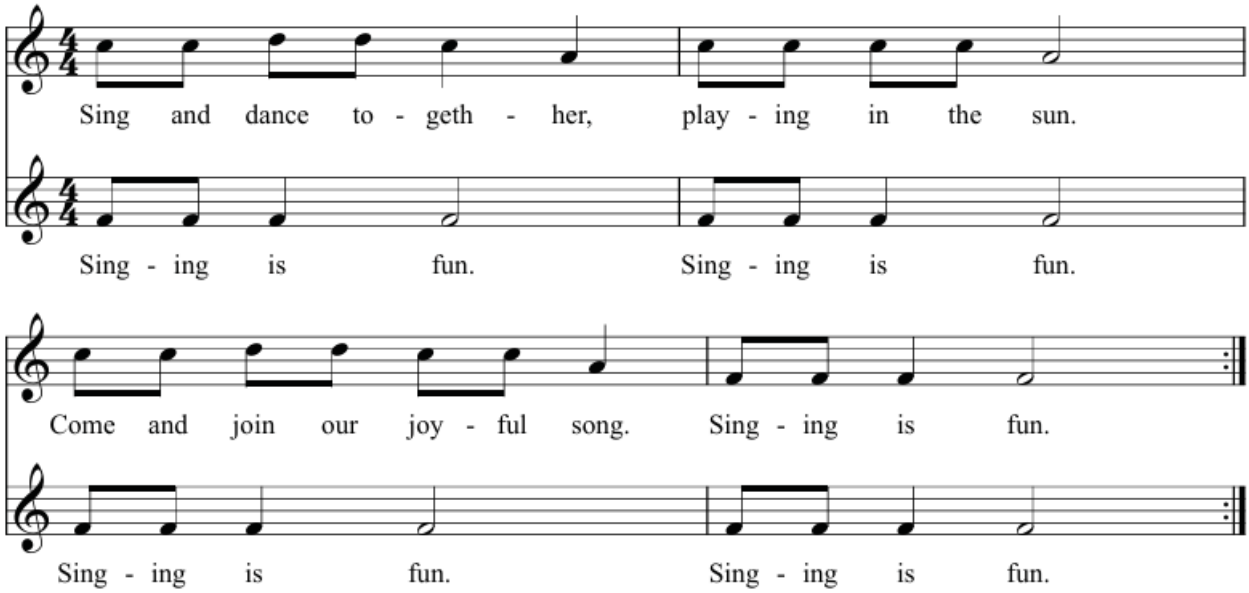
Sing and Dance Together

Hepburn/Sams

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Link to Visuals & Lesson: https://musiciselementary.com/purposeful-pathways-replacement-lessons/?srsltid=AfmBOorzGOsT1DM1soI8_tidJen1QEDxaPt49VIrvz6PygcLyJKkBOSZ

Summer

Rhythmishe Übung

adapted by BethAnn Hepburn *Canon or ABA

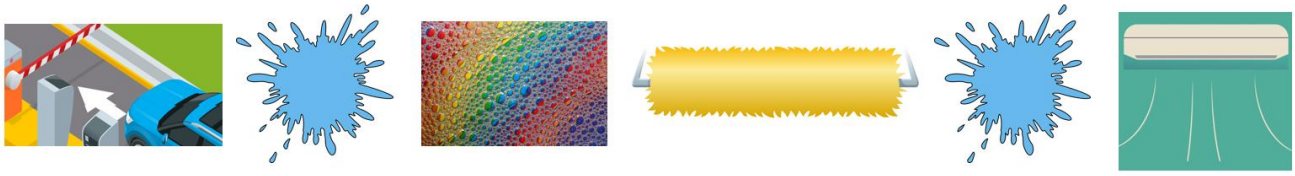
Pattern 1 a

Pattern 2 b

- Students create an 8-beat ostinato based on Game Day Snacks or Baseball Items
- Teach your pattern to group and make an a b a b pattern with the two groups
- Transfer to Body percussion or Untuned percussion instruments

Carwash Cannon

- To teach the concept of how canons work in music.
- Using an 8-beat phrase, we will move through a carwash on the beat.
- Generate the motions for each portion of the carwash with the students.



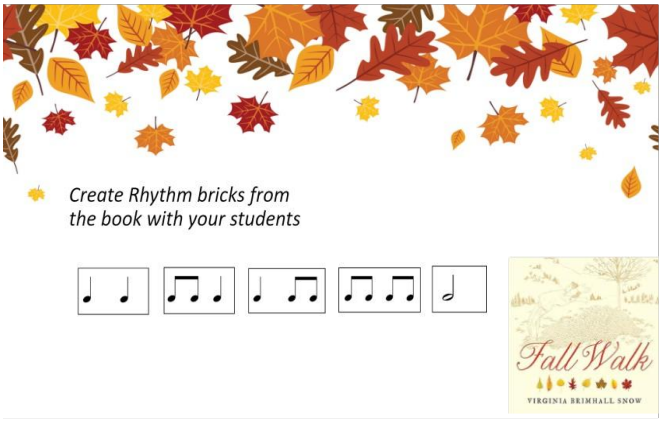
Pay | Rinse | Rainbow Foam | Crazy wipers | Rinse | Dry

Autumn

Fall Walk Virginia Brimhall Snow

Music: Music For Children Vol. I Murray Ed. P. 104 #15 Text: BethAnn Hepburn

Fall leaves
dancing on a light breeze
Fall leaves
spinning to the ground.



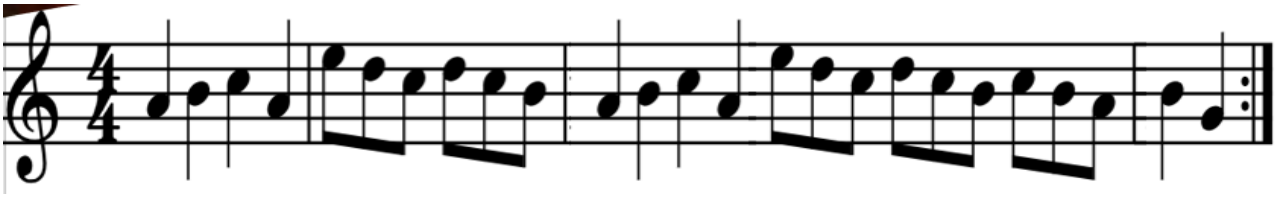
- Read the book & use movement exploration to introduce the theme and many leaves in the book.
- Sing the melody while students respond through exploration with movement.
- After several listens, have the students join you or teach by rote if needed.
- Option: Use solfege pitch stack and practice notation & solfege first.
- Students create unison movements with a group with scarves.
- Sing the song in canon (twice through) and add movement when ready
- Create an elemental style piece by creating rhythm bricks with the students based on types of leaves
- Create a b a c or abba or abac patterns with the two beat bricks
- Give students options for pitch sets to create melodic ostinato

drm *sls* *sld'* *smrd*

msl *s,l,* *d* *ds*

- Decide as a class how to arrange the patterns & the melody with movement.
- Explore adding sound effects for the wind or additional color parts.

Spooky Spiel: Quick Reaction Exercises & word chains

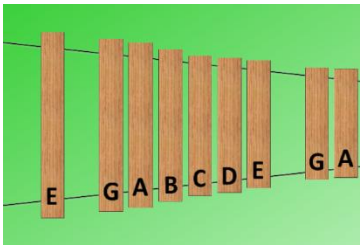
Inspired from Orff Schulwerk, Music For Children, Murray, ed., Vol IV; pg. 6, #9

- Prep the change of duple (2/4 and 4/4) and compound duple through movement through a quick reaction exercise with hoola hoops

- Accent on beat 1 of all of the various time signatures on a drum.
- Students step "in" or "forward" on beat 1, always alternating feet.
- Add a clap on the downbeat.
- Set up the longer phrase of the rhythm of the melody through movement
- Add speech to support remembering the pattern
- Add speech to corresponding movement
  - Jack o lantern Skeleton Eyeball

  - Transfer to melody on the xylophones

<u>Student created Alternating Sections</u>

- Students explore options to mix the speech by using manipulatives:
- Skeletons, jack-o-lanterns, bats eyeballs, flies, etc.
- Students create movement to their sequence.
- Then create a melody & UPP accompaniment to the they create.



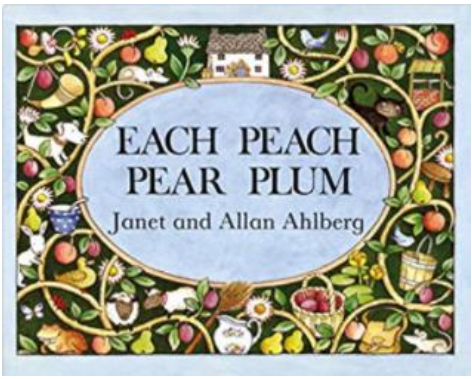
pattern

<u>Final Form Spooky spiel Rondo</u>

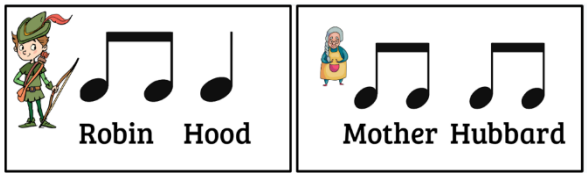
A B A C A D A

Patterns with early grades

Each Peach Pear Plum

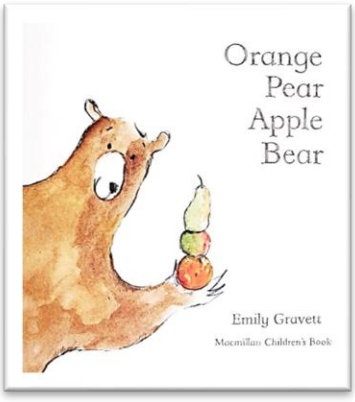


This book can be used for steady beat and
Simple patterns for early grades
Peach apple peach apple
The characters can be turned into two beat rhythm bricks.



Teacher Talk: Any note value can be practiced or prepared with manipulative icons with students. You simply change the items depending on the grade level of your students. For example, with K-1, simply using peach and apple can prepare or practice quarter notes and eighth notes. These plastic fruits are from the wreath department of the craft store, yet any picture cards, foamies, or other objects will do the trick!

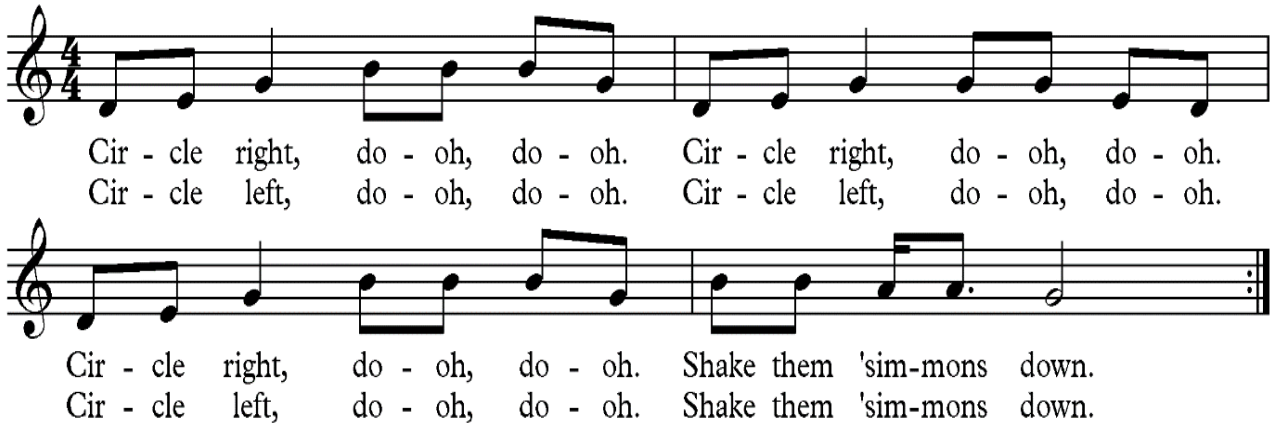
To level within a class, pre-set the bags for difficulty when needed to adjust for some students.



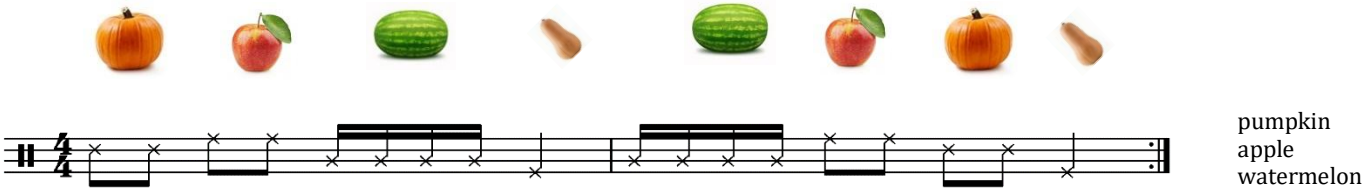
Orange Pear Apple Bear

This book can be used for steady beat and
Simple patterns for early grades
The bear template can be used as a visual to track the beat or write the rhythms students create.

Shake Them 'Simmons Down

- Students learn the song by rote as they play the singing game.
- Students stand in a circle and walk the beat to the right. For the final **motive**, "Shake them 'simmons down," they put their arms up in the air and shake their hands down.
- Circle left for verse 2.

PATHWAY TO Composition: 8-beat rhythmic patterns

- Students are given fruit manipulatives (or cards) to create patterns.
- Model an example of an 8-beat rhymic phrase:

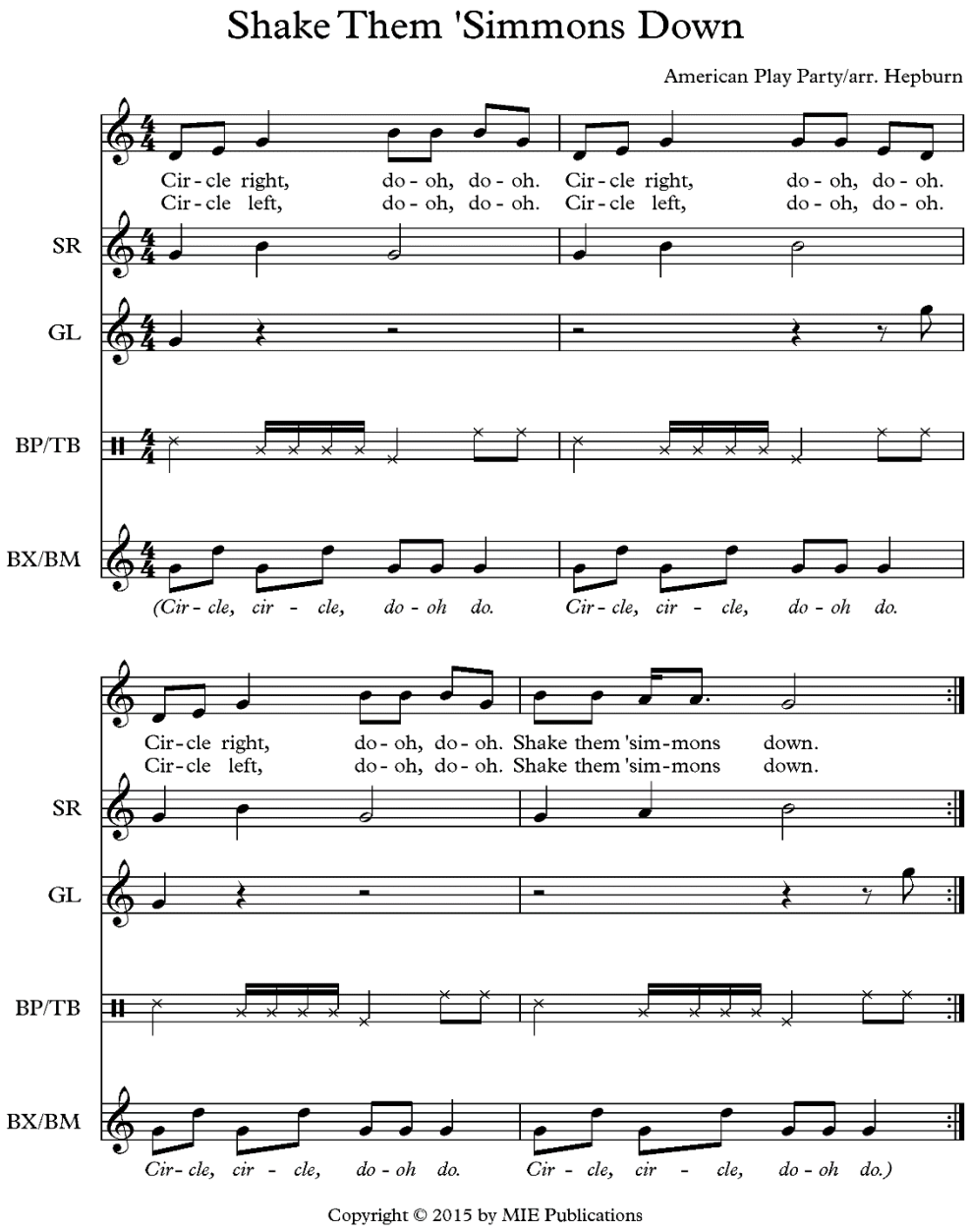


watermelon apple pumpkin squash

pumpkin
apple
watermelon
squash

- Speak the pattern first, then pat the syllables while speaking the words.
- Model how to transfer each one of the words to a different level of **BP**.
  - Clap on "pumpkin."
  - Snap on "apple."
  - Pat on "watermelon."
  - Stamp on "squash."

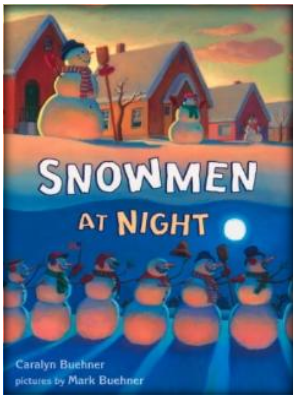
Link to complimentary downloads:
https://musiciselementary.com/product/purposeful-pathways-book-3-hands-on-manipulatives/

- Place the students in groups of 3-5. Small groups create their own **BP** patterns.

PATHWAY TO Form: Creating a Grand Rondo

- After groups have created their body percussion, (or new ways to move to the song) decide how to put together a class **Grand Rondo**. Use the A Section as Verse 1, or have just the instruments play the melody.
- Small group variations can be the contrasting sections between the A sections.

Winter: Snowmen at Night

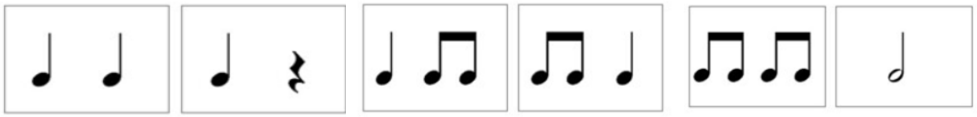
Music for Children Volume I, #1 page 91



Snowmen at night,
Such a funny sight!
Slipping, sliding, always gliding
Snowmen at night

Explore the text on given pitch sets:

1. Create the a phrase with smrd
2. Create the a' with smrd with the rhythmic variant
3. Create the b phrase with a new pitch set: sl d
4. Repeat the a phrase
5. Play the melody from student ideas

Create text for rhythm bricks with the class: what are activies they like to play in the winter?

Create melodic ostinati by combining two rhythm bricks and transferring to various pitch sets

SM SML SL D' D SL MRM DD'

Spring

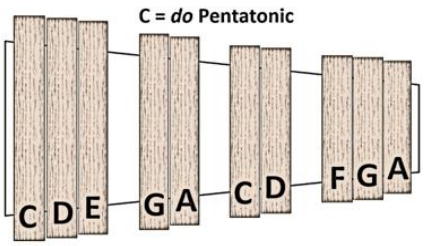
Sunrise Birds

- Begin with an image of morning.
- Close your eyes and think of a bird call.
- Gently bring bird calls in, NO ANGRY BIRDS LOL.
- Begin the sound scape and the teacher starts the text to the poem.
- Repeat the process, but replace the poem with the melody of the song.

Poem *The Birds Begun at Four O'Clock*
Emily Dickinson

The Birds Begun at Four O'Clock
As the first rays of sunlight fill the trees on a spring morning,
A symphone of birdsong erupts.
As early morning light extinguishes the stars, in the morning,
Sparrows, chickadees, thrushes, finches, wrens, blackbirds, and warblers-

Like this Yellow Warbler—
All sing at once.



Canon #40 Music for Children

Murray ed. p. 131
BethAnn's text:

"Birds are singing in the trees, and waking up with sunrise
Birds are singing in the trees, and greeting everyone"

- add sound carpet/sound scape before and after the song.
  - Birds, wind etc.
  - Sing in canon
- Add the vocal sound carpet and perform in canon.
- Find a partner, combine your bird names into a speech chain:
  - Example Chickadee bluejay chickadee bluejay
  - Transfer to BP
  - Transfer rhythm to a melodic ostinato, pick one of these pitch sets:
    sld' slm mrd d s'l's' drms

- Teach the melody through imitation with solfege:
-

dd rr ml s ls m rr d—d' dd rr ml s ls m r r d

Similar Process with younger grades

Charlie In the Tub: Purposeful Pathways Book 1
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Charlie in the Tub

RHYTHM | MELODY *so • mi* Introducing *do*

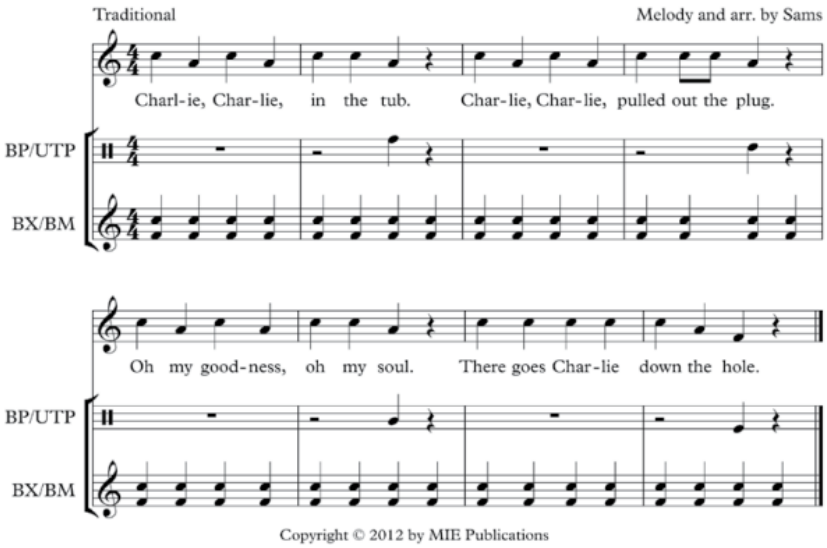
PATHWAY TO *Pitch:* *so mi*

- Lead solfa echo patterns using *so* and *mi*.

PATHWAY TO *Literacy:* Discover and label *do*

- Utilize visuals to lead the students through identifying the pitches.
- When the pitch is lower, the students move those icons down.

s
m
d

- Practice with solfa, to help identify the *do*.
- "Which pitch is different than the others?" Have the students discover the *do*.
- Introduce the hand sign for *do*, then sing the song with solfa.

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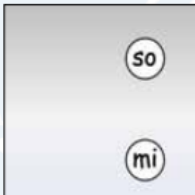
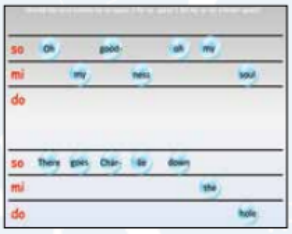


So-mi solfa tone ladder

Move the bubbles on the staff



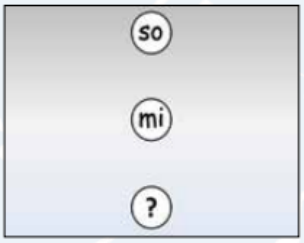
Continued

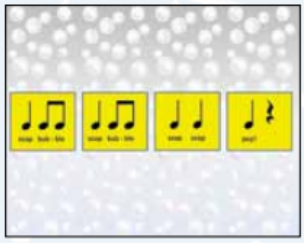
Promethean | ActivInspire

RHYTHM

MELODY
so • mi
Introducing *do*

Charlie in the Tub, cont.



So-mi-do
solfa tone ladder

Composition

PATHWAY TO *Ensemble*: Steady beat chord bordun with color part utilizing word cue

- Pat the steady beat while singing the song.
- Transfer to steady beat **chord bordun** on **BX/BM**.
- Teach **BP** pattern. The four lines of the staff represent four voices of BP. (Top line=snap. Third line=clap. Second line=pat. Bottom line=stamp.) The four levels of **BP** will transfer to four timbre choices.
- Lead the class in a discussion about pitch and duration as class selects four different **UTP** instruments. Guide the discussion with questions like, "For the word TUB, do we want a high sound or a low sound? Do we want a long sound or a short sound?" Once the students have made their choices, together you go looking for an instrument that meets their criteria, sampling the sounds and discussing the properties they hear. High or low? Long or short? Loud or soft?
- Add **UTP** choices to rhyming words.
- Put it all together with singing.

PATHWAY TO *Composition*: Rhythmic building blocks

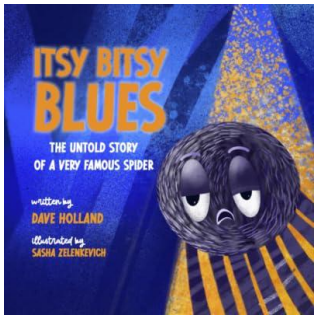
- Students create **ostinato** rhythms using known notation with the following **rhythmic building blocks**:

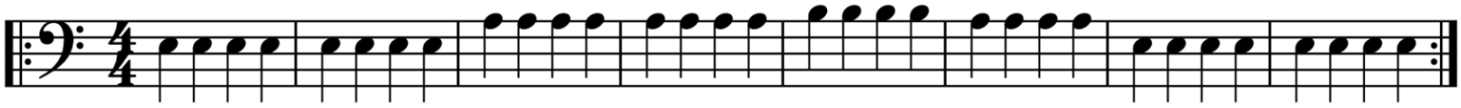
- Rhythms may be 4 or 8 beats in length, depending on the ability of the students.
- Practice chanting and clapping student rhythms.
- Transfer to **UTP**, and add to the arrangement one at a time as an **ostinato**.

PATHWAY TO *Creative Movement*: Exploring levels

- Explore individual shapes in three **levels**: high, middle, low
- Explore movement that either spins or follows a spiral **pathway** moving from high to low, like Charlie swirling down the drain.
- For the first three cadences the class decides on high, middle or low shapes. Pop into the shape on rhyming words, when the **UTP** instruments play.
- On the final phrase students travel with a spin or a spiral going from high to low space.
- You could break into small groups with students creating group shapes, rather than individual shapes.
- Consider accompanying the dances with the **UTP ostinati** that were created during PATHWAY to COMPOSITION.

Itsy Bitsy Blues, BA Hepburn



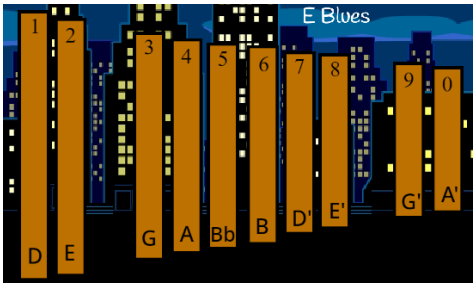
- We will use the Bass Xylophone and the E Blues Scale
- This lesson begins with a quick reaction activity to teach the I-IV-V moving bass line.
- Take a walk with Itsy Bitsy
- The teacher plays the steady beat and changes the pitches as the students move.
- Students change direction with each pitch change.

Forward on E A to the Right Left on B Right on A Head back home on E

Brent Geyer Blues Xylophone available on Scratch

A phrase

Rain can't wash this spider out, on the move back up the spout!

I say no Rain can't wash this spider out, on the move back up the spout!



B improvisation

- **Options: Question and answer improvisation**
  - On pitched percussion
  - Vocally
  - On untuned percussion
- Or from speech phrases from the book
  - Mix and match the rhythmic speech from the book to create a rhythm
  - Transfer the rhythm to the xylophones
- Perform with the A section & alternating soloists.

Q 2 3 4 5 6 7 8
A 2 3 4 5 6 7 8
Q 2 3 4 5 6 7 8
A 2 3 4 5 6 7 8