PLAY SING DANCE ...

Literacy in the music classroom... where the smallest word and simplest rhyme or story can become real through song, dramatization, movement, instruments, speech and rhythm. Our classrooms are a magical place to learn. Learning is the process of discovery and the mastery of what one discovers! May we always remember to play!

☺ Linda MG
ljgallant@edu.pe.ca
Greenfield Elementary

Popcorn

Talk about popcorn - the funny sounds it makes, how it tastes ...
Students sit with hand drums in their own space on the floor.

Teacher: "Grease your pan"
You put the popcorn in and you let it get hot.
You put the popcorn in and you start to grin(grin & make eye contact)
Sizzle, sizzle, sizzle, sizzle,(scrape nails on drum in circles)
Sizzle, sizzle, sizzle, sizzle,
Sizzle, sizzle, sizzle, sizzle,
POP!!(bang on drum)
POP!! (bang on drum-lift)
POP!! (bang on drum-lift)
POP!! (bang on drum-lift)

Begin again and again and again!!

The Turtle Game

This is a wonderful game for students to play in grades 1 - 3!!
Students enjoy the movement and the "commander job!!"
It is a great game for teaching body awareness, the feeling of movement within one's own space, playing the drum, and teamwork!

The **turtle commander** - teacher or student
Job: Plays the drum(one tap with a mallet) and commands the turtles to do something ... eg. "Tap your head! " or "Jump up and down" or "Head" (meaning for the turtles to poke their head out of the shell). The turtles must go back into their shell when the commander plays a certain rhythm on the drum- you can decide what it might be!! This signal can also start the game so that all the children hear the sound and become turtles!!!

I use the yarn covered mallet for bass xylophones or metallophones

The **turtles** - all students in the class
Job: Quietly (turtles do not talk!!) listen and move to the commands of the turtle commander!!

Their bodies through movement become their voice!!

EXPLORING A BARRED INSTRUMENT (XYLOPHONE)

The first step in exploring any instrument with young childre is to satisfy their initial curiosity regarding how it is made; the material from which it is made; how its surface feels (tactile impression); how it may be played; and what kind of sound it can make (aural impression).

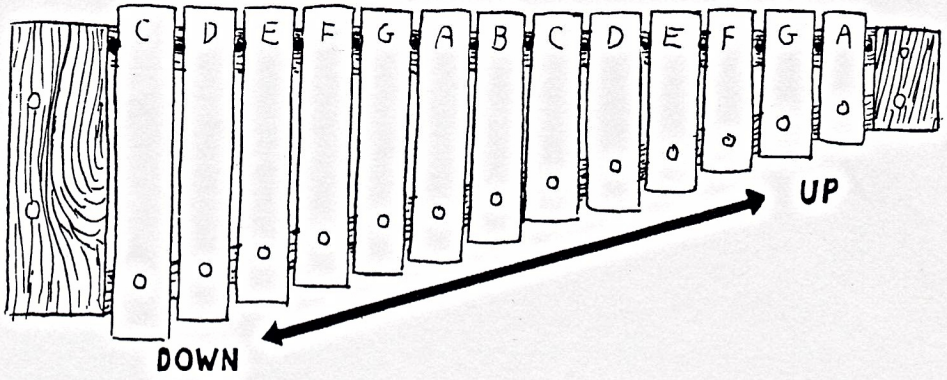
* When introducing the xylophone, talk about the mate from which it is made; show how the bars may be lift off (using both hands, one at each end of the bar); an pass the bars around so the children may feel the smoothness of the wood. Place the bars on the soun box in the right order. Demonstrate how to play the xylophone using mallets--held in the same position as handlebars on a bicycle--and playing gently in the middle of the bars.

* Another day explore high and low pitches on the xylophone with the children. Begin by using only the lowest (the longest bar) and the highest (the shortest bar) pitches.

* Play a listening game: Ask the children to squat when you play the lowest pitch, and to reach high when you play the highest. After a few tries ask them to turn their backs to you as you play.

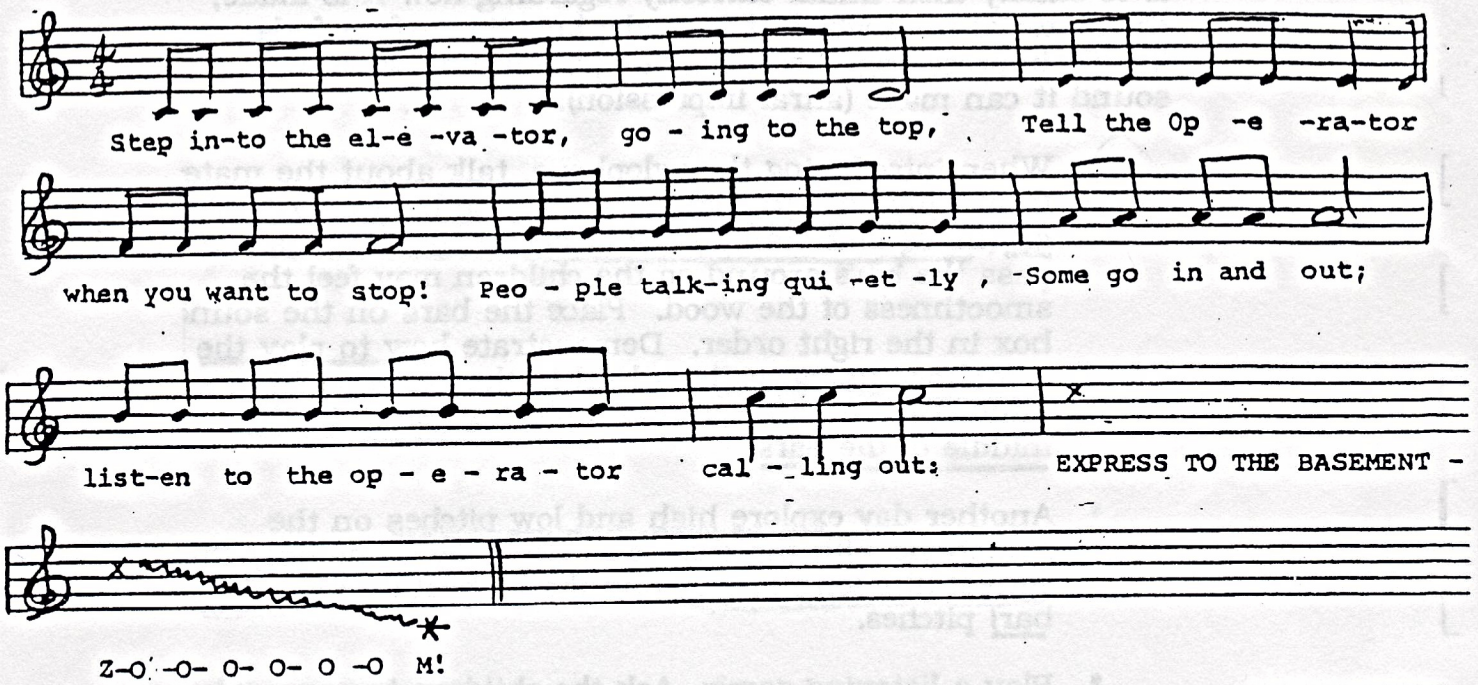
elevator song

* Another time move from the lowest to the highest pitch one step (pitch) at a time. Ask the children to follow by moving from a low position to a high position. We call this game "the elevator" and play it with frequent "stops" going up and coming down. Let the children take turns being the "elevator operator". Several nursery rhymes may be used to illustrate direction in pitch (e.g., Hickory, Dickory, Dock!; Jack and Jill; The Grand Old Duke Of York) or invent stories of your own.



* From "Friendly Bear's Songbook" by Birthe Kulich *

THE ELEVATOR (SCALE SONG)

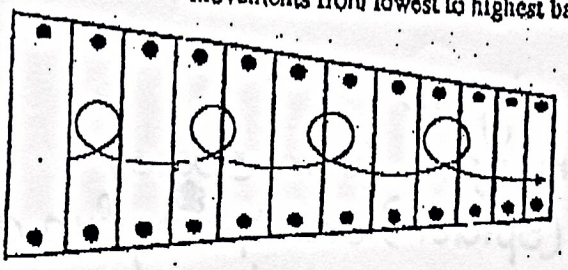


Eency Weency Spider

CONCEPT: A nursery rhyme can be expressed as a sound story.

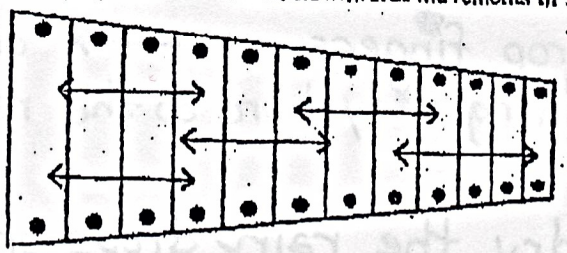
STRATEGIES: Arrange an instrumental accompaniment as follows:

INSTRUMENTS	ACTIVITIES
Soprano Xylophone and/or Glockenspiel	Using fingers or rubber-headed mallets, make spiral movements from lowest to highest bar



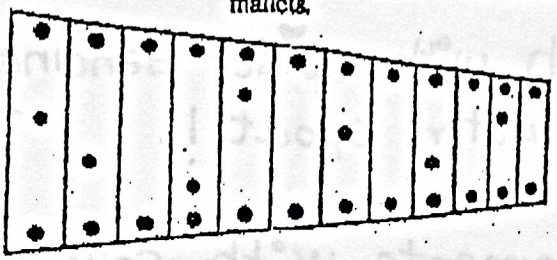
Eency weency spider went up the water spout

Alto Metallophone and/or Alto Xylophone	Make downwords movements in straight lines—from low to high.



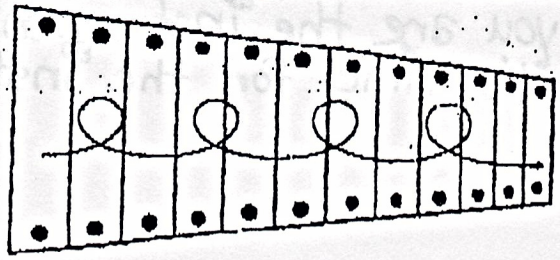
Down came the rain and washed the spider out

Alto and Soprano Glockenspiel	Using random pitches, tap lightly on bars with rubber-headed mallets.



Out came the sun and dried up all the rain

Soprano Xylophone and/or Glockenspiel	Repeat spiral movements as for first line.



NOTE: If Orff instruments are not available, autoharps and resonator bells may be substituted.

ITSY BITSY SPIDER

1. Read book and sing song with actions.
   Use our other special voices... speak, shout, quiet!

2. Dramatize rhyme:
   * Stand on spot (own space)
   * Fingers (spider) are having fun dancing circles up the water spout (child/teacher). This becomes onto instrument!
   * Raindrop fingers ⟷ on body
     It's raining very hard so the rain is bouncing back up!
   * Pat dry the rain drops on body.
   * Finish with spider dancing circles up the water spout!

3. Movements with scarves!
4. Lie down on spot with movement (pretend you are the instrument)
5. Now it's time for the instruments!

The Princess, the Frog, and the Little Bird

SOUND STORY ☺

THE PRINCESS, THE FROG, and THE LITTLE BIRD

Once upon a time there was a little princess (high note) who lived in a beautiful castle. Her room was on the top floor. One day there was a knock on her door (pound).

She ran down the stairs (descending notes on string instrument) and opened the door (creak sound on instrument).

At the door there was a little bird (tweet). The little princess (high note) and the little bird (tweet) decided to go for a walk. They hopped (clap hands in rhythm) and skipped (clap hands in rhythm) until they came to a brook (bubble straw in water).

In the middle of the brook (bubble straw in water) sat a frog on a log (low ribbit).

So the little princess (high note), the little bird (tweet) and the frog (low ribbit) had a picnic.

Soon it began to thunder (cymbals) and rain (tap on cup). The wind blew (blow through straw into air) and the brook (bubble straw in water) became a raging torrent (blow through straw).

The little princess (high note) was swept into the brook (straw in water).

The little bird (tweet) could not swim, so he could not help her.

The frog (low ribbit) jumped into the water (straw in water) and brought the little princess (high note) out to dry.

The thunder (cymbals) and rain (tap on cup) stopped; the wind became very gentle (softly blow). The little princess (high note) kissed (smack!) the frog (low ribbit). Then the little princess (high note), the little bird (tweet) and the frog (low ribbit sound) hopped (clap hands in rhythm) and skipped (clap hands in rhythm) back to the castle.

They opened the door (creak on instrument), and ran up the stairs (ascending notes on instrument) to the little princess' room (high note). The little princess (high note), the little bird (tweet) and the frog (low ribbit) lived happily ever after.

INSTRUMENTS

Beginning/end - Chinese Bell Tree
Princess - Metallophones
Knock on her door - Claves/Lummi sticks then Chinese Gong
Ran down the stairs - Xylophones
Opened the door - Guiro/Kokiriko
Bird - Finger Cymbals
Rain - Rainstick
Wind - Drums
Castle - Bar Chimes
Hopped - Tambourine
Skipped - Spoons
Brook - Glockenspiels
Frog - Cabasca
Thunder - Thunder Tube/Shekere

Rhythm Fun

To begin children play with sounds and words to create "smartie" rhythms. Animals, colors, seasons ... on flashcards or chart or whiteboard

COLOUR RHYTHM PATTERN

●	● ●	● ●	●	●	● ●	● ● ●
Red	O-range	Yel-low	Green	Blue	Pur-ple	Vi-o-let

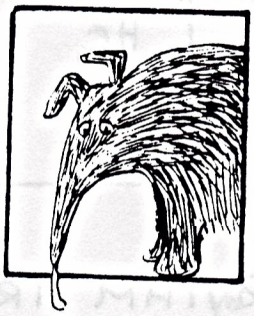
OR ANIMALS

● ● ● ●

Al-li-ga-tor

● ●

Hedge-hog



● ● ●

Ant-eat-er

● ξ

Bear

● ● ●

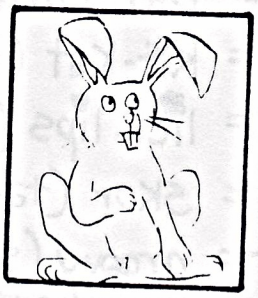
Rat-tle-snake

● ● ●

Bur-fa-lo

● ● ● ●

An-a con-da



● ξ

Hare

* Color and Rhythm pictures from "Friendly Bear's Songbook" *
by Birthe Kulich

THEN PHRASES ... Snowflakes are falling down.

THEN STORIES ... Hunter's shopping trip !

Smartie rhythms will become

• = ♩

• • = ♫

Hunter went shopping !

He bought a penguin.

He bought a bone.

He had fun !

WITH "MAGICAL" RHYTHM TRANSFORMATION COME CHOCOLATE RHYTHMS (OR ANY FAVORITE THEME ☺):

♩ = bar (ta)

♫ = Kit-Kat (ti-ti)

𝄾 = lick lips (sa)

♩ = skor (ta-a)

▬ = groovy (sa-a)

♩. = skor with a dot (ta-a-a)

𝅝 = double chocolate doughnut whole note (ta-a-a-a)

▬ = really groovy (sa-a-a-a)

♬ = butterfinger (tikatika)

♫ = crispy crunch (tika-ti)

♫ = Oh Henry (ti-tika)

♫ = chocolate (triple-"t")

♪ 3 ♪ = wonderbar (syncopa)

♫. = yummy (ti dot-ka)

♫. = uh oh! (ka-ti dot)

♩. ♪ = AWESOME (ta dot-ti)

Can You Play?

* From "An Orff Mosaic" from Canada *

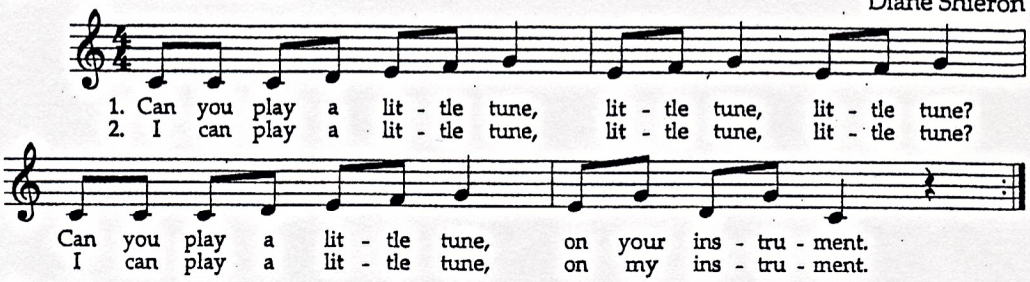
Grades

2 through 4

Concepts

- ❒ Instrumental technique;
- ❒ review of note values;
- ❒ listening.

Diane Shieron



Process

Warm-ups

1 Set the instruments up in C pentatonic (remove all F and B bars).

2 The leader claps various rhythm patterns suitable for the capabilities of the children

3 The group says the pattern using time names and then plays it on instruments, any note(s). For example:

the leader claps ♫ ♫ ♫ ♩ ;

the children say ti–ti ti–ti ti–ti ta;

the children play ♫ ♫ ♫ ♩ (on any note).

Great for rhythm review :)

4 Teach the song by rote, having the class clap the rhythm of the words.

5 After the class responds with the second verse "on my instrument" all the children who have instruments improvise a little melody, or a little rhythmic pattern (if they are playing unpitched percussion).

6 After each child has had a turn on an instrument in this ensemble form, the teacher directs the question to a specific instrument or family of instruments:

Can you play a little tune, little tune, little tune?
Can you play a little tune on your [xylophone/glockenspiel/percussion instruments]?

Sometimes words will have to be added or the rhythm will have to be changed.

Great for instrument recognition :)

7 The children playing those specific instruments respond as above.

Special learners

- This is a good activity for children who have special needs. It is creative and is designed for success.

* Another class → use erasers colored popsicle sticks to create measures of music !!
(A sentence becomes a rhythmic measure of music !!)

Hallowe'en Night

Grades

2 and 3

Concept

❒ Creating sound effects.

I saw a ghost on Hallowe'en night.
I saw a ghost, all spooky white.

But ...

I wasn't scared.
I knew what to do.
I stared at that ghost,
And I yelled "BOO!"

Up flew that ghost. It cried in fright.
It screamed and ran right out of sight.
I scared that ghost with all my might.
I scared that ghost on Hallowe'en night.

Robert Heidbreder

Process

1 Have the children learn the poem and say it dramatically with different voice inflections. The first two lines could be said in a rather scared voice and the last part of the poem with growing confidence. The "BOO!", of course, is the climax of the piece.

Sound effects

- Have the children create ghostly sound effects. Here are some ideas: playing slow, very quiet notes on metallophones or gongs; rubbing hands lightly over drum heads; scrunching Styrofoam cups together; saying "Ooooooooo" very quietly in ghostly voices; rattling claves together to imitate skeletons rattling.
- The poem could be acted out.

Special learners

- Be very careful not to upset children with sounds and actions that are too scary. Saying the poem dramatically with sound effects in a darkened room, for instance, could lead to serious upsets.

* From "An Orff Mosaic" *
from Canada

INSTRUMENTS

Ghost - thunder tube
Boo - Chinese Gong
Cried in fright - Chimes / agogo bells
Screamed - Chinese Bell Tree / tambourine
Ran out of Sight - Glockenspiels

Halloween Night
* Footsteps - D Bar
* Scratching - Drums
* Rain - Rainstick
* Skeleton bones - Shekere
* Clock - Claves / Lummi sticks
* Door (creaking) - guiro / kokiriko

CD 7:24

D minor

Halloween Night

Words and Music
by Doris Parker

Refrain

f Dm

Bet - ter watch out, it's Hal - low - een night.

Dm A7 Dm

Look at all the spook - y sights.

Dm

Bet - ter watch out it's Hal - low - een night.

Dm A7 Dm *End (Fine)*

Look at all the spook - y sights.

Name sound effects you could use to create a spooky feeling. Share your sound effects with the class as you sing the song.

Verse

Dm A7 Dm A7

1. Skel - e - tons, let's have some fun.
2. Witch - es, too, what can you do?
3. Gob-lins and ghosts, how can you fly?

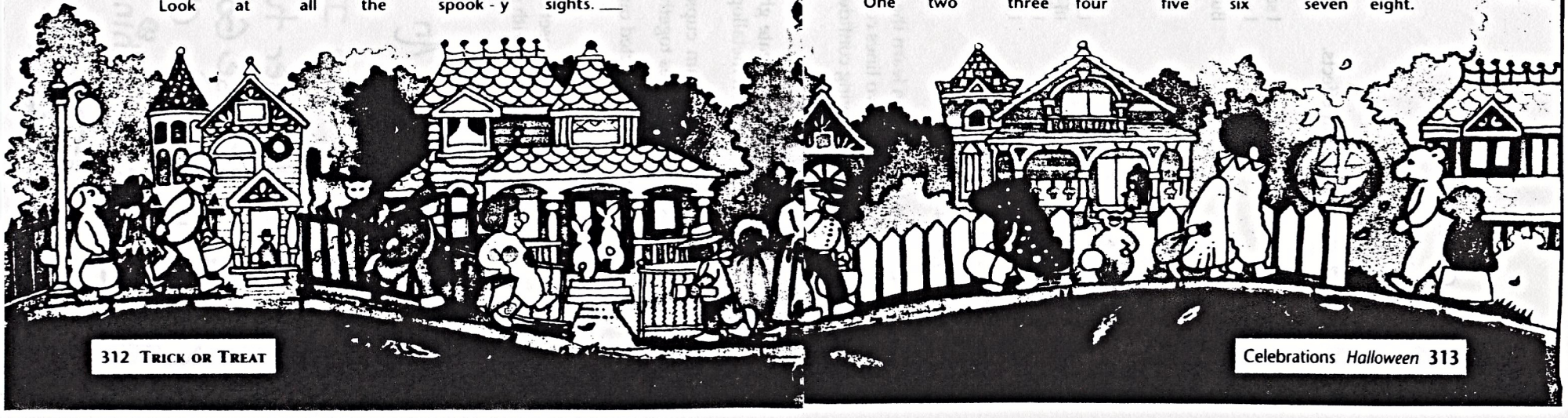
Dm A7 Dm

When I count to eight, you must be done.
When I count to eight, you must be through.
When I count to eight, come down from the sky.

Go back to the beginning and sing to the end (Da Capo al Fine)

p

One two three four five six seven eight.



"THE GIVING TREE:"

Sound Carpet for text
Arr. by S. Yeager, '84

Purpose: To improvise instrument sounds to accompany a story.

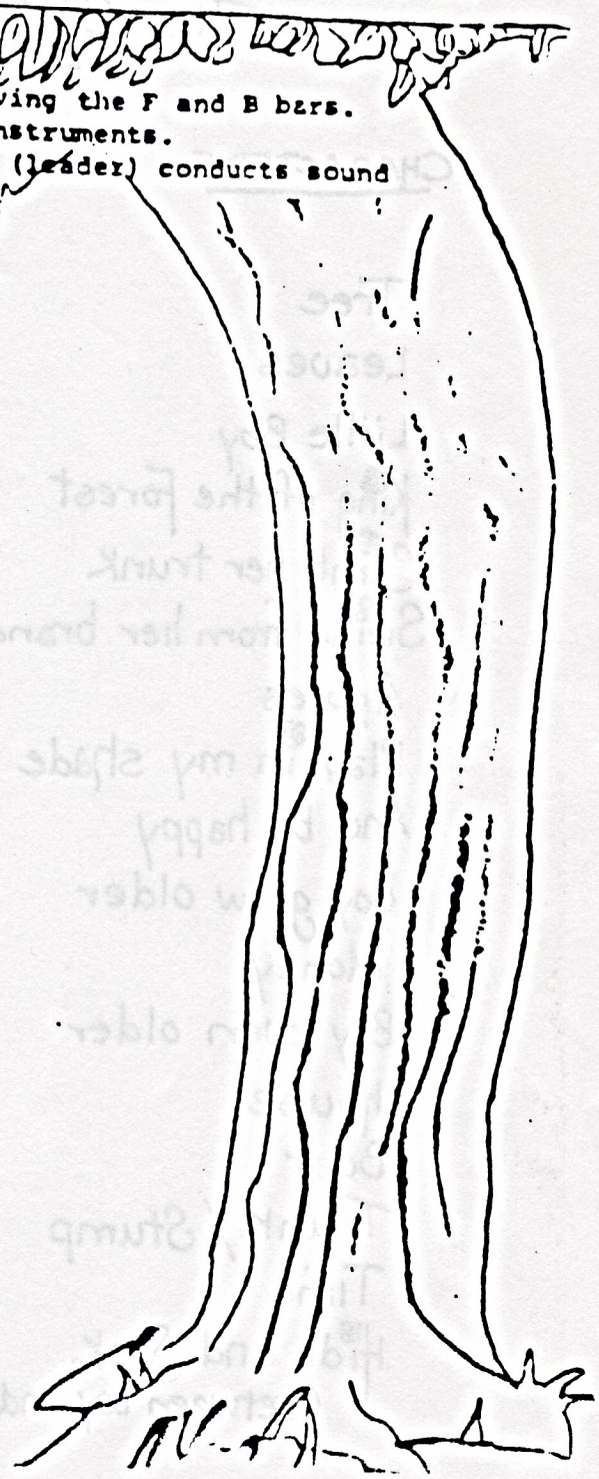
Story: The Giving Tree, Shel Silverstein, Harper & Row, Publishers

PROCESS:

1. Arrange instruments in C-Pentatonic by removing the F and B bars.
2. Assign "characters" in story to different instruments.
3. Have "narrator" read the story, and teacher (leader) conducts sound effects throughout story.

"Characters:"

Tree: AM
Little Boy: SX
Leaves: Glocks
King of the Forest: SX - Gong
Climb her trunk: BX - AX - Ascending
Swing from her branches: SM - glissando
Apples: Temple Blocks
Play in my shade: AM
And be happy: Triangle
Boy grew older: AX
Money: Chinese Bell Tree
Older: AX
House: Woods - N.P. Percussion
Older: BX
Boat: N.P. metals
Stump: Gong



* From-12th National Orff Conference and B.C. Orff Chapter, 1992 *

The Giving Tree by Shel Silverstein

CHARACTERS	INSTRUMENTS
Tree	Metallophones
Leaves	Glockenspiels
Little Boy	Soprano Xylophone
King of the Forest	Chinese Gong / Thunder Tube
Climb her trunk	Xylophones
Swing from her branches	Metallophones
Apples	Shekere
Play in my shade	Metallophoes
And be happy	Bar Chimes or Triangles
Boy grew older	Alto Xylophone
Money	Finger Cymbals
Boy even older	Bass Xylophone
House	Cabasca
Boat	Agogos / Cowbell
Trunk / Stump	Drums
Time	Claves or Lummi Sticks
Hide and Seek (between boy and tree :))	[Soprano Xylophone and Metallophones

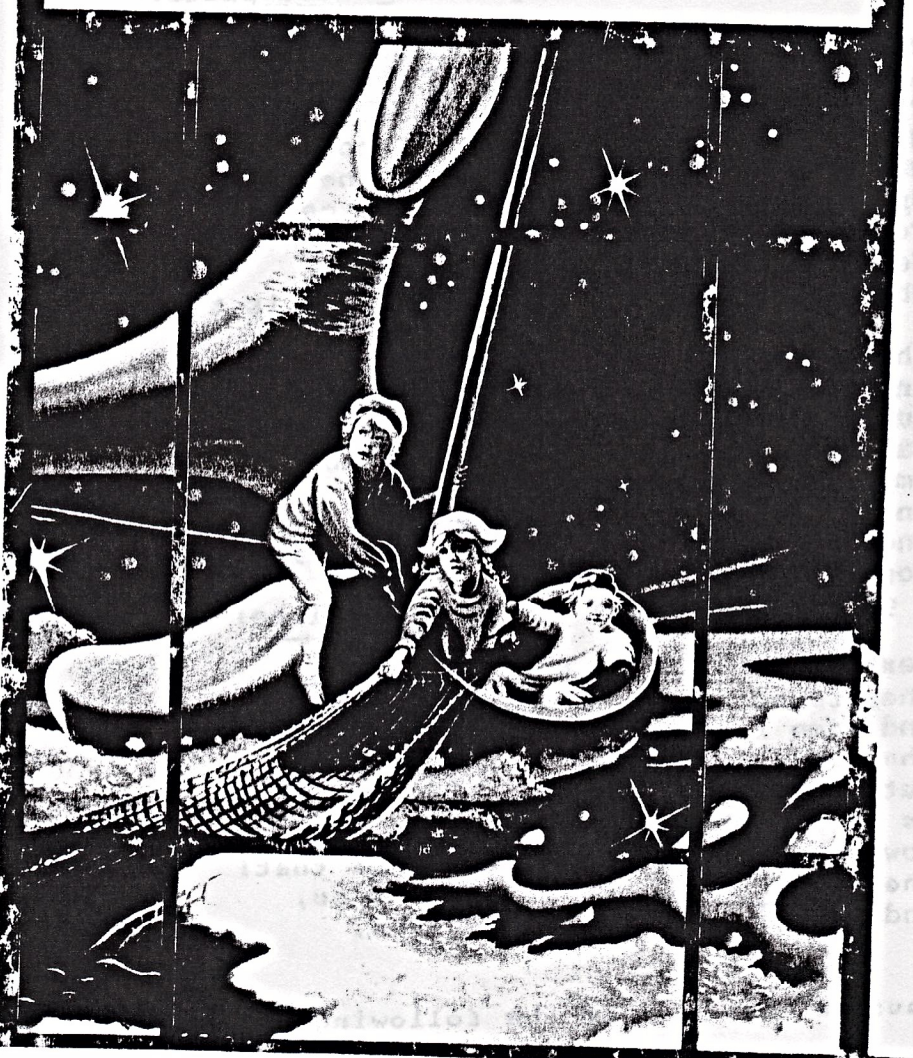
* Turn the page → Chinese Bell Tree *

Through The Magic Window

WYNKEN, BLYNKEN & NOD

and

Other Bedtime Rhymes



Illustrated by

Bob Petillo

Poems by EUGENE FIELD

The Unicorn Publishing House New Jersey ☺

THE DUEL
by Eugene Field

The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and what do you think?
Not one nor t'other had slept a wink!
The old Dutch clock and the Chinese plate
Appeared to know as sure as fate
There was going to be a terrible spat.
I wasn't there; I simply state
What was told to me by the Chinese plate.

The gingham dog went, "Bow wow wow!"
And the calico cat replied, "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
While the old Dutch clock in the chimney-place
Up with its hands before its face,
For it always dreaded a family row!
Never mind! I'm only telling you
What the old Dutch clock declares is true!

The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do?"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
Employing every tooth and claw
In the awfulest way you ever saw
And, oh! how the gingham and calico flew!
Don't fancy I exaggerate!
I got my news from the Chinese plate!

Next morning where the two had sat
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
But the truth about the cat and pup
Is this: They ate each other up!
Now what do you really think of that!
The old Dutch clock it told me so,
And that is how I came to know.

Pause after each of the following words for instrumental sound

dog, pup, bow-wow-wow--xylophones (F pentatonic)
cat, meow--glockenspiels, metallophones (F pentatonic)
spat, fight, row---tympani, hand drums
Old Dutch clock--temple blocks/claves
Chinese plate--hanging cymbal/chinese gong

Have you seen the gingham dog or the calico cat?

SG
AG
I
SM
AM

do the cluster with all instruments!

Select all the cluster notes

BY
BM

Find the Kitty cat now

go to "C" only on cat II

They went missing a way from here what do you think of that?

SG
AG
I
SM
AM

BY
BM

GINGHAM DOG AND CALICO CAT (THE DUEL)

Major Concepts:

- narrative story sequence
- rhythmic work - ♩ & ♫♩
- notation reading ♩ 𝄾 ♩ 𝄾 ♫♩ ♩ ♩ 𝄾
- listening skills
- exploration skills - selection of notes for characters
- orchestration and song in F pentatonic

Process:

A) Song

1. Talk about gingham and calico " "
2. Echo teach the song (great for d-r-m)

take off the brownies and chocolate eggs ☺

B) Instruments

1. Instruments are set up in F pentatonic (FGA↗B CD↗E)
2. Teach SM/SX and AM/AX through claps/then transfer to instruments
3. Prepare Glock part using snap and then transfer to instruments
4. Sing BX part and patsch rhythm (a lot of separate work on this !!)

All snaps on 𝄾

♩ 𝄾 ♩𝄾 ♫♩ ♩ ♩ 𝄾 :||

Find the kitty cat now

Transfer to instruments (Clue: the only time you play a "C" is on the word Cat)

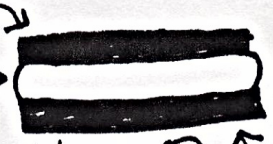
5. Put together total orchestration

C) Story

1. Assign character sounds to each group of instruments
2. Rehearse them so everyone knows who they are

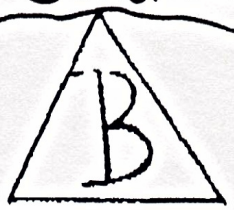
chocolate brownie part

vanilla ice-cream



D) Final Form → Ice-Cream Sandwich Form... yum ☺

Song and Accompaniment



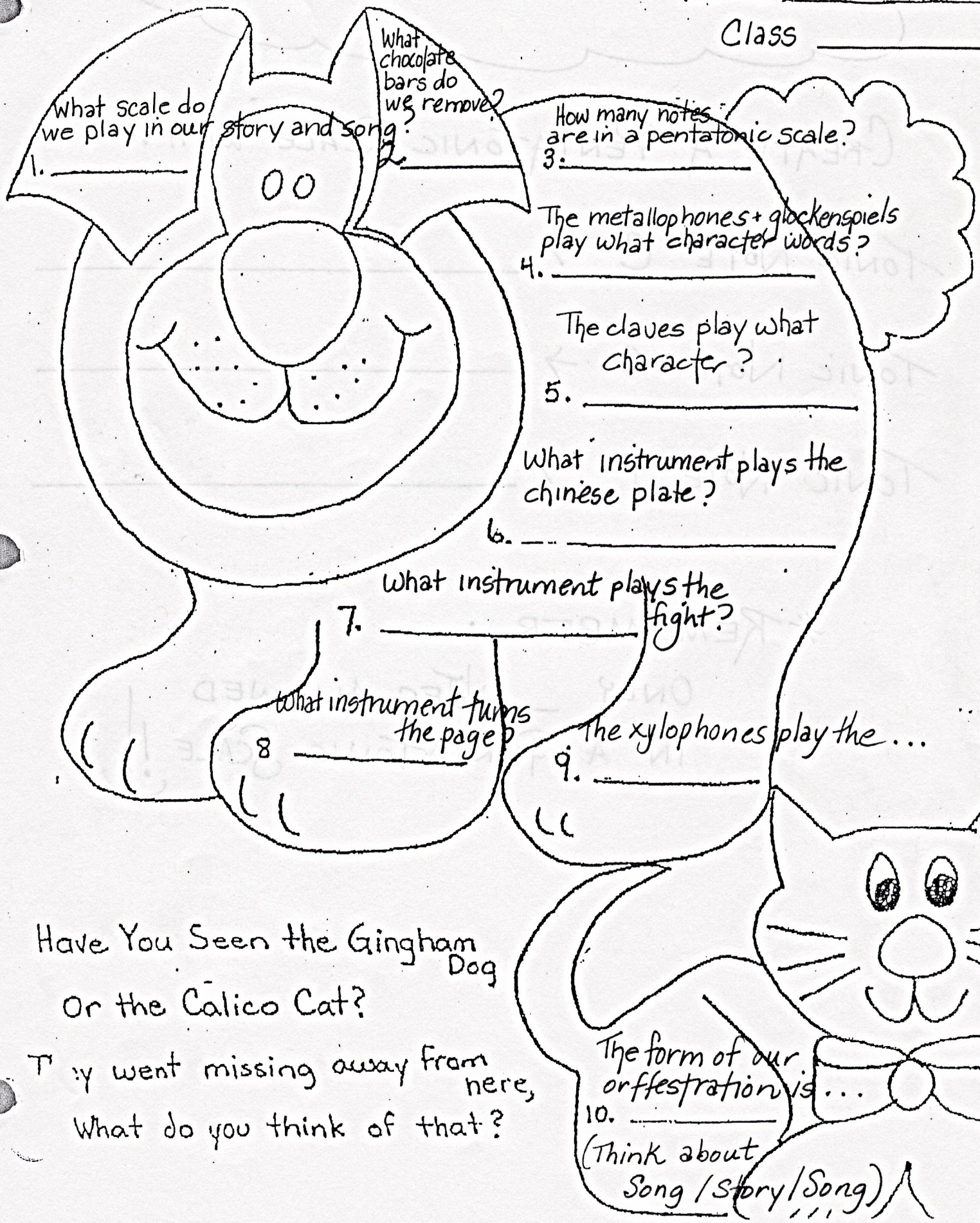
Story with Sound Effects

Song with Accompaniment

Gingham Dog and the Calico Cat

Name _____

Class _____



Have You Seen the Gingham Dog

Or the Calico Cat?

They went missing away from here,

What do you think of that?

PENTATONIC SCALES

CREATE A PENTATONIC SCALE WITH:

TONIC NOTE C → _____

TONIC NOTE G → _____

TONIC NOTE F → _____

*REMEMBER:

ONLY ___ NOTES ALLOWED
IN A PENTATONIC SCALE!!

Gingham Dog and the Calico Cat

Name _____

Class _____

What scale do we play in our story and song?

1. F pentatonic

What chocolate bars do we remove?

2. B and E

Brownie and Eggs (chocolate)

How many notes are in a pentatonic scale?

3. "5"

The metallophones + glockenspiels play what character words?

4. cat and meow

The claves play what character?

5. Old Dutch Clock

What instrument plays the chinese plate?

6. Chinese Gong

What instrument plays the fight?

7. Drum

What instrument turns the page?

8 Bar Chimes

The xylophones play the ...

9. dog + pup + bow-wow-wow

The form of our orffestration is ...

10. ABA

(ice cream sandwich form)

(Think about Song / Story / Song)

Have You Seen the Gingham Dog

Or the Calico Cat?

They went missing away from here,

What do you think of that?

PENTATONIC SCALES

CREATE A PENTATONIC SCALE WITH:

TONIC NOTE C → CDE↑GA↑ (F, B)

TONIC NOTE G → GAB↑DE↑ (C, F)

TONIC NOTE F → FGA↑CD↑ (B, E)

* REMEMBER:

ONLY 5 NOTES ALLOWED

MAESTRO'S OBSTACLE COURSE

Grade: K–6

Set–Up: Large grocery-bag mask decorated with a funny face (or a blindfold); four different groups of rhythm instruments (for example, enough drums, maracas, tone blocks and tambourines for approximatel half of your group); a conductor's baton

Rationale: Develop focused listening skills; identify instrumental sounds; develop awareness of directionality

Lesson Sequence: Students are standing in a free-formation about the room with space between them, facing you. Show them four different rhythm instruments and explain that the sound produced by each instrument is really a signal for movement in a particular direction. For example, if the tambourine is played, all students are to move with very small footsteps in a forward direction. The sound made by the tone block directs the students to move with very tiny footsteps in a backward direction. The other two instruments indicate movement to the right or left.

Warm–Up: Ask the students to close their eyes (or give each one a blindfold). Play each instrument, one at a time, not in any particular order. While the students are listening to each sound, they are to move in very small movements in the indicated direction until the instrument stops playing. When the sound stops, so do the movements! Giggles and occasional bumps will occur. If students bump into one another, they will not be hurt as they are moving with very small footsteps. Tell them to move away from one another and continue moving in the appropriate direction. When students have moved in many directions lots of times, stop the activity and have them open their eyes. Surprise! Are they standing near the same students as when the activity began? How well did your students' ears tell their feet where to move?

we call our band our "Orff-estra"

Now, set up **Maestro's Obstacle Course** by selecting a group of students to play in the "band." (With a group of 24, perhaps 12 students could play the four groups of rhythm instruments: three playing tambourines, three playing maracas, etc.). Select one conductor, "Maestro," to lead the band. Select one student to wear the large grocery-bag mask or blindfold. Within the confines of your room, choose a "starting place" and a "goal."

so ½ in Orff-estra other ½ on floor as obstacles

we always use a blindfold!!

play 1 game & switch

lot's of creativity here

Place the masked student at the starting place, facing the direction of the goal. The remaining students place themselves as "obstacles" between the starting place and the goal in many positions — legs out, arms out, lying on the floor, etc. The positions must be frozen — i.e., the obstacles cannot move.

If you move, 3 chances out !! :)

It is Maestro's job to maneuver the masked student through the obstacle course from the starting place to the goal without bumping into any obstacles! Maestro does this by pointing to a group of band musicians with his/her baton. They play their instruments to indicate the appropriate direction in which the masked student should move in order to reach the goal. (For example, Maestro should point to the tambourines to play if the masked student should move forward.) Maestro must make sure to "cut off" the sounds with a motion of the baton so that players will discontinue playing when the masked student should stop moving in that direction.

When the masked student at last reaches the goal, the number of bumps is tallied. Play again, assigning different students to different roles. See which Maestro can conduct the masked student through the obstacle course with as few bumps as possible!

Movement	Instrument
Start / Finish	Chinese Gong
Forward	Shekere
Backward	Agogo Bells
Right	Rainstick
Left	Glockenspiels/Metallophones
Crawl	Drums
Crabwalk	D Bar
Slither	Xylophones
Hop up + down (in 1 spot)	Bar Chimes
Rotate	Thunder Tube
Stand Up	Chinese Bell Tree