

Line Dance and Name Game: It's Gonna Be a Party Tonight!

Teach the entire song and name game by rote. To ensure a clean transition between the actual song and game, have the students to choose things that they love that have the fewest amount of syllables. After every 4th student, have the students to return to singing the song.

Steps:

Move three steps to the right and clap.

Repeat on the left side.

Side step from right to left as the students are singing their names; return to aforementioned movements during the A section.

After the students are comfortable with performing the song accapella, begin to teach the Orff parts. (This could take several lessons depending on your classes!)

Bass Xylophone: Par-ty on to-night! Let's get crunk! Yes, let's get crunk! Yes, let's get crunk! (repeat)

Alto Xylophone: I love to, I love to sing!

Easy Glockenspiel: So so mi, so so mi, so so mi la so so mi (Titi ta, titi ta, titi titi, titi ta)

Funky Glockenspiel : So la do, so la do re, so la do, so la do re mi so! (Tika ti, tika tika, tika ti tika ti-ka-titi!)

Claves: Par-ty! (Quarter notes)

Wings-n-Things

Improv Night

Teach Chant:

Wings, wings, buffalo wings with a side of celery, house party! (repeat 2x)

After the chant, have 4 students to recite the following but inserting their own ideas for each section that is underlined. You'll begin with the letter A. The next person will do B,C and so forth. If the student misses any of the underlined words, he/she is out and the next individual will have to pick with the letter that they missed. However, if he/she is successful, then the next student will pick up with the next letter until you get through the entire alphabet! As a good rule of thumb, it may be best to simply begin with the student's own names as a starting point before advancing to the letters of the alphabet. To give the students time to process their answers, you may also want to repeat the chant 4 times.

A my name is Amber

My dog's name is Archie

We live in Arkanas

And we sell Atlases

Source: A My Name is Alice by Jane E. Bayer and Steven Kellogg.

Party Dip!

Layers of Ostinati

Teach Chant:

Wings, wings, buffalo wings with a side of celery, house party! (repeat 2x) (unpitched mix)

Let's have some fun! –Drum

Get the party started!- found sound

With a bowl of guacamole! Temple blocks

This party's jumpin'! –Agogo bell



Party Dip!

C.Cook

Wings, wings, buf - fa - lo wings with a

Lets' have some fun!

This par - ty's — jump - in!

With a bowl of gua - co - mo - le!

Get this par - ty star - ted!

Party Dip!

The musical score consists of five staves. Each staff begins with a double bar line and a key signature of one flat (B-flat). The lyrics are written below the notes. The first staff has lyrics: "side of ce - le - ry! House par - ty!". The second staff has lyrics: "Lets' have some fun!". The third staff has lyrics: "This par - ty's ___ jump - irl!". The fourth staff has lyrics: "With a bowl of gua - co - mo - le!". The fifth staff has lyrics: "Get this par - ty star - ted!". The notes are represented by 'x' marks on the staff lines, with stems and beams connecting them. Some notes have flags or beams above them. The score ends with a double bar line and repeat dots on the right side of each staff.

side of ce - le - ry! House par - ty!

Lets' have some fun!

This par - ty's ___ jump - irl!

With a bowl of gua - co - mo - le!

Get this par - ty star - ted!

P.Y.T. Pick Your Time Fun with Meters!

Create simple rhythms using quarter notes, eighth notes and quarter rests to write 4 beat rhythms in 4/4 time and write them on an index card. On the other side do the same thing in a meter if 2/4.

Have the students to practice the rhythm by simply saying what they see first, then saying the rhythm and clapping the rhythm. Then have them to just clap the rhythm and mouth the words using “magic lips”.

Find a pop song with a strong beat in 4/4 which can also be felt 2/4 and place each student in lines of 4 at a drum. I like P.Y.T. by Michael Jackson.

Repeat the process above using drums. Have the students to read through the 4/4 side first then the 2/4 side. As you switch cards, those students in the front of the line will need to go to the back and the next student will come up and read. For fun, mix it up and go back and forth between both meters. This can also be done with odd meters if you can find a piece that switches meters like that!

Ace of Spades



This cute little ditty is a fun way to reinforce steady beat as well as reading and composition using iconic notation using playing cards, most of all...Spades!

Song:

Ace of Spades is the game we're playing, if you can't play, then don't waste our time!

Game:

Have the students to sit in a circle criss-cross applesauce knee to knee. Divvy out laminated playing cards (they last longer) to all of the “players”. Tell them to keep the card face down. If they peek, they're out!

On the word “ace” using their right hand, you want to have them hit their own card as if they are slamming it down and pass it to their neighbor on the right. They will continue this motion while singing the song “Ace of Spades” twice. At the end of the last round, have the students chant

“Who’s got the Ace?” 4 times. On the 4th time, all students will turn over their cards to reveal the Ace of Spades. Whoever has the Ace will go choose an unpitched percussion instrument, go to the middle of the circle and play until the next person finds the Ace of Spades.

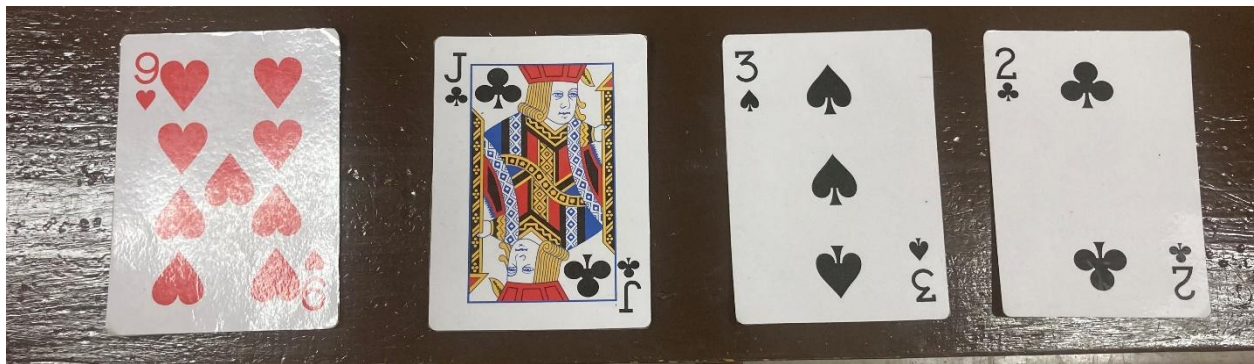
Reading and composition:

Place the students in groups of four. Each student will take one card and place the cards in whatever order they wish. They will perform the compositions at the following levels:

Level One: Clubs

The students will simply use the “faces” and numbers of the cards to read the iconic representation:

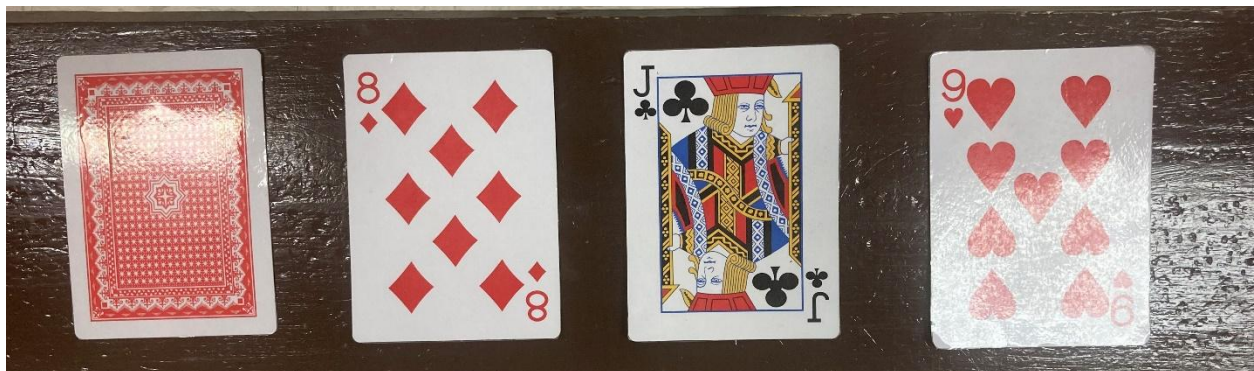
1. 9, Jack, 3 Deuce (Ta, ta, ta ta). The number 7 will give you the eighth notes (titi). Be sure to repeat the pattern, creating 8 beats.



Level 2: Diamonds

In this level, the students will simply just say the suits. Remember you can also turn the cards over to create a rest.) Be sure to repeat the pattern, creating 8 beats.

2. Shh, Diamonds, Clubs, Hearts (Rest, Titi, ta, ta).



Level 3: Hearts

This level is combination of levels one and two (Clubs and Diamonds). The students will combine the suits and the faces/numbers.) Be sure to repeat the pattern, creating 8 beats.

- 3, Diamonds, Little Joker, Clubs!



Level 4: Spades

On this level the students can use any level for the first 4 beats, but on the 2nd repetition, they will make up their own 4 beat phrase:

- Hearts, Diamonds, Little Joker, Clubs
Kings and Queens never wear scrubs!

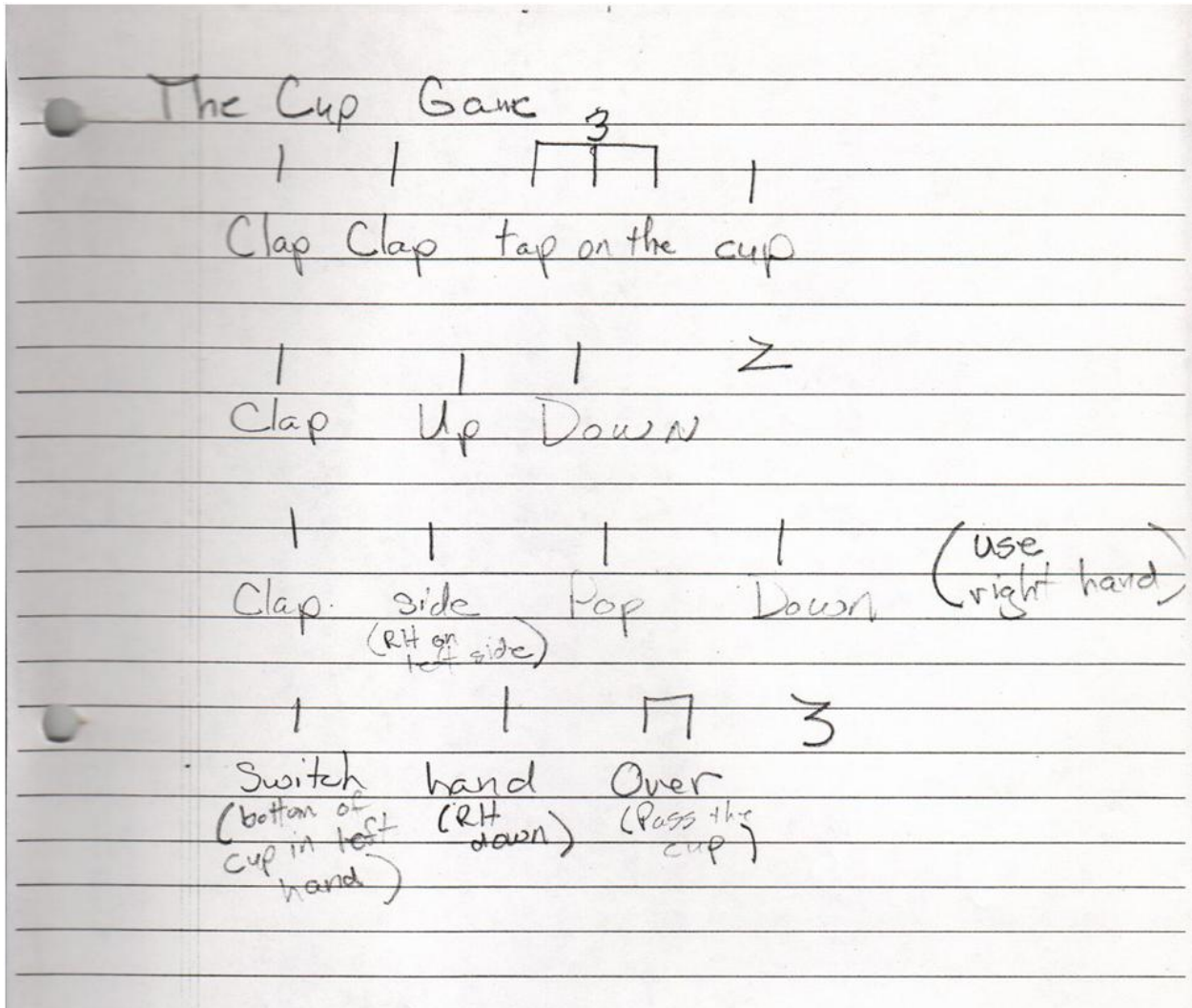


DJ MIX

What's in Your Cup?

Cup Game!

Using a fun mixture of Pop, R&B, Gospel and Soul introduce this captivating game that is sure to bring fire to your next party!



Source: Jody Porreca

Rhythm Squared!

Spin the Bottle

M² – Music Squared

Joseph and Andrea Coleman

Rhythm Square

As shared by Chris Judah- Lauder

Visual Preparation

Prepare note cards, color coding the different note values (Use different color construction paper with note in black)

Divide students into small groups (4-6 students in a group) and have them line up in rows forming a square. Teacher stays in the middle of the square, while the groups are located around the edge of the square facing in.

Process:

Each group is given a combination of note value cards which add up to eight counts. Students then arrange the cards in any order, but must be able to perform their rhythmic pattern. Have students share with the class by speaking the rhythm using the ta/ti-ti language. Groups may now rotate around the square practicing other group's combinations. Teacher keeps a steady beat for students on hand drum.

Adding non-pitched instruments

Each group needs to assign one non-pitched instrument to a coordinating note value. Each time the note value occurs, the same sound will be used. Students play their 8 count compositions and share with the class. Each group will rotate around the square to the next pattern applying their sounds to the new rhythm.

Adding vocal sounds/movement

Each note value is assigned a different sound or word with an accompanying movement. Share ideas and rotate.

Adding body percussion

Each note value will be assigned a body percussion level. Encourage students to use as many levels as possible. (i.e. – quarter notes – stomp, eighth notes – snaps.)

Have students rotate giving them opportunity on each group's rhythms.

Adding barred instruments

Instruments need to be set up in G Major/e minor pentatonic. Have the students improvise the rhythm pattern on each set of rhythms around the square. Extension: Have the students begin and end on the same notes to give a sense of the key.

Group composition

Assign each group a different part from the categories listed above. As a group, create an introduction and coda. *Refine to the following form:* Intro A B C D Coda

Used with permission

Variation: Upon each rotation, add spinners to the center of the square and have one person to “spin the bottle” by flicking the needle on the spinner to choose the person that will begin the next rotation.

Ooh, you're in TREBLE!!!

Game Night

Here are games that you can play with your students to help them learn the pitches on the staff.

1. **Hopscotch:** Following the fancy footwork of the old-school pastime, have the students to “hop” to each place on the staff identifying the notes using the phrase “Every Good Boy Does Fine” for the lines and F.A.C.E for the spaces. To make the process easier, start with just the lines and then move to the spaces in the next round.
2. **Twister:** Using painter’s tape, place 5 strips of tape equidistantly on the floor and have the students to place different parts of their bodies on the lines and spaces as you call out the notes. For example: Right hand on G, left hand on space E, left foot on G, etc. The first person to either fall or touch the floor with any other part of their bodies other than their hands and feet is out.
3. **Bean Bag Toss:** Everybody loves a good competition! Find a list of 3 up to 7 letter words that can be spelled on the staff (Ace, Beef, Caged, Façade, Cabbage). Create 4-6 groups. Give each group one bean bag. Make sure each group has a different color. Using the bean bags, gather the number of students according to the corresponding letters in a word that you want them to spell on the floor staff and assign each of them to a letter in the word. The students will have to stay below the staff and toss the bean bag to the correct pitch. Whoever “lands” the pitch correctly gets the point!

Story Time

This beloved tale by Academy-Award winner Lupita Nyong'o coupled with the amazing new hit "Just As You Are" is a winner!

Process:

Bass Xylophone: Love the skin you're in, love your skin, love, love your skin, love, love your skin.

Alto Xylophone: Love, love your skin, love, love your skin, love, love your skin.

Glockenspiel: Love the skin you're in! (mi, so, do, la, re)



Lyrics:

Section A

Love the skin, that you're in

You are beautiful, just as you are!

Black, brown or white,
Thick or thin,
You're still beautiful, just as you are!

Section B

Intelligent, special, astonishing, brave,
Beautiful, helpful, awesome and kind,
Lovable, handsome, smart as can be,
No matter what the world may see,
Just be ME!

CODA

From the inside out, 2x

I'm beautiful!

Dance the Night Away

Soul Train

Continuing with the arrangement of "Just As You Are", form a soul train and sing person's name as they come down the aisle as such:

Elijah, Elijah! Come on, come on, come on, come on!

(la, do, la, la, re, la, so, la, so, la, so la, so la)

Come on, come on, come on, come on! (so, la, so, la, so, la, so, la)



Please Sign in Here!



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