






September - Week 1:

Musical Concepts:

* The staff, letter names, and solfege

* Beat and rhythm - ta  titi  tikitika    rest †

New Songs:

1. Wake me! Shake Me! CD1:1

2. Hey Lidee CD1: 2

3. This Little Light CD1:3-4

4. Frere Jacques CD1:5-6

Concept:

warmup

names

singing voice

round, French   

General Classroom Music Lesson:

Song #1 Wake me! Shake me! CD1:1

Teaching Purpose/Suggestions: This song is an excellent warmup. It also provides opportunities to create new B sections, or to create accompaniment or movement.

Teach the song using the rote process. In the teacher guide, rote songs are noted above the upper right hand corner of the music. If a song is a reading song that students could read, there is a small music staff above the upper right hand corner of the music. (1)

Rote Process:

1. The teacher sings the entire song for the students. (or plays it on the CD)

2. The teacher sings each phrase in turn to the students and the students echo. If there are any inaccuracies in pitch or rhythm, repeat. If the teacher cannot sing accurately, play a phrase on the CD and pause, and then have the students echo.

3. The teacher sings two phrases to the students. The students echo two phrases. Continue until the entire song has been sung. If there are any inaccuracies in pitch or rhythm, repeat.

4. The teacher sings (or plays) the entire song to the students. The students echo the entire song.

Playing: Instead of a spoken B section, invite students to choose unpitched (u/p) rhythm instruments and have them improvise a B section. (2, 3)

The Staff

Read about the staff on page 2 of the student book. If you don't have student books, read them this information from the guide and draw the staff on the board, numbering the lines and spaces.

Reproduce the worksheets on letter names for your students and teach them the letter names for the notes. Play games with the hand staff and the floor staff as described in the pages that follow in this guide to reinforce the learning of letter names. If you wish to purchase a wonderful music rug, that has a floor staff built into it, visit www.musicplay.ca

Song #2 Hey Lidee CD1:2

Teaching Purpose/Suggestions: This game is included to help you learn the names of the students in your music class. Music specialists can teach up to 900 students per week and games like this help the teacher learn the names quickly. Teach the song by rote and play the game. (1)

Playing: This song uses only two chords. You could have the students add accompaniment to the song with guitars, ukeleles, barred instruments, or Boomwhackers. (2)




Creating: Create new verses for this song. (4)

In the second lesson, review "beat". Then tell the students that the "rhythm" of music is "the way the words go". Ask them to clap the rhythm of the song. (Clap the words.)

Song #3 This Little Light CD1:3-4

Teaching Purpose/Suggestions: This song may be familiar to many of your students. It is a good song to use to help the children develop confidence and energy in their singing voices. You can use the song to review or teach dynamics. The song can also be used to teach your students about swing style. Teach the song by rote. (1)

Song #4 Frère Jacques CD1:5-6

Teaching Purpose/Suggestions: This song is an easy round for young singers to perform in parts. Try it as a two part round before trying three or four parts. Review the rhythm names for sixteenth notes    (tikatika). Sing the song using rhythm names. (1)

Kodaly Focus:

Review beat and rhythm

2. Hey Lidee - the opening measure uses so and mi

4. Frere Jacques - opening measures use drm

Orff Focus:

Review basic mallet technic and have the students create an accompaniment for Hey Lidee.

What ifs and How to do's are for the music specialist. (The classroom teacher establishes routines long before the first music class.) Outline the music room procedures on the first day and establish routines. If students don't adhere to your guidelines have them practice the proper procedure until they do it correctly. For example - if you want them to wait quietly in the hallway until the class in your room leaves, practice that skill until they are competent.

1. Wake Me! Shake Me!

Rote

CD1:1

Wake me! Shake me! Don't let me sleep too late! Gon - na
get up bright and ear - ly in the morn - ing gon - na swing on the gold - en gate.

Game Directions:

- | | |
|-----------------------------------|---|
| Wake me! | Leader chooses a partner, sings and claps twice |
| Shake me! | The leader sings "shake me" and gently shakes the partner's shoulders |
| Don't let me sleep too late! | Leader sings and wags index finger four times |
| Gonna get up bright and early ... | The leader 'jives' with the person |
| Gonna swing on the golden gate | The leader and partner swing |
- Both the leader and partner choose new partners. The game continues until everyone is included.
Add an optional spoken B section: I'm feeling sleepy! I'm feeling creepy! Someone please wake me up! (2x)
Final form: Sing the song (A section) Spoken part (B section) Sing the song (A section)

Alternate Game Directions: Form a single circle with partners facing each other within the circle. Perform the actions as described above until the last phrase. On the words, "gonna swing on the golden gate" partners link elbows, but instead of swinging, they walk past each other, passing right shoulders so they end up facing a new partner. Continue the game until the students return to their original partner.

Teaching Purpose/Suggestions: This song is an excellent warmup. It also provides opportunities to create new B sections, or create accompaniment or movement. Teach the song using the rote process. In the teacher guide, rote songs are noted above the upper right hand corner of the music. If a song is a reading song that students could read, there is a small music staff above the upper right hand corner of the music. (1)

Rote Process:

1. The teacher sings the entire song for the students. (or plays it on the CD)
2. The teacher sings each phrase in turn to the students, and the students echo. If there are any inaccuracies in pitch or rhythm, repeat. If the teacher cannot sing accurately, play a phrase on the CD and pause, and then have the students echo.
3. The teacher sings two phrases to the students. The students echo two phrases. Continue until the entire song has been sung. If there are any inaccuracies in pitch or rhythm, repeat.
4. The teacher sings (or plays) the entire song to the students. The students echo the entire song.

Playing: Instead of a spoken B section, invite students to choose unpitched (u/p) rhythm instruments and have them improvise a B section. (2, 3)

Creating: Have students create an accompaniment for the song on barred instruments.
In another class, you could have students create new movements for the song. (4)

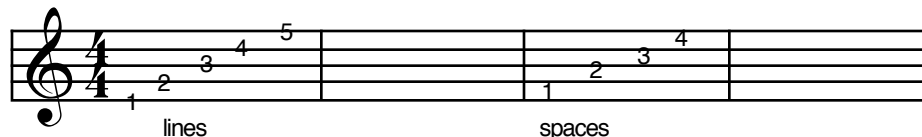
Music Reading: Because of the rhythm complexities, this is a song to be taught by rote. However, the tone set is pentatonic: s,l,drm. The melody could be taught using hand signs and solfege, or the melody could be used to review those notes if they are part of the student vocabulary. (5)

Curriculum Connections: Language Arts: Write new B sections for the song. (8)

Standards: 1, 2, 3, 4, 5, 8

Welcome to Musicplay! There won't be time to sleep in your music classes. You'll be too busy singing, playing games, playing instruments, and learning about music. Let's begin with the staff.

The Staff: Music is written on a 5 line staff. Notes can be placed on lines or in spaces. The lines and spaces are numbered from the bottom to the top. At the beginning of a staff, a clef is given. The *treble clef* circles the note G, and is used for treble, or higher notes. A high pitch is shown by placing a note high on the staff. A low pitch is shown by placing the note lower on the staff.



Teaching Suggestions: Read about the staff on page 2 of the student book or from the teacher guide.

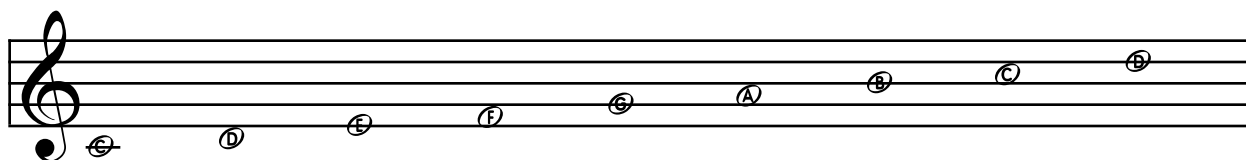
Hand Staff:

Show the students the hand staff. Hold your hand in front of you with your fingers spread apart and the thumb up. Number your fingers 1-2-3-4-5 from the bottom to the top. Tell the students that they have five fingers, just as there are five lines on the music staff. To show the spaces on the hand staff, place the index finger of your right hand between two fingers. Spaces are also numbered from the bottom to the top. Call out a line or space and have the students point to the correct one. For example:

line 3, space 4, line 1, space 2

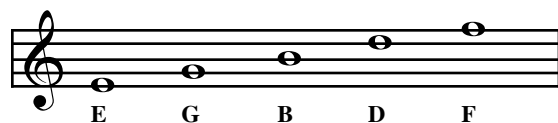


Teaching Suggestions: Teach the students the letter names for the notes on the treble staff. Solfege is one way to name notes. Solfege is much like using phonics to teach reading - it teaches the sound of the intervals. When students learn to play instruments, they usually use letter names to name notes. This is like teaching sight words to beginning readers. You can use both systems for teaching students to read music or just one of them. The first seven letters of the alphabet, A-G, are used to name notes. Notes are named in order - A B C D E F G. After G is named, the letters are used again beginning with A.



Some teachers like to have the students practice naming notes on lines and spaces. Make up poems or sayings to help them remember the names of the notes. For example: The notes on the lines spell, "Every Good Boy Does Fine".

The notes in the space, spell "face". Have the students read and complete the worksheet that is given below. This is from the publication "Know Your Note Names" by Veronica Harper. This publication will provide 40+ worksheets for practicing note names. It is available from Themes & Variations. www.musicplay.ca



Notes on Lines



Notes in Spaces

2. Hey Lidee

CD1: 2

Rote

The musical score for 'Hey Lidee' consists of four staves of music in a single system. The first staff is labeled 'choeur' and 'Traditional'. The lyrics for the first two staves are: 'Hey li - dee li - dee li - dee! Hey li - dee li - dee low.' The third staff is labeled 'verse' and the lyrics are: 'I know a girl. Her name is Shel - by. Hey li - dee li - dee low.' The fourth staff continues the lyrics: 'She laughs like a bowl of jel - ly. Hey li - dee li - dee low.'

2. I know a girl. Her name is Stacy. Hey lidee lidee low. She likes clothes that look all lacy.....
3. I know a boy. His name is Jesse. Hey lidee lidee low. His desk always looks so messy.....

Game Directions: Invite students to make up rhymes about everyone in the class. They need to be reminded that the rhymes should be nice - not mean to other students. Examples: I know a boy his name is Dan. He sure has a real nice tan.

Teaching Purpose/Suggestions: This game is included to help you learn the names of the students in your music class. Music specialists can teach up to 900 students per week and games like this help the teacher learn the names quickly. Teach the song by rote and play the game. (1)

Playing: This song uses only two chords. You could have the students add accompaniment to the song with guitars, ukeleles, barred instruments or Boomwhackers. (2)

Creating: Create new verses for this song. (4)

Music Reading: This is a song to be taught by rote. However, the chords that accompany the song are chords built on I (do), and V (so). Divide the class into two groups. Have one group sing and sign the accompaniment using do and so, and the other group sing the song. (5)

Listening: Have students listen to the song, and just by listening find the places in the song where the accompanying chord changes from do to so. Ask them to hold up their right hand pointer finger when they would use a I chord (or show the handsign for do). When the chord changes, they should hold up five fingers on their left hand or show the handsign for so. To assess how well individual students can hear the chord changes, ask the students to do this with their eyes closed. (6)

Curriculum Connections: Language Arts: The verses in the song rhyme. Students will learn to create verses that rhyme. (8)

Standards: 1, 2, 4, 5, 6, 8

3. This Little Light

CD1: 3-4



mf swing style Traditional

This lit-tle light of mine, _____ I'm gon-na let it shine. _____

This lit-tle light of mine, _____ I'm gon-na let it shine. _____

This lit-tle light of mine, _____ I'm gon-na let it shine, _____ let it shine,

_____ let it shine, _____ let it shine. _____

2. Hide it under a bushel? No! ...
 3. Don't let anyone blow it out. ...
 4. This little light of mine, ...
- Let it shine, let it shine, let it shine, shine, shine, shine.

Teaching Purpose/Suggestions: This song may be familiar to many of your students. It is a good song to help the children develop confidence and energy in their singing voices. You can use the song to review or to teach dynamics. The song can also be used to teach your students about swing style. Teach the song by rote. (1)

Playing: The melody of the song can be played on the recorder or on barred instruments. An arrangement of this song for recorder is included in *The Complete Recorder Resource Kit Level 2*. (2)

Music Reading: Because of the rhythm complexities, this is a song to be taught by rote. However, the tone set is pentatonic: s,l, dr,m. The melody could be taught using hand signs and solfege, or the melody could be used to review those notes if they are part of the student vocabulary. The song also presents the opportunity to teach or review ties. Have your students read the rhythms in the song, substituting the word “tie” for the rhythm name each time a tie occurs. For example, the first phrase would be: ta titi ti ta tie. Explain what swing style is. In swing style, all the eighth notes are performed as if it were a quarter note - eighth note figure. Ask the students to tell you how loud *mf* is. Ask them to suggest a variety of dynamic levels to use in a performance of the song. (5)

Listening: Listen to and compare the songs “Wake Me! Shake Me!” and “This Little Light of Mine”. What similarities do the students notice in the two performances. What do they notice is different? How would they describe the style of each performance. If you wish, listen to a third song and include it in your discussion. Ask the students to tell you which performance they prefer, and why. Use the venn diagram found in reproducible section. (6, 7)

Curriculum Connections: Social Studies: What is a spiritual? What period of time and history did spirituals come from? (9)

Standards: 1, 2, 5, 6, 7, 9

4. Frère Jacques


Rote

CDI: 5-6

Traditional

Frè - re Jac - ques, Frè - re Jac - ques, Dor - mez - vous? Dor - mez - vous?

Son - nez les ma - ti - nes, Son - nez les ma - ti - nes, Din, din, don! Din, din, don!

Clap the rhythm (the way the words go) of Frère Jacques. How many sounds are there on each beat? Four sounds on a beat is called tikitika.  These are called sixteenth notes. Say Frère Jacques using rhythm names. Try playing it on instruments.

Game Directions: The round can be performed as a movement canon as well as a vocal canon. Form a double circle.

Frère Jacques, Frère Jacques

1. Partners join hands and take eight steps

Dormez-vous? Dormez-vous?

2. Point finger at your partner, change hands


Sonnez les matines, Sonnez les matines,

3. Join hands and jive back and forth

Din, din, don! Din, din, don!




4. Clap own hands twice, clap partners hands

Learn the movements to the round in unison with one double circle. Split the group in half and do it as a two part movement/vocal canon. Work up to a four part movement/vocal canon.

Teaching Purpose/Suggestions: This song is an easy round for young singers to perform in parts. Try it as a two part round before trying three or four parts. Review the rhythm names for sixteenth notes  (tikitika). Sing the song using rhythm names. (1)

♣ **Playing:** Choose four different unpitched instruments and perform the round using instruments. If this is too difficult for your students, choose two different unpitched instruments. Have one group perform the last line of the song as an ostinato while the other group performs the entire song. (2)

Creating: Create new words for the melody. You could give the students some ideas to start with. For example: I like _____, I like _____ (4)

Music Reading: This song is an excellent song to review or teach sixteenth notes. Pat the beat for the song Frère Jacques. Draw four beats on the board. Clap the rhythm (the way the words go) of Frère Jacques. Ask the students how many sounds are there on each beat? Make a visual of the chart above - an overhead, or draw it on the white board. Explain that two sounds (Frère) on a beat is called titi or . One sound on a beat (vous) is called ta or . Four sounds on a beat is called tikitika . These are called sixteenth notes. This process will be illustrated on the "Beat and Rhythm", page 10.

Listening: Have students listen to the song, and just by listening find the places in the song where the accompanying chord changes from do to so. Ask them to hold up their right hand pointer finger when they would use a I chord (or show the handsign for do). When the chord changes, they should hold up five fingers on their left hand or show the handsign for so. To assess how well individual students can hear the chord changes, ask the students to do this with their eyes closed. (6)

Curriculum Connections:


Social Studies: This is an old French song. Find France on a map of the world and learn some interesting facts about France.

Concept: Language Arts: A story is told about this song. Jacques was the boy who was supposed to ring the bells in the cathedral each morning. In midsummer when the sun came up very early, he would sometimes sleep in. His mother had to wake him up and get him out of bed to go to the cathedral to ring the bells. Have small groups dramatize the story of the song, or have individual students write stories about Jacques and why he might have been sleeping in instead of getting up early to ring the bells. (8,9)

Standards: 1, 2, 4, 5, 6, 8, 9

September - Week 2:


Musical Concepts:

- * Beat - rhythm review concepts, read 
- * Tempo, verse-chorus
- * Create movement, experience meter
- * Review smd, lsm

New Songs:

- | | |
|----------------------------------|-------------------------|
| 5. Good Morning CD1:7 | Concept:
read |
| 6. Chester CD1:8-9 | tempo |
| 7. Pizza Pizza CD1:10 | staff, lsm |
| 8. Grandfather's Clock CD1:11-12 | expression |

Review Songs:

- | | |
|------------------------------|---|
| 3. This Little Light CD1:3-4 | Concept:
choral singing |
| 4. Frere Jacques CD1:5-6 | round, French  |

General Classroom Music Lesson:

Song #5 Good Morning CD1:7

Teaching Purpose/Suggestions: This is a simple reading song and game. Use the song to review beat, rhythm, ta, titi, and either solfa notes or letter names. Have students read the rhythm of the song using rhythm names. Sing the solfa notes or if you do not teach solfege, sing the letter names. (1, 5)

Playing: This melody can be played on Boomwhackers, recorders, or barred instruments. An Orff arrangement for this song is given in The Orff Source, or you could have your students create their own accompaniment for the song on barred instruments. (2)

Song #6 Chester CD1:8-9

Teaching Purpose/Suggestions: This song is used to teach or review tempo terms. Listen to one verse on the CD or sing the song to the students. Teach them the actions for the song. Read in the student book on page 5 about tempo. Tell the students you're going to try singing "Chester" at several different tempos. The actions get more and more challenging as the tempo increases. Repeat the song four times, getting faster each time. When you teach or review a musical term, add that term to your musical word wall. A Word Wall Kit for the music room is available from Themes & Variations. (See www.musicplay.ca)

Extension: Use the song to review the concepts of high/low and loud/soft. Sing the song loudly and softly. Sing it in a high voice, then in a low voice.

Listen to one verse on the CD or sing the song to the students. Teach them the actions for the song. Read in the student book about tempo. Tell the students you're going to try singing "Chester" at several different tempos. The actions get more and more complicated as the tempo increases.

Song #7 Pizza Pizza CD1:10

Teaching Purpose/Suggestions: Teach the song by Rote. Either sing the song to the students or have them listen to the CD. Explain how the game is played. Play the game. If you

are teaching solfege to your students, this song can be used to review la so mi and the placement on the staff. If you have older beginners, you can use it to introduce la, so, and mi. Playing suggestions are given in the song notes. (1)

Song #8 Grandfather's Clock CD1:11-12

Teaching Purpose/Suggestions: Tell the students that some of the songs in Musicplay are game songs, some are rounds, and some are old songs or folk songs. Grandfather's Clock is a 19th Century American song that tells a story, and gives the students an opportunity to work on expressive singing. Listen to a verse and then ask the students questions about the story. This will help them to understand what the story is about and help them become more perceptive listeners.

Sample Questions:

1. Where did the clock stand?
2. When was the clock purchased?
3. How tall was the clock?
4. How much did the clock weigh?
5. When did the clock stop working?

Sing each verse after answering the questions. (1)

Poem: September by Mary E Colridge

Read the poem to the students. If you wish, have them create an accompaniment for the poem.

Meter Movement: Have students create movement to the beat of a drum. If you have limited space, they could create movement in one place. If you have enough room to move, they could create movement within the entire open space of the classroom. Play a beat on the drum in 2/4 time. Stop and ask the students how the beats were grouped. (2's) Then play a beat on the drum in 3/4 time. Stop and ask how the beats were grouped. (3's) Play a beat on the drum in 4/4 time and ask how the beats were grouped. (4's)

Review Songs - review as time permits


3. This Little Light CD1:3-4
4. Frere Jacques CD1:5-6

Listening Resource Kit Level 4:

LCD#1: Stars and Stripes

LCD in this guide refers to Listening CD. This is found in the "Listening Resource Kit Level 4". Refer to the page of supplementary resources or visit www.musicplay.ca for information on this supplementary resource.

Kodaly Focus:

- | | |
|---|---|
| 5. Good Morning | Concept:
smd |
| Review staff placement, read/review melody flashcards | smd |
| 7. Pizza Pizza | ls m |
| Review staff placement, read/review melody flashcards | ls m |
| 4. Frere Jacques |  |

Process: count beats, put words in hands, derive and review

Orff Focus:

- * Teach the arrangement for song #5 "Good Morning" or have your students create their own arrangements for the song.
- * Create an Orff arrangement for "Pizza Pizza".