-er day, Come a-gain an-oth-er day

so mi so so mi mi so mi

My friend _____ wants to play. Pit - ter pat-ter pit-ter pat-ter,

3 Circle the correct answers. In this song, "Do" is in a space.
Where is "Mi" in this song? line space
Where is "So" in this song? line space

4 Fill in the missing "solfa".
Sing the solfa in this song.

Key F, first note A(mi)
a cappella count-in: 1,2,3,4,Ho...

Canada
LJ Clare
2010

so mi mi mi

1. Play Ho-li. Dance Ho-li. _____
2. Play Ho-li. Dance Ho-li. _____

Naming Solfa In A Song

1 Circle the correct answers. In this song, "Do" is on a line.
 Where is "Mi" in this song? line space
 Where is "So" in this song? line space

2 Fill in the missing "solfa".
 Sing the solfa in this song.

Rain Rain Go Away England
arr: ljc

Key G, first note: D(so)
 a cappella count-in: 1,2,3,4,Pit...

so mi so so
mi so so mi
mi mi so so

Rain, rain go a-way, Come a-gain an-oth-er day, Come a-gain an-oth-er day

so mi so so
mi mi so
mi

My friend _____ wants to play. Pit - ter pat-ter pit-ter pat-ter,

3 Circle the correct answers. In this song, "Do" is in a space.
 Where is "Mi" in this song? line space
 Where is "So" in this song? line space

4 Fill in the missing "solfa".
 Sing the solfa in this song.

Holi Ho! Canada
LJ Clare
2010

Key F, first note A(mi)
 a cappella count-in: 1,2,3,4,Ho...

so mi mi
mi

1. Play Ho-li. Dance Ho-li. -----
 2. Play Ho-li Dance Ho-li -----

New Song: I Think Mice

1 Read the poem "Scamper...". Then say: "The next song has some facts about mice. Listen and try to remember as many as you can." Play "I Think Mice" using the mp3 or the mp4 without images.

2 "What facts about mice did you hear?" Count them on your fingers as children name them. If a student names "mice are nice" ---ask if it is a fact or an opinion.

scamper scamper little mouse
all around my great big house
where you are I do not know
where I am you do not go
scamper scamper little mouse
all around my great big house
in between the walls you go
where you are I do not know

anon



I Think Mice

Key C, first note G(so)
a cappella count-in: 1,2,3,4,I think...



words: England
RAFyleman 1923
music: Canada
LJClare 2010

so so mi la so so mi mi re mi so mi re mi so mi
I think mice are ra-ther nice, their tails are long their fa - ces small, they
re mi so la do' la so mi re mi so mi re mi so so
have-n't a - ny chins at all, their ears are pink their teeth are white, they
la la la la do'do'do' la so so la la do' do' la la
run a-bout the house at night, they nib-ble things they should-n't touch and
do' do' do' do' do' do' do' la so so mi mi do
no one seems to like them much, **BUT** I think mice are nice.

3 Listen once more to the mp3 to gather any missing facts about mice. Invite students to name other facts they may know about mice.

4 The words for this song were written by Rose Fyleman in the 1900s. The music was written by Lesley Clare in the 2000s. Both these women like mice. Discuss why "no one seems to like them

5 Give out the music for "I Think Mice." Ask questions to draw students into exploring the written music.

e.g. The first note is "so," what is the word under it? (I)
Find another "so." Hands up to tell another word under a "so."
Find the lowest note in the song. What word is under it? (nice)

6 Listen to the song once more while looking at the music. Sing the song with the mp3 or mp4.



Music(C)

C1.1 singing in tune

O When the Sun

Reduce, Reuse, Recycle(as a round)

Lesson 29b revisit song: The Whole World



Dance(A)

beat = feet --walking, marching, skipping
rhythm = the way the words go

"Follow Me" is an activity with many benefits.

It gives practice in doing one thing while paying attention to another (vital in performing music).

It's an introduction to performing and singing rounds.

It's an opportunity to continue rhythm and pitch drills in a new way. **It's challenging and fun!**

Warm-Ups(3 minutes)



Focus: Follow Me (new)

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.

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

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

Challenges and Variations

After a few lessons, skip some of the numbers to get to the challenging parts faster. Eventually, instead of simple repeats, patterns that change may be introduced into the count e.g. to a count of "8" touch knees, touch shoulders, touch knees, etc. Try a clapped rhythm e.g. ti-ti ta ti-ti ta etc, instead of a straight pattern.

Another challenging variation is to divide the class into two or more groups. One group "follows you", the next group waits to follow the first group. It's a round!

Practice Song: Reduce, Reuse, Recycle

1. Vocal Warm-Up Key F

2. Sing

In this practice singing, focus on keeping a steady beat without speeding up (a tendency in Grade 2).

Key F, starting note do(F)

a cappella count-in: 1,2,3,1,2,Re...

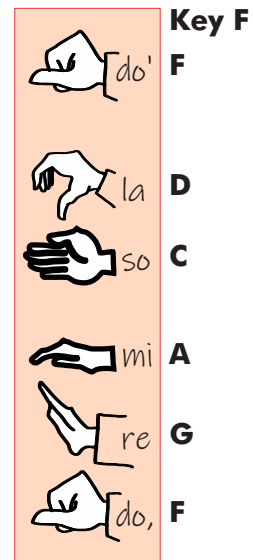
Reduce, reuse, recycle, recycle, recycle

Reduce, reuse, recycle to keep our world green.

Cause your world is my world,

And my world is your world.

Reduce, reuse, recycle to keep our world green.



Rounds as Singing in Harmony

Rounds are a very early form of harmony singing. The key to success is in maintaining a steady beat - in this way the notes in the melody that harmonize line up between the two parts sounding like a song being sung in tune.

At this point in the school year, Grade 2 students may be able to hold onto a melody and beat strongly enough for round singing. If you find that your class finds today's attempt too challenging ---not to worry, simply enjoy the cacophony and move on to the rest of the lesson.

The expectation at this time is to offer students a "taste" of what it feels like to sing harmony. Success at singing rounds is a Grade 3 goal.

Singing Rounds

1 **"Remember we tried a new warm-up today? I did an action, and you had to wait before copying my action. We're going to try the same kind of thing with singing. I'm going to start singing Reduce, Reuse, Recycle all by myself. After I sing the first three words (Reduce, reuse, recycle) then you start singing at the very beginning of the song while I go on. Songs like this are called Rounds. It might take us a while to get it --but rounds are fun to sing, so let's try."**

2 **"The first thing we need to practice is where you are going to start singing. What words do you listen to first? (the first three; reduce, reuse, recycle) Yes --let's try that part. I'll sing "reduce, reuse, recycle" then you start the song again."** (Your singing the first three words becomes an ad hoc count-in. Instead of continuing to sing the song, stop after students have sung a little and try the beginning again. If your classroom has an aid or parent volunteer, ask her/him to sit at the front and "lead" the student singing. Even if they don't want to sing out loud, if they mouth the words, students will more easily stay together.) **"Here we go ..."**

3 **Good group work and staying together. This time when we start, we'll sing the whole song. Here we go ..."**

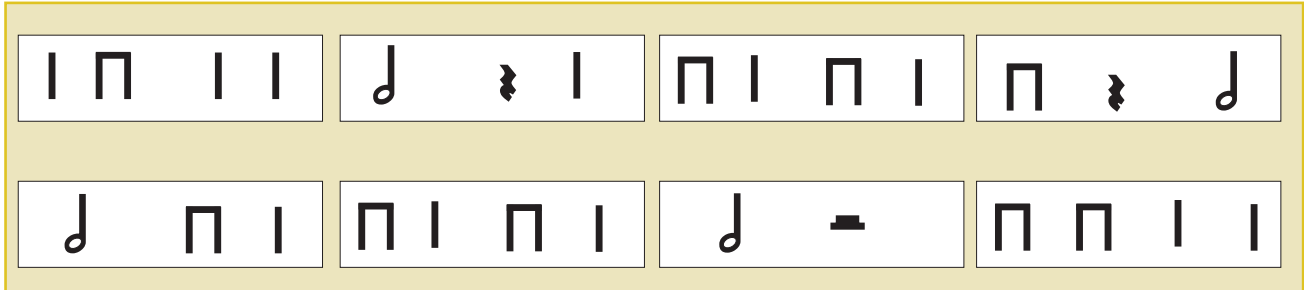
If students are clearly holding the tune and staying together, you may want to go on and divide the class for singing the round as two groups, instead of with a leader and the class. Again, if the song ends in a muddle, don't push at this point, but enjoy the experience.

Something a little different today. Instead of using percussion instruments to accompany a song or practice rhythms, this is an opportunity for your class to all be part of a percussion band. The music created is instrumental --no singing. The experience is akin to that of being in an orchestra or band. Musicians and conductor work together to create a piece of instrumental music.

Note: Every student will need a percussion instrument.
Percussion instruments don't have to be professionally made, they just have to rattle, klonk, twang or tap.

Make Music with Instruments

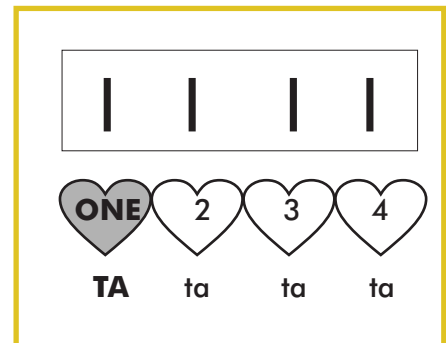
- 1 Place 8 rhythm flashcards on the pocket chart as shown. Avoid using the cards that begin with a rest (sh or shu).



- 2 Practice clapping and naming the rhythm symbols. It's important that students be able to read both lines without pausing between them.

- 1 Give a clear count-in: ONE 2 ready go
- 2 Students say and clap the rhythm symbols. Conductor points to each symbol to help keep the beat steady.
- 3 Repeat at least once.
- 4 Students use "magic lips" i.e. no sound comes out to say the symbols, while clapping them.

- 3 Show how the beat is made up of "ta" symbols by pointing to the beat flashcard. The first beat ONE needs to be stronger than the others.



Choose 4-5 students to chant the beat "Beat Group".

Conductor (teacher) gives the count-in, may be done audibly or by using hand signals.

Beat Group says the beat pattern once and repeats until piece is finished.

The rest of the class begins clapping the rhythm pattern after the first Beat set is done.

Repeat changing the students in the beat group.

Give the second beat group hand drums (or whatever variety of drum you've come up with). Have the group sit together.

- 4 Remind everyone of the instrument rules!

Give percussion instruments to all students.

Ask students to sit together with others playing the same kind of instrument AND to place their instruments on the mat in front of them.

Note: Use smaller groups on the instruments that ring loudly. Surprise sound instruments e.g. cow bell, squeaky toy, need to be limited to 2 or 3.

5 Depending on your class, you may want to add one instrumental part at a time ---practising it before adding another.

e.g. Everyone with a wooden tapping instrument will play on every "ti-ti." The rest of the class listens while the beat groups and the ti-ti group play through the piece once. etc.

Other classes may be ready to be assigned a part for their instrument and the whole class try playing the piece together.

6 Add an ostinato for texture in the music. Choose 4 or 5 students. Place the ostinato pattern on the pocket chart and have the ostinato group practice their pattern.

ostinato = repeated pattern



New Performance Order

- Conductor (count-in)**
- Beat Group (once alone)**
- Ostinato Group (once alone)**
- Rhythm Group (all rhythm symbols)**

Form
A B A B

7 it's an amazing feeling when the piece all comes together. Do it again just for fun, adding a repeat i.e. 1st line, 2nd line, 1st line, 2nd line.

Record the performance so that the class may listen to itself.

8 Play the recording for the class.
Help the class to reflect on their performance.

- What was done well?
- What could be changed to make a better performance?

9 Using this same piece of music (since its been practised), give students an opportunity to try a different instrument and thus part in the rhythm band. Since the beat underlies the whole piece, choose students for this group who are likely to experience success at maintaining the beat steadily.

Extra

Add some melody interest to the piece by having one student improvise on either a glockenspiel or xylophone with one mallet. Since only one note will be played at a time, all the bars may be left on the instrument. Remind students that these instruments are pitched percussion.

improvised lead line
glockenspiel or xylophone
one mallet

beat
hand drum (played with hand)
plastic container with lid
e.g. ice cream, large yoghurt
(played with ruler)

ti-ti
wooden sound
e.g. rhythm sticks
chopsticks
wooden blocks



ta
metallic sound
e.g. spoons
triangle



ta-a
tambourine shaken
jingle bells shaken



sh
surprise sound
e.g. cow bell
cymbals
tambourine struck



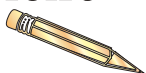
ostinato
shakers/maraccas
throw-away cups taped together
with some pasta, seeds
or rice inside

Tape recorders, i-pads, cell phones, camera with video -- use whatever is available to make a recording.

Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



Reduce, Reuse, Recycle as a round

Focus: differentiating beat & rhythm, playing instruments

Music(C)



Dance(A)

Review Enrich Enjoy

Warm-Ups(3 minutes)

Focus: Follow Me

Warm-Up Song: Teacher Choice

Music & Movement/Dance

Teacher and students take turns choosing songs to dance and/or sing.

Practice and Review with Movement

The Grand Old Duke of York
Napoleon

Optional Ideas



Timbre Voice & Body Percussion

Whole Class Together

or

Individual Students (using work page)



New Songs

Revisit Gr. 1

Earth Day Song **The Whole World**



Timbre Variations on a Rhythm Band

1 "Percussion instruments have many, many different kinds of sounds, made in many, many different ways. Sometimes percussion sounds may be made without an instrument, just with our bodies. Some of the sounds our bodies make are funny, some are considered rude (and we won't make them here), some sounds are loud, and some soft.

2 "I'm going to count backwards from 20. While I'm counting, experiment making percussive sounds with your voices or bodies. When I get to zero, I will put my hands on my head and that's the signal for silence. Ready, go."

3 Ask for a few volunteers to make their percussive sound. Ask the rest of the class to echo the volunteers.

4 Remind the students of the Percussion Band done in Lesson 27a. Using body percussion for sounds, repeat the process either with the whole class, or with students working individually on the composition page.

Leave time to hear a few compositions at the end of class.

body percussion

clapping
clicking fingers
stamping feet
patting knees
rubbing a bare arm
swiping hands

vocal percussion

clicking tongue
"ee" "ee" (like a monkey)
kissing sound
hoots (like an owl)
quack
pah---ah (vocalized)

I can do music in Lesson 29. Composer Name: _____

1 Choose rhythms to make your composition.

beat instrument
ostinato
ostinato instrument

2 Choose instruments to play.

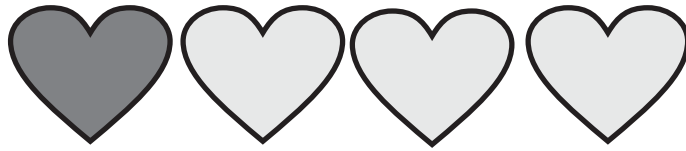
Instrument name

□ = ♥ _____
 ♯ = ♥ _____
 | = ♥ _____
 o = ♥ _____
 - = ♥ _____

3 Gather a group of 4 or 5 musicians. Try playing each composition. The musician who is the composer is also the conductor. Practice again.

1

Choose rhythms to make your composition.



beat



beat instrument

ostinato



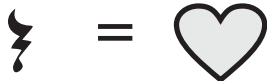
ostinato instrument

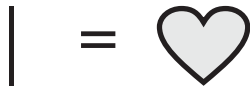
2

Choose instruments to play.

instrument name











3

Gather a group of 4 or 5 musicians.

Try playing each composition.

the musician who is the composer is also the conductor.

Practice again.

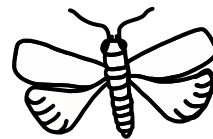
Re-Visit Song: The Whole World

Earth Day is April 11!

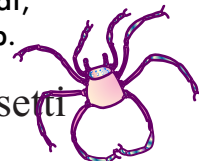
1 Say the "Hurt No Living Thing" poem.

2 "Do you think Christina Rossetti liked bugs? Maybe - maybe not. But she did think it was important not to hurt them."

"Every creature, every plant is part of our world. Every part of our world is connected together, like pieces in a puzzle are connected. If one of the pieces is missing, then the puzzle isn't complete. So we need to take care of each other, and the world ---even the bugs!



Hurt no living thing:
Ladybird, nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshopper so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.



Christina Rossetti

NB:Ladybird in England = ladybug in Canada

3 "Who takes care of you?
Who takes care of me?"

(Explore the idea of being a community. We may or may not know all the people who do things that we need.)

"Who takes care of our classroom? home?
community? world?"

4 "Listen and try to remember everything in
this song that's we're taking care of."
Sing/play, The Whole World."

5 Instead of asking students to tell you what they
remember, invite them to finish each line that you
begin,

"Birds and _____ are in our hands,
"Flowers and _____ are in our hands,
"Elephants and _____ are in our hands
... etc.

6 Put either the song flashcards or page in the
pocket chart as a memory aid. Play the song
again and ask students to sing with the music.
(This is another of the songs that is best learned
through immersion due to repeated words with
different pitches.)

We may come from different lands
But we share the world, it's in our hands
We may come from different lands
But we share the world today

The whole world is in our hands
The whole world is in our hands
The whole world is in our hands
The world is in our hands

Birds and bees are in our hands
Flowers and trees are in our hands
Elephants and fleas are in our hands
The world is in our hands

The whole world is in our hands ...

Lakes and prairies are in our hands
Mountains and valleys are in our hands
Forests and deserts are in our hands
The world is in our hands

The whole world is in our hands ...

Little bitty babies are in our hands
Grammies and Grampies are in our hands
All kinds of people are in our hands
the world is in our hands

The whole world is in our hands ...

Key D, first note so(A)
a cappella count-in: 1 2 3 4

The Whole World

tune: traditional
arr and words: LJ Clare
Canada 2013



1. We may live in diff'rent lands but we share the world it's in our hands,



We may live in diff'rent lands but we share the world to - day. The



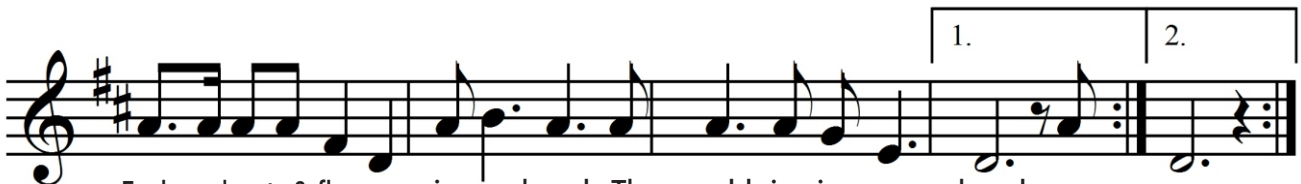
whole world is in our hands, The whole world is in our hands, The



whole world is in our hands, The world is in our hands.



2. Birds and bees are in our hands, Flo-wers & trees are in our hands,
3. Lakes and prairies are in ou hands, Mountains & valleys are in our hands,
4. Little bitty babies are in our hands, Grammies & Grampies are in our hands



E - le - phants & fleas are in our hands, The world is in our hands.

Forests & deserts

All kinds of people

hands.

Music(C)

Fundamental Concepts: beat and rhythm
 C1.2 apply elements of music while singing
 moving, playing
 C1.5 use symbols to represent sounds
 songs: Clatter, Rumble
 I'm a Little Piece of Tin

Dance(A)

C1.2 apply elements of music while moving

beat = feet --walking, marching, skipping
rhythm = the way the words go

Warm-Ups(3 minutes)

1 Pitch: Roller Coaster Aahs

2 Rhythm/Beat: Reading Rhythm While Keeping the Beat

3 Warm-Up Song Reduce, Reuse, Recycle

Vocal Warm-Up: Key F
 Starting Note: do(F)
 a cappella count-in: 1,2,3,1,2,Re...



	Key F
	do' F
	la D
	so C
	mi A
	re G
	do, F

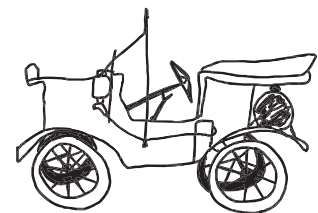
Practice Rhythm Counting

**1 "Put your hand up if you have ever ridden in an airplane hands down.
 Put your hand up if you have ever ridden in a train ... hands down.
 Put your hand up if you have ever ridden in a bus ... hands down.
 Put your hand up if you have ever ridden in a car ... everybody!"**

2 Ask for the names of some kinds of cars. You may get words such as "small, 4-door, SUV" or "GM, Ford, Toyota." (When I was in Grade 2, I probably would have said green with white trim.)

Say the student answer clearly and ask all students to show the rhythm count (# of claps as you say the word) on their fingers. and the many, many names

- | | | | |
|---------|------------|--------------|--------------|
| small | Honda | sedan | Dart |
| big | Subaru | coupe | Matrix |
| blue | Volkswagen | sportscar | Civic |
| 4 doors | Pontiac | compact | Bronco |
| old | Porsche | full-size | Cavalier |
| new | Ford | compact | Seville |
| fast | Chrysler | SUV | LeSabre |
| | Kia | stationwagon | Sunfire |
| | | | Rabbit, etc. |



PiggyBack Song: Clatter, Rumble

"Car" words sung to the tune of "Twinkle, Twinkle." If your class has two music periods this week, then try Option Two ---teaching this as a reading song. Let the real name of the tune come as a surprise part way through the learning when students are "sounding out" the tune using solfa. The familiarity of the tune will help the solfa singing, even subliminally. If your class has only one music period this week, then use Option One to save time.

Clatter, Rumble

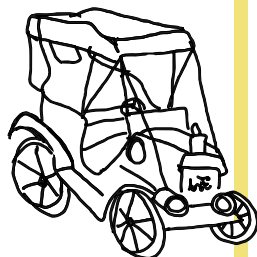
Key D, first note: D(do)
count-in: 1,2,3,4,Clatter...

tune: traditional
words: unknown

Clat-ter, rum-ble from a - far, My dad drives a rust-y car,
Put the key in, push the choke, off we go in a cloud of smoke,
Clat-ter, rum-ble from a - far, my dad drives a rust-y car.

Option One

- 1 Play the instrumental track for this song. Challenge students to recognize the tune. (This instruments are quite different from what they may be used to hearing for *Twinkle, Twinkle*.)
- 2 Ask for guesses as to what song it is. How does it sound like the song they know *Twinkle, Twinkle*? How is it different? What kind of thing might the music be describing? (Since students have just been counting rhythm for car words --the idea will be close to mind.)
- 3 Place the music for *Clatter Rumble* on the pocket chart. Students sing along with the vocal CD track.



Option Two

- 1 Post the music for *Clatter Rumble* on the pocket chart.
- 2 Ask: **"What is happening in this song?"**
"What is a choke?"
"Why does smoke come from a car?"
Energy in (gas)
- Energy out (movement and smoke)
- 3 Follow the Steps for learning a song.

Steps to Teaching/Learning a Song

- 1 introduce the song (already done)
- 2 read and clap the rhythm symbols (ta, ti-ti)
- 3 explore the words to see if any are new (already done)
- 4 read the words to the rhythm
- 5 sing the solfa to the rhythm
- 6 sing the words to the rhythm

Somewhere along the steps, a student will recognize the tune ---celebrate the moment!

Beat Counting will come easier to students who have a firm grasp of both counting and groups in math. For now, **focus on the concept** of the differences between beat and rhythm -- demonstrated by the different ways in which they are counted.

1 "What do the hearts on the music show?"
The music is divided into groups by the bar lines. How many beats in every group? Why is the first heart a different colour?"

2 Try singing the song without the mp3 track -- making the first beat of every bar stronger. Over-emphasize it to help make the point.

Sing the song again, clapping on every first beat of the bar.

3 "Usually we count rhythm --but today we're going to count beats. Look for the word "key." Show me with your fingers how many beats it has. (1) Excellent. Now look for the word "car." Show me with your fingers how many beats it has. (2) How do you know? (Take an answer and point to the hearts above the word "car.")

Continue to do a few more "Look for" challenges.

4 "If beat were the only thing we wanted to see, we could take the notes, the staff lines and the words away (Take the printed music off the pocket chart.) and just have the hearts to show beat." (Put up 6 rows of 8 hearts. It makes a brighter impact if individual paper/sponge hearts are used, but its a lot easier to simply put up prepared strips of hearts that are numbered. If you are new to teaching music, pop a few words under the hearts to help everyone stay on track.)

Conductor points to each beat as the class sings the song.

5 Student Conductor #1
*pointer follows hearts/beat
*class sings and claps beat

Student Conductor #2
*pointer follows hearts/beat
*class stands and steps the beat

Student Conductor #3
*pointer follows hearts/beat
*class claps on darker coloured beats and pats knees on other beats
(This mimics the meter, the beat pattern.)

Put the key in, push the choke, c

Clatter, Rumble
Key D, first note: D(do)
count-in: 1,2,3,4,Clatter...
tune: traditional
words: unknown

Beat Counting

One two three four One two ready sing

dad

key

smoke

drives

6 "Excellent. You have the beat! Now here's a challenge ---I'm putting the pointer away. No more pointer. You need to use your eyes to follow the hearts. I'll sing and stop part way through the song. Keep track of where the song is so you can tell me the number of the beat. (Point to the count-in hearts as you begin, then stop pointing when you sing "Clatter ...") Ready to try? Here we go!"

7 Repeat this several times.

Beat Counting

One two three four One two ready sing

1 2 3 4 5 6 7 8
Cla - ter rum - ble from a - far _____

9 10 11 12 13 14 15 16
My dad drives a rust - y car _____

17 18 19 20 21 22 23 24
Put the key in, push the choke _____

25 26 27 28 29 30 31 32
off we go in a cloud of smoke _____

33 34 35 36 37 38 39 40
Cla - ter rum - ble from a - far _____

41 42 43 44 45 46 47 48
My dad drives a rust - y car _____

New Concept Compare Rhythm and Beat Counting

Ask again: "How many beats does the word "car" get in this song?" (two)

"Now change the counting to rhythm, to clapping the word. Car (say the word and obviously clap only once). Car(repeat clap). What is the rhythm count for car? (one) Is the rhythm count the same as the beat count?" (no)

Try a few more words.

word/words	beat count	rhythm count
key	1	1
in a	1	2
rusty	2	2
smoke	2	1

- ① Look for the beat count on the songsheet/heart pattern.
- ② Listen for the rhythm count by clapping the word/words.
- ③ Are they the same?

NB: The beat count of a word may change from song to song depending on the way beats are grouped, and the composer's choices. The rhythm count practically always remains the same (exceptions ---music like opera where one word is sung over many, many notes).

Music & Movement/Dance with "Keep the Beat"

Memory is triggered in many ways --the most common being seeing, touching, smelling or hearing something. An action/movement may also trigger memory. Actions in songs help in remembering words. The simple chant below ---done with words and movements, repeated many times has the potential to become a mnemonic for discerning beat from rhythm. Note: This page repeats what was first done in Lesson 16a.

1 Review/relearn the mnemonic for beat.

You have 1 (point to nose, let children fill in word) **to smell. 2** (eyes) **to see. 10** (toes) **to wiggle. Inside your head to think is a** (brain). **And in here** (lay hand over heart) **is a heart to beat.**

"Songs don't have noses or toes, but they do have a heart, and it beats very much like your heart beats, a nice steady beat or pulse.

most songs have one



steady

keeps going through whole song

Being able to keep and feel the beat is a basic in social dancing. The easiest way to "learn" the feel of a beat is to attempt to keep it while in the company of other people who are keeping it. The pulse that goes through a group is contagious.

2 "When I say 'Go' stand up and be ready to echo what I say and what I do. Any questions? GO!"

3 1st Time Walk in place on the beat while saying each line --- leaving space for students to echo words and movement.

2nd Time Repeat using a loud (forte) voice.

3rd Time Repeat using a soft (piano) voice.

From the 3rd time on, vary the beat action but always use the feet in some way, e.g. tap one toe, hop, heel-toe, etc.

4th Time Repeat using a faster tempo.

5th Time Repeat using a slower tempo.

Beat Section



4 1st Time Clap the words as you say each line -- leaving space for students to echo words and clapping.

2nd Time Repeat using a loud (forte) voice.

3rd Time Repeat using a soft (piano) voice.

4th Time Repeat using a faster tempo.

5th Time Repeat using a slower tempo.

Rhythm Section



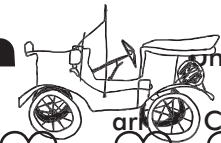
5 Use the "Keep the Beat" movement track. Students walk freely to the beat while saying the "beat" section. Students stand in place and clap while saying the "rhythm" section.



If your class needs some help maintaining a modicum of order, try this activity using "Follow the Leader" instead of free movement. Three or four separate lines following different leaders is fun. During the "Rhythm" section, the leader goes to the end of the line and a new leader takes over.

I'm a Little Piece of Tin

Key D, first note F#,
a cappella count-in: 1,2,3,4,I'm...



United States
folksong
Clare 2010

mi so so so mi so so x mi so so so la

I'm a lit - tle piece of tin, no - bod - y knows where

mi re do mi so so so so mi so so x mi so so la

I have been. Got 4 wheels and a run - ning board, I'm a 4 door,

mi re do mi do do do do do do do do do x mi

I'm a Ford. Honk honk rat - tle rat - tle rat - tle crash beep beep. Honk

do do do do do do do do do do do x mi do

honk rat - tle rat - tle rat - tle crash beep beep. Honk honk.

New Song: I'm A Little Piece of Tin

Option One

Teach the song using the steps. If you need help, there are mp4s that show these steps *I'm A Little Piece reading rhythm/reading solfa.*

Steps to Teaching/Learning a Song

- 1 introduce the song (already done)
- 2 read and clap the rhythm symbols (ta, ti-ti)
- 3 explore the words to see if any are new (already done)
- 4 read the words to the rhythm
- 5 sing the solfa to the rhythm
- 6 sing the words to the rhythm

Option Two

The class has already done one "reading" song today. Leave this song until the second lesson this week.

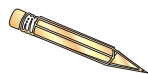
Most of music time for today is probably gone. Go on and enjoy the repertoire for the remaining time.



Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire



Clatter, Rumble
I'm A Little Piece of Tin

Music(C)



Dance(A)



Review Enrich Enjoy

Warm-Ups (3 minutes)

Body: Stretches

Rhythm: Reading with Beat Keeping

Music & Movement/Dance

*dance your way through the movement repertoire

- Ha Ha This-A-Way
- Give Me Joy
- Jingle Bells
- Chay Chay Cool-eh
- Turkey in the Straw
- Pass One Window

New Song?: I'm A Little Piece of Tin

If there wasn't time to include this song in the last class (see previous lesson) try it now --it's always a winner! Then go on to review Rhythm and Beat Counting with it's companion workpage.

Optional Ideas



Beat and Rhythm Work Page



Beat Counting and Singing Rounds with Frère Jacques

Work Pages Rhythm and Beat Counting

I can do music in Lesson 215. My name is _____

I'm a Little Piece of Tin

United States
Mulliner
1891; Li Clare 2010

One heart means how many beats? 1 2 3 4
How many beats in a group/in a bar? 1 2 3 4

little is _____ beats and _____ rhythm claps.
 bean is _____ beats and _____ rhythm claps.
 nobody is _____ beats and _____ rhythm claps.
 where is _____ beats and _____ rhythm claps.
 dear is _____ beats and _____ rhythm claps.

Fill the box with a rhythm symbol to match the word claps.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
car	racing	truck	garage	wheel	new

I'm A Little Piece of Tin

How to Learn/Teach a Chant

1. Introduce
2. Read Rhythm Symbols
3. Explore Words
4. Read Words in Rhythm

I can do music in Lesson 217. My name is _____

Off to the Races with Beats and Rhythms!

Fast	cars	slow	cars
Traffic	lights	Traffic	lights
Old	cars, new cars,	red	cars, blue cars,
Mak-ing	lefts and	mak-ing	rights
Speed-ing	up	slow-	ing down
All a-	round	my	home town!

One heart means how many beats? 1 2 3 4
How many beats in a group/in a bar? 1 2 3 4

little is _____ beats and _____ rhythm claps.
 traffic is _____ beats and _____ rhythm claps.
 home is _____ beats and _____ rhythm claps.
 slow is _____ beats and _____ rhythm claps.
 up is _____ beats and _____ rhythm claps.

Thinking challenge. Why did the composer give the word "slow" two beats?

Traffic Chant

Review the process of beat and rhythm. Give students 5 minutes to do the comparison counting by repeating the rhythm/beat counting then silently practice the chant. Clatter Rumble again.

With teacher help, students correct their own work.

Hand out the work pages.

Teach the chant by the reading method.

Take ideas from the thinking challenge.

I'm a Little Piece of Tin

Key D, first note F#,
a cappella count-in: 1,2,3,4,I'm...

United States
folksong
arr: LJ Clare 2010

mi so so so | mi so so x | mi so so | so la

I'm a lit - tle piece of tin, no - bod - y knows where

mi re do | mi so so | so so | mi so so | x | mi so so la

I have been. Got 4 wheels and a run-ning board, I'm a 4 door,

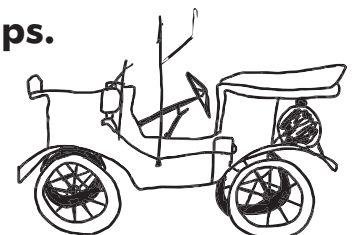
One hearts means how many beats? 1 2 3 4
How many beats in a group/in a bar? 1 2 3 4

- ① little is _____ beats and _____ rhythm claps.
- ② been is _____ beats and _____ rhythm claps.
- ③ nobody is _____ beats and _____ rhythm claps.
- ④ where is _____ beats and _____ rhythm claps.
- ⑤ door is _____ beats and _____ rhythm claps.

ti-ti	ta-a	ta	sh	ta-a-a-a
2 claps	1 clap	1 clap	no claps	1 clap

Fill the box with a rhythm symbol to match the word claps.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
car	racing	truck	garage	wheel	new



Off to the Races with Beats and Rhythms!

One	two	three	ready	to	read
Fast fast	cars	x	slow _____	cars	
Traf-fic	jams	and	traf-fic	lights	x
Old cars,	new cars,	x	red cars,	blue cars,	x
Mak-ing	lefts	and	mak-ing	rights	x
Speed-ing	up	x	slow -	ing	down
All a-	round	x	my	home	town!

One hearts means how many beats?
How many beats in a group/in a bar?

1	2	3	4
1	2	3	4

- ① lefts is _____ beats and _____ rhythm claps.
- ② traffic is _____ beats and _____ rhythm claps.
- ③ home is _____ beats and _____ rhythm claps.
- ④ slow is _____ beats and _____ rhythm claps.
- ⑤ up is _____ beats and _____ rhythm claps.

Thinking challenge: Why did the composer give the word "slow" two beats?

B

Practice and Review

Frère Jacques

Key F, first note do(F)

count-in: 1, 2, 3, 4, Frère...

Singing Rounds

- 1 It's likely that students have heard "Frère Jacques" either in kindergarten or grade one. As a reminder, play one of the mp4s with students using "magic lips".
- 2 Play the mp4 again with students singing along.
- 3 Class sings the song once through without the mp4.
- 4 Both mp4s show the round being sung. Divide the class into two groups "top" and "bottom" of the screen. Play the mp4 and have the class groups sing the round.
- 5 Try the song as a round without the mp4.
- 6 Switch parts and try it again.

Counting Beats

- 1 Set up the pocket chart hearts as shown below.

For a fuller explanation, see Lesson 30a -beat counting with "Clatter, Rumble".

Frere Jacques (including the repeats) has 8 musical measures/bars with 4 beats each. On the pocket chart, the first heart in each set of 4 beats needs to be a darker colour. If you want to include the count-in beats, make an additional bar at the top.

- 2 Conductor/teacher uses a pointer to follow the beats as the class sings the song.
- 3 Conductor/teacher uses the pointer only on the "count-in" beats.

Conductor/teacher stops the singing part way through the song. A volunteer comes up to point to the heart where the song stopped. Place a "marker" on that heart.

Class sings the song again to the stopping place to double check the marker.

- 4 Repeat several times.
- 5 Change the conductor to a student and repeat the process.

