



## **What Is Interactive Music?**

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Boone, North Carolina  
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# Shake My Maracas

Words and Music by  
Sally K. Albrecht and Jay Althouse

do

D G/B A *mf* D G/A D

Oh, come and hear me shake my ma - ra-cas.

D G/A D

Oh, come and hear me shake my ma - ra - cas.

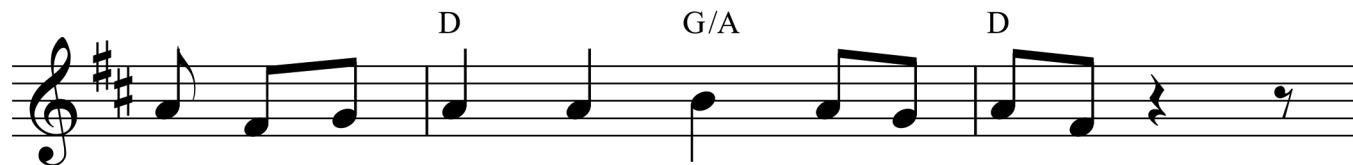
Em7/A A7

{ 1. I shake 'em to the left. I shake 'em to the right.  
2. I shake 'em o - ver here. I shake 'em o - ver there.

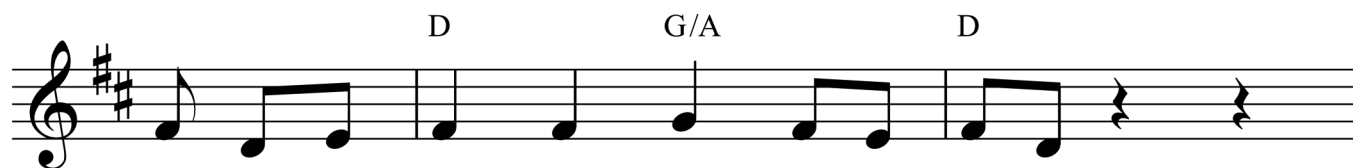
Em7/A A D/A A

I shake 'em o - ver - head. I shake 'em out of sight. }  
I shake 'em near my ear. I shake 'em ev - 'ry - where. }

# Shake My Maracas



Oh, come and hear me shake my ma - ra - cas.



Oh, come and hear me shake my ma - ra - cas.



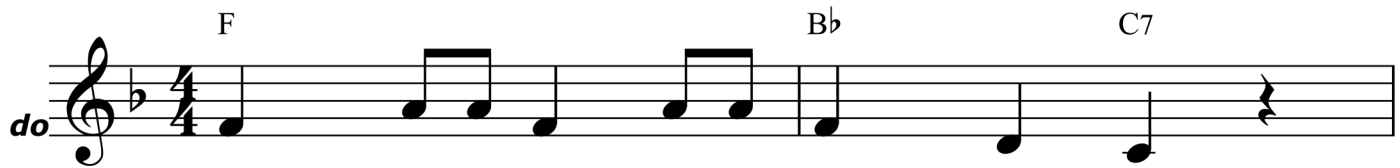
I hope you'll shake some, too.



shake some, too. Yes I do!

# Four in a Boat

Play-Party Song from Appalachia



1. Four in a boat and the tide rolls high,  
 2. Choose your part - ner and stay all day,  
 3. Eight in a boat and it won't go 'round,



Four in a boat and the tide rolls high,  
 Choose your part - ner and stay all day,  
 Eight in a boat and it won't go 'round,



Four in a boat and the tide rolls high,  
 Choose your part - ner and stay all day,  
 Eight in a boat and it won't go 'round,



Wait-ing for a pret-ty one to come bye and bye.  
 We don't care what the old folks say.  
 Swing that pret-ty one that you just found.

## Four in a Boat

Play-Party Song from Appalachia  
Arranged by Joyce Kalbach

Playfully

1. Four in a boat and the tide rolls high, Four in a boat and the  
2. Choose your part - ner and stay all day, Choose your part - ner and  
3. Eight in a boat and it won't go 'round, Eight in a boat and it

4. tide rolls high, Four in a boat and the tide rolls high,  
stay all day, Choose your part - ner and stay all day,  
won't go 'round, Eight in a boat and it won't go 'round,

7. Wait - ing for a pret - ty one to come bye and bye.  
We don't care what the old folks say.  
Swing that pret - ty one that you just found.

# Cookie

*Calypso Song from the West Indies*

*Call*  
C F C

*Response*  
G C

do- Cook-ie, you sure no-bod-y passed here? No, my friend.

*Call*  
C F C

*Response*  
G C

Cook-ie, you sure no-bod-y passed here? No, my friend. Well!

*Call*  
C G C

*Response*

One of me dump - lin's gone! Don't tell me so!

*Call*  
C G C

*Response*

One of me dump - lin's gone! Don't tell me so!

*Call*  
C C

*Response*

One of me dump - lin's gone! Aw!

HAINES, B. JOAN E.; GERBER, LINDA L., *LEADING YOUNG CHILDREN TO MUSIC*, 6th Ed., ©2000, p. 137.  
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# Song Notation

## Cookie

### Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)
- Song Keyboard Accomp. (Printable)
- Sound Bank Multimedia Reference: Steel Drums

### Audio Options:

- Song Vocal Track
- Song Accompaniment Track
- Sound Bank Audio: Steel Drums
- Sound Bank Audio: Tabla, Taiko Drum, or Snare Drum

### Timbre & Tone Color: Identifying a Percussion Instrument Aurally

### Reading and Writing Notation: Pentatonic Melodic Patterns

The children will identify and describe the timbre of steel drums, and will read, write, and reproduce the pitches of a pentatonic song.

Project Slide 1.

Tell the children that the song "Cookie" is from Trinidad, an island in the West Indies. Locate Trinidad on a map. In the recording, the song is performed in calypso style. Calypso is a style of music with its roots in Trinidad and was originally performed during the Carnival season. The lyrics, often humorous, employed "code" words to poke fun at political leaders. Calypso music typically features syncopated rhythms. Popular instruments include steel drums, guitar, and maracas.

Use Sound Bank Multimedia Reference: Steel Drums to give the children an opportunity to see and hear the instrument and listen to the spoken description. Then play Song Accompaniment Track: Cookie and ask the children to listen for the steel drums and raise their hand when they hear it.

**ASK**    **How would you describe the sound, or *timbre*, of steel drums?**  
(Accept reasonable answers.)

Play Song Vocal Track: Cookie.

**ASK**    **How many people do you hear singing?** (a soloist, followed by a small group, or chorus)

**SAY**    "Cookie" is a call-and-response song.

Play the Song Vocal Track again and have the children sing the responses. Then divide the class in half. Have one group sing the calls and the other sing the responses with the recording. Switch parts.

Direct the children's attention to the pentatonic pattern on Slide 1.

**SAY**    Here are all the different notes that are used in "Cookie." Let's review and sing them.

Have the children read and reproduce, by singing, the pattern with you, ascending and descending, on a neutral syllable.

**ASK** If the call in “Cookie” starts on *so*, what are the names of the other pitches? (*do, re, mi, la*)

Project Slide 2 and point to the response (*No, my friend*) in the song notation.

**ASK** When you sing the response *No, my friend*, what pitches are you singing? (*mi-re-do*)

Where do we first see the pitch *la*? (in the first call, on the word *passed*)

Project Slide 1.

Using lap staff, paper, or manipulatives, have the children

- Write the pentatonic pattern shown on Slide 1.
- Read and reproduce, by singing, the pattern, ascending and descending, this time using hand signs and pitch syllables.

Project Slide 2.

Divide the class in half again. Have the children follow the notation and perform the song in call-and-response style, using the words.

## Assessment: Activity

The children will demonstrate their ability to identify steel drums aurally.

Using the Sound Bank Audio resource, play audio clips of steel drums paired with one other type of drum, such as tabla, taiko, or snare drum. After each pairing, ask the children to identify and indicate either “instrument no. 1” or “instrument no. 2” as the steel drums.

Observe the children’s ability to discern differences in timbre.

## Assessment: Activity

The children will demonstrate their ability to read, write, and reproduce the pitches of a pentatonic song.

Project Slide 2.

Divide the class in half. Using their written notation as a guide, have the children in group 1

- Identify the call on line 1 of “Cookie.”
- Write the pitches, with the corresponding pitch syllables.
- Sing the call, using pitch syllables and then the words.

Have the children in group 2 do the same with the response. Allow the groups to switch roles. End by having the children perform the entire song with the words.

Observe that the children were able to read, write, and reproduce their pentatonic melodic patterns accurately.



# Take Me Out to the Ball Game

Music by Albert Von Tilzer  
Words by Jack Norworth  
Arranged by Robert W. Smith

do- Take me out to the ball game. Take me out with the

crowd. Buy me some pea-nuts and Crack - er Jack,

I don't care if we nev - er get back. Let me root, root, root for the

home team. If they don't win, it's a shame,

for it's one, two, three strikes, you're

out at the old ball game.

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# When You're Smiling

Words and Music by Mark Fisher,  
Joe Goodwin and Larry Shay  
Arranged by Sally K. Albrecht

1. *do* When you're smil - ing, \_\_\_\_\_ when you're smil - ing \_\_\_\_\_

2. *do* When you're smil - ing, \_\_\_\_\_ when you're \_\_\_\_\_

1. — the whole world smiles with you.

2. smil - ing the world does - n't seem so blue.\_

1. When you're laugh - ing, \_\_\_\_\_ when you're laugh - ing \_\_\_\_\_

2. — When you're laugh - ing, \_\_\_\_\_ when you're \_\_\_\_\_

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# When You're Smiling

1. **Bbm7** **Eb** **Ebaug** **Ab** **Bbm/Eb** **Ab**  
 — the sun comes shin - ing through.

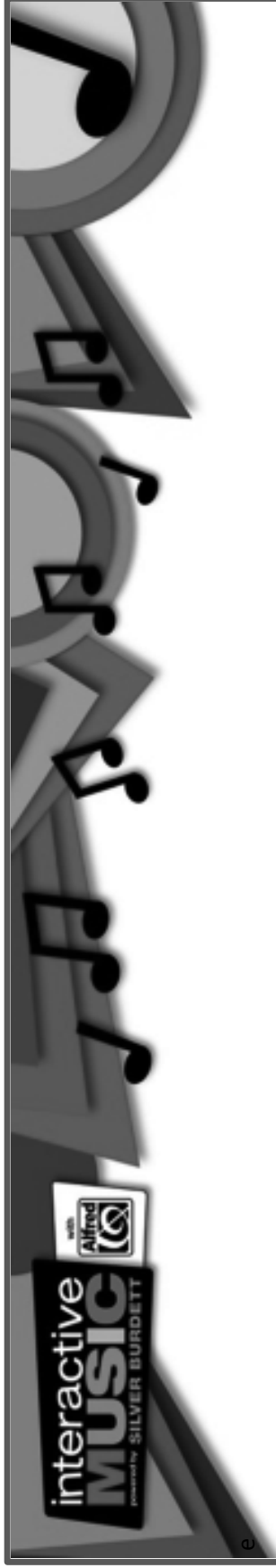
2.   
 laugh - ing the sun comes smil - ing through.

1. **Ab**

# When You're Smiling

1. **Chords:** Eb7, Ab, F7, Cdim  
 Keep on smil - ing \_\_\_\_\_ 'cause when you're smil - ing, \_\_\_\_\_

2. **Chords:** F7, Bbm7, Bbdim, Dbmaj7, Eb, Ab, Db/Eb, Ab  
 Keep on smil - ing 'cause when you're  
 \_\_\_\_\_ the whole world smiles with you. \_\_\_\_\_  
 smil - ing, the whole world smiles with you. \_\_\_\_\_



Use this student log-in for Silver Burdett Interactive Music to access many of the songs and activities you experienced during the presentation.

Go to [OnlineLearningExchange.com](http://OnlineLearningExchange.com)

Click the Sign In button

Enter user name: MusicStudentDemo

Enter password: Interactive123

Click the word 'assignments' for the Boone Demo class