



**Listen, See, Read, Sing, Act, Move,
Draw, and Remember:
Literacy Skills through
Interactive Music**

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Song Title	Asset Type	Nan L. McDonald Boone 2015 MONDAY, June 15: "Listen, See, Read, Sing, Act, Move, Draw and Remember: Literacy Skills through Interactive Music" Process NOTES
When You're Smiling	4 Song Notation (Animated)	
	Enrichment Activity Interactive: Emotion Words and Synonyms	
	Instructional Activity Projectable: When You're Smiling (Creating)	
		<ul style="list-style-type: none"> • Singing in 2 parts: Oral Language/ Comprehension/ Vocabulary/ Synonyms • Emotions are powerful! What are some emotions people can "read" in our bodies, faces, and actions? Greet each other in 3 ways: Friendly, etc. • Divide into Part I and Part II / Sing the song with the Song Notation Animated/ discuss song text meanings. • Synonyms= a word or phrase that means the same thing • Project the EA (Enrichment Activity) Interactive (SEE Teacher's Notes). • Play a partner theatre game with on-screen info: One person picks an emotion word from the left side of the EA and shows its meaning (acts it) physically. <u>The partner guesses and says the word AND the correct synonym for that word (from the right side).</u> Switch roles and words. • Project the Instructional Activity. Follow the on-screen prompts and create a 3-part storyboard. Students work in groups of 3 (Provide worksheets by printing the story board page 2). Share stories by acting or reading aloud. • Extension= Emotion Word Search Puzzle idea (on-line creation) (SEE Word Search Puzzle)
Barnacle Bill	1 Song Notation (Animated)	
	Enrichment Activity Interactive: Barnacle Bill	
		<ul style="list-style-type: none"> • Singing/moving to song text and phrases in A/B form verse/refrain (same/different): Rhyming words and phonemic awareness/ Vocabulary/ Comprehension. • Sing the song and then project the Enrichment Activity

		<p>Interactive (SEE Teacher's Notes).</p> <ul style="list-style-type: none"> • ADDITIONAL IDEA: Act out (dramatize) the song verses w/ ½ class in <i>inner</i> circle to act out the song text. ½ of the class in <i>outer</i> circle moving on the refrain (use streamers, scarves): “Bonnie over” (streamers arched overhead to center) “in the clover” (streamers arched overhead back to side of body) “Half past one” (streamers overhead in circle ... stomp on “one” (streamer down to sides). Switch parts.
Shoo Fly	2	<p>Song Notation (Animated)</p>
		<p>Listening Interactive Activity: Shoo Fly</p>
		<p>Enrichment Activity: Interactive Shoo Fly</p>
		<ul style="list-style-type: none"> • Singing, creating and moving in A/B form, instrument timbre and arrangement, accompaniment: Writing, Reading, Sense of Story and Sequence. • Sing the song. (Created partner movement on “Shoo Fly” and “I feel, I feel, I feel” (A/B/A song phrase sections) (Clasp both hands and move to beat in between sections.) • Project the Listening Interactive Activity. (SEE Teacher Notes.) Experiment with the mixer and create your own arrangement to use during the “Shoo Fly Tales”! • Project the Enrichment Activity (Interactive): SEE Teacher Notes). Create a class story (“Shoo Fly Tale” as a model, create cooperative group stories (using on-screen prompts or original ideas) and write out, dramatize and perform.)

A Hero in Us All	5	Song Notation (Animated)	
		Enrichment Activity Projectable: A Hero in Us All	
		Song Instrumental Accompaniment Track Recording	
			<ul style="list-style-type: none">• Singing, Solo and Chorus: Reader's Theater (Fluency), Read aloud (Comprehension), Oral language, descriptive writing,• Read aloud the book "Somewhere Today: A Book of Peace" by Shelley Moore Thomas (1998, Whitman and Co.) ISBN-10: 0-8075-7544-5 (paperback). Class reads the chorus ".... Somewhere today....".• Select solos or small groups. Sing the song. (SEE Song Teacher Notes).• Project the EA Projectable. (SEE Teacher Notes). Students write on index cards to onscreen prompts. Volunteers read with instrumental track as a background.



Song Notation

When You're Smiling

Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance)
- Song Notation (Interactive Practice)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)
- Song Keyboard Accomp. (Interactive)
- Song Keyboard Accomp. (Printable)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track

Texture & Harmony: Two-Part Harmony with Contrary Motion

While learning to sing a 2-part song, students will learn about contrary motion.

Display the Song Notation (Projectable) and have students read the text on the opening slide. Invite volunteers to share about how they are affected when someone smiles at them.

Now load the Song Notation (Interactive Practice) to support students in learning about harmony with contrary motion. Use the Control Panel bookmarks to navigate to phrases discussed in the lesson. The vocal parts will be presented by an electronic instrument sound with no lyrics.

Use bookmark Vocals 1 & 2 to find and show the first 8 measures where vocal parts 1 and 2 sing together. Turn off vocal part 2 and the accompaniment. Have students listen to 8 measures of part 1 and notice the direction of the melody. Turn off vocal part 1 and turn on vocal part 2. Have students listen to 8 measures of part 2.

ASK Does the melody of vocal part 2 move in the same direction as the melody of part 1? (No, part 2 goes down when part 1 goes up or stays the same.)

Divide the class into two groups to sing these 8 measures in harmony.

Explain that when two melodies performed together move in opposite directions, it is called *contrary motion*.

- Distribute copies of Song Notation (Printable).
- Instruct students to search for all the places with contrary motion.
- When they identify a phrase with contrary motion, mark their music with *CM* in a circle.
- In pairs, have students compare their work and practice singing the contrary motion phrases.
- Invite partners to sing the contrary motion phrases they found and practiced for the class.

Last, in two groups, have the class sing the entire song in harmony, accompanied by the Song Accompaniment Track.



Enrichment Activity (Interactive)

When You're Smiling

Interactive Learning and Presentation Options:

- Enrichment Activity (Interactive): Drag and Drop
- Instructional Activity (Projectable): Creating
- Instructional Activity (Projectable) Teacher Notes: Creating

Audio Options:

- Song Vocal Track

Language Arts: Synonyms

Students will match emotion words with their synonyms. Remind students that *synonyms* are two or more words in the same language that have the same or nearly the same meaning.

- Students drag the emotion words on the left to their synonyms on the image to the right.
- When a student places a word correctly, a surprise image appears: an “emoticon” showing the facial expression of the emotion.
- Students play until all the tiles stay in place, which signals that the activity is complete.
- Students may click Start Over at any time to clear the activity.

Instructional Activity (Projectable): When You're Smiling (Creating)

Enrichment Activity (Interactive): When You're Smiling may be used as a launching platform to Instructional Activity (Projectable): When You're Smiling (Creating). Students can use the words and synonyms featured in the Enrichment Activity to create their stories and raps. Also see Instructional Activity (Projectable) Teacher Notes: When You're Smiling (Creating) for more ideas.



Instructional Activity (Projectable)

When You're Smiling (Creating)

<p>Interactive Learning and Presentation Options:</p> <ul style="list-style-type: none"> • Instructional Activity (Projectable) • Song Notation (Interactive Performance) • Song Notation (Interactive Practice) • Song Notation (Animated) • Song Notation (Projectable) • Song Notation (Printable) • Enrichment Activity (Interactive): Drag and Drop 	<p>Audio Options:</p> <ul style="list-style-type: none"> • Song Vocal Track • Song Accompaniment Track
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Composing and Arranging: Rhythm Raps

Students will work in pairs to write stories, compose raps, and arrange a multimedia performance event about feelings and emotions.

Display the opening slide of Instructional Activity (Projectable): When You're Smiling (Creating). Read aloud the text: What happens when someone smiles instead of becoming angry, sad, or hurt? Create stories, scenes, and raps about what changed because of a smile!

- Play the Song Vocal Track of "When You're Smiling" and have students pay close attention to the words.
- Discuss the message of the song (happiness is contagious).
- Point out that happiness is a free gift we give to others when we smile.
- Invite students to think about how it's so much easier to smile when things are going well and you feel happy, but much harder when you are feeling angry and hurt.

Navigate to slide 2: Storyboarding

Ask students to find a partner.

- Explain that they will be working with their partner to create a story about what happened when someone smiled instead of becoming angry, sad, or hurt.
- Give an example or invite a volunteer to share an experience.
- Encourage partners to discuss their ideas together and then illustrate them in the boxes on a whiteboard or on a printout of the slide.
- Finally, write a short story (a few sentences). Instruct students to include a beginning, middle, and an ending to their story line or "scene." (From left to right, each box and the lines below it will be the areas for the three sections of their story.)



- When partners have created their storyline, encourage them to create a dramatic scene with dialogue (words spoken and exchanged), movement, and expression to make their story come to life.
- Encourage partners to practice their scenes and perform them for the class.

Navigate to slide 3: Rap with a Smile

Have all students think of one line from their story or scene that could become a simple rhythmic chant (rap). This line could function as the “moral of the story.” For example, “A smile saved the day!” or “Instead of getting angry, Jason flashed a smile!”

Invite students to

- Work with partners to create their rhythm rap.
- Add body percussion ostinatos and creative movements.
- Practice their rap over and over again.
- Perform their “Smile Raps” one at a time and then in sequence with their partner’s rap (repeating over and over).
- On the slide or a printout of the slide, write the words of their raps in a performance sequence on the spaces provided.
- Use a hand drum or woodblock to establish a consistent steady beat and tempo.

Tell students their rap ideas will become a B section for a performance of the song “When You’re Smiling.”

Continue to display the completed “Rap with a Smile” slide.

Have the class sing the song “When You’re Smiling” accompanied by the Song Accompaniment Track. At the end of the first time through, pause the recording and have students perform their “Smile Raps.” Then continue playing the track and end with singing the rest of the song.

For a more ambitious project, work with students to combine the scenes, the song, and the raps, and make costumes and scenery for a full-out performance event.



Song Notation

Barnacle Bill

Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance)
- Song Notation (Interactive Practice)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)
- Song Keyboard Accomp. (Interactive)
- Song Keyboard Accomp. (Printable)
- Instructional Activity (Projectable)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track

Melody: High and Low Pitches

The children will

- Sing and move to the song “Barnacle Bill.”
- Move to show high and low pitches in a melody.

Display Slide 1 of Song Notation (Projectable) and read the text aloud with the children. Point to the words as you read to help them gain language awareness.

SAY Let’s listen to the song to find out what Barnacle Bill can do

Play Song Vocal Track: Barnacle Bill.

Have the children

- Listen to the music with you.
- Follow your motions for each verse or invent their own motions.

Suggested movements

- 1 – Pantomime playing a drum.
- 2 – Pantomime buckling a shoe.
- 3 – Pantomime climbing a tree.
- 4 – Pantomime scrubbing the floor.
- 5 – Pantomime swimming and/or diving.

ASK **Which of these things can you do?** (Accept a variety of answers.)

Which of these things do you like to do? (Accept a variety of answers.)

Point to the numbers on the slide to help the children recall the lyrics.

Play the Song Vocal Track again. Encourage the children to sing and move to each verse with the recording.



SAY There is a special part of this song that happens every time. It goes like this:

Sing “*Bonnie over in the clover*” to the children. Sing it again and have the children echo you.

Invite the children to follow your motions as you sing.

Sing: Bon - nie o - ver in the clo - ver

Pat: shoulders-head-shoulders-legs-shoulders-head-shoulders-legs

Have the children sing and move with you

ASK Which of these motions goes with a high sound? (head)

Which of these motions goes with a low sound? (legs)

To reinforce the concept of high and low, sing “*middle high middle low middle high middle low*.”

Sing the phrase again with lyrics.

To close the lesson, invite the children to sing all of the verses using all of the movements.

Tips for Teachers

High and Low: Reading Preparation

To help the children grasp high and low, have them experience the song several times by singing and moving. In this lesson, one phrase is isolated to focus on high, middle and low. Body motions are added to help the children feel the movement of the pitches in addition to singing them. Eventually, icons can be used to show high, middle, and low, and later *solfa* syllables (*so-mi-la*) and notation can be introduced. Experiencing a song through singing and movement helps to prepare the children for reading experiences later.



Enrichment Activity (Interactive)

Barnacle Bill

Interactive Learning and Presentation Options:

- Enrichment Activity (Interactive)
- Song Notation (Interactive Performance)
- Song Notation (Interactive Practice)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track

Integrated Curriculum: Language Arts

The children will match number words ("one" through "five") with rhyming words found in the song text of "Barnacle Bill." This matching game utilizes the children's reading skills, phonemic awareness, and ability to rhyme.

This activity works best when the children already know the song "Barnacle Bill." Use Song Teacher Notes: Barnacle Bill, along with Song Notation (Projectable) and one of the interactive or audio options, to teach the song.

Have the children sing "Barnacle Bill."

After the children are familiar with the song, display Enrichment Activity (Interactive): Barnacle Bill (Rhyming Word Fun with Barnacle Bill).

SAY I am going to say some rhyming words. Rhyming words are words that sound alike.

Say the following pairs of rhyming words and have the children echo you after you say each rhyming set.

- cat / bat
- hop / mop
- floor / door

You may wish to say the rhyming words again. This time asking if the children know another word that sounds the same. For example, after you say "cat / bat," the children may add *sat, pat, rat, mat*, and/or *hat*.

SAY "Barnacle Bill" has some rhyming words. The number words in the song rhyme with other words. Let's play a rhyming word game.

Have the children

- Find the number words. (right-hand side of screen)
- Read and say the number words. (echo style, after you)
- Read aloud the number words in order without you.
- Read aloud the number words as you point to the words in random order.

SAY I wonder if we can find some words from our song that rhyme with the word "one."



Listen as I read these words. (Point to the phrases on the left.)

Raise your hand when you hear something that rhymes with the word "one."

Say the word "one," and then point and read the first phrase, *swim and dive*. Say the word "one" again and read the next phrase. Continue saying the word "one" and then reading the phrases, emphasizing the last word of the phrase. When the correct phrase is identified (*play a drum*), drag the phrase to the box below the correct number word, and then have the children read aloud both the number word and the phrase.

(*Note*: "Drum / one" is an example of a poetic device known as a "forced" or "imperfect" rhyme; that is, the words are a close, but not exact, match in sound.)

Play the game in the same way using all five of the rhyming word phrases, following the same process to match each number word.

After correctly matching all of the rhyming word phrases to the number words, sing "Barnacle Bill" again. The word phrases are now in the order of the verses.

You may wish to reinforce the rhyming word concept by reversing the matching game. Click Start Over to clear the slide. Read the first phrase on the left, *swim and dive*. Have the children read the phrase aloud, and then read each number word until the correct answer is found. Continue reading each phrase and the number words until all phrases are placed in the correct order.



Song Notation

Shoo, Fly

<p>Interactive Learning and Presentation Options:</p> <ul style="list-style-type: none"> • Song Notation (Interactive Performance) • Song Notation (Interactive Practice) • Song Notation (Animated) • Song Notation (Projectable) • Song Notation (Printable) • Song Keyboard Accomp. (Interactive) • Song Keyboard Accomp. (Printable) • Song Snippet (Animated) 	<p>Audio Options:</p> <ul style="list-style-type: none"> • Song Vocal Track • Song Accompaniment Track
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Reading Music: *Fermata symbol, Fine, and D.C. al Fine*

The children will learn what to do when they read *Fine*, *D.C. al Fine*, and the symbol for *fermata* in song notation.

Display the Song Notation (Projectable), Slide 1. Point out the fly shown on the slide.

ASK **Have you ever had a pesky fly bother you and it won't go away?**
(Most children have experienced this and may like to share their experiences.)

What might you say to that pesky fly? (Accept all answers.)

Play the Song Vocal Track and invite children to silently pat the beat as they listen.

Display Slide 2 and ask the children to join you in reading the lyrics from the notation. Advance to Slide 3 and stop at the end of the last line (at the *fermata*). Monitor the children to make sure that they are tracking the words from left to right, top to bottom.

SAY When you sing "Shoo Fly," there is a special thing you need to do. When you get to the end of the song, you will see the words *D.C. al Fine* (pronounced dee see ahl FEE-nay).

Explain to the children that these are Italian words. The abbreviation *D.C.* stands for the Italian words *da capo* (dah KAH-poh). *Da* means "from the" and *capo* means "head" or top (where you wear your cap), in other words, the beginning. The Italian word *al* means "to the," and *Fine* means "end," like part of the English word, "finish."

SAY When you see *D.C. al Fine* in the notation, it is telling you to go back to the beginning and sing the song until you get to the word *Fine*, which is "The End."

Ask the children to find the word, *Fine* (end of line 2) and the double bar at the end of the measure below it. Remind them that the double bar also tells you that it is the end of the song.



Ask the children to find *D.C. al Fine* in the notation.

ASK What symbol do you see on the note under *D.C. al Fine*?

Explain that this symbol is called a *fermata* [fehr-MAH-tah], another Italian word, which means "stop." It is a symbol that tells a performer to hold a note for an extra long time.

With Slide 3 displayed, play the Song Vocal Track and encourage the children to sing when they are able.

ASK How many times did you sing, "Shoo, fly, don't bother me?"

(six total, three times in the first A section and three times in the second A section)

What reason does the song give, for the fly to leave you alone?

(the lyrics, "For I belong to somebody.")

Why would "belonging to somebody" be a reason for a fly to leave you alone? (Answers may vary.)

How many times did you sing, "I feel?" (nine times; if the children can't answer at first, sing the B section with them and have them count on their fingers)

When the children are aware of how many times they will sing a given phrase, it will be easier for them to sing the song in sequence.

ASK The song states that the singer feels like what? (like a morning star)

How would you feel if you felt like a morning star? (Accept all answers.)

How do you think the singer is feeling when singing "I feel" so many times? (happy, glad, others)

Analyzing the lyrics in this manner will help the children personalize the song, which will help them to sing it from memory.

Play the Song Vocal Track, or Song Accompaniment Track, if you feel that the children are ready to sing without the vocal melody, and encourage the children to sing the song with expression to dramatize the lyrics—A) like they're asking a fly not to bother them, then B) like they feel like a morning star, and then A) as if the fly has returned and they ask it again not to bother them.



Listening Interactive Activity

Shoo, Fly

Interactive Learning and Presentation Options:

- Listening Interactive Activity: Shoo, Fly
- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Song Notation (Projectable)

Audio Options:

- Listening Track: Suite for Banjo and Orchestra: I. Heebie Jeebies (Reser)
- Sound Bank Audio: Banjo
- Sound Bank Audio: Acoustic Guitar
- Sound Bank Audio: Electric Guitar
- Sound Bank Audio: String Bass
- Song Vocal Track
- Song Accompaniment Track

Timbre: Banjo, Electric Guitar, Acoustic Guitar, and String Bass

Careers in Music: Don Vappie, Banjo Player

The children will listen to audio recordings of and read about the banjo, electric guitar, acoustic guitar, and string bass. Then they will listen to a composition featuring the banjo and learn about the banjo player. Finally, they will make an arrangement of a song with banjo, electric guitar, acoustic guitar, and string bass, using an interactive mixer.

The Listening Interactive Activity: Shoo, Fly provides an opportunity for the children to explore instrumental timbres by creating their own instrumental arrangements of the song "Shoo, Fly."

Start the lesson by reviewing with the children how to sing the song "Shoo, Fly." Use the Song Notation (Interactive Performance), Song Notation (Animated), or the Song Notation (Projectable) with the Song Vocal Track.

Display Listening Interactive Activity: Shoo, Fly.

SAY Listen to "Shoo, Fly" and pay close attention to the sounds of the instruments in the accompaniment.

Click the Play button at the top left of the screen. After the music ends:

ASK **What instruments did you hear?** (banjo, fiddle, bass, guitar, harmonica, others)

Point to the pictures of the banjo, electric guitar, acoustic guitar, and string bass.

ASK **What are the names of these instruments?** (Accept all answers but let the children reveal the names of the instruments, as detailed below.)

Invite a child to click one of the instrument pictures and read aloud the text about the instrument. Play the Sound Bank Audio mp3 of that instrument to listen to an audio example. Continue the process until all four instruments have been explored.



SAY Let's listen to a piece that gives the banjo a very important role. As you listen, think of words to describe the banjo sounds. The piece is by Harry F. Reser and it is called *Suite for Banjo* "Heebie Jeebies."

Play the Listening Track: Suite for Banjo and Orchestra: I. Heebie Jeebies (Reser).

ASK **What words did you think of to describe the banjo while you were listening?** (Accept all answers, such as fast, rhythmic, jumpy, funny, plucked, high-pitched, and others.)

Why do you think this section of the piece is called "Heebie Jeebies"? (Because the speedy, rhythmic parts sound like what it feels like to have the "heebie jeebies," that is, to be nervous, have the jitters.)

What style of music is this? (Invite the children to share their ideas, which might range from jazz, to movie music, to cartoon music, and others; accept all answers, as this work is a mixture of diverse styles.)

Do you like it? Why or why not? (Lead a discussion with the children to help them explain their own preferences in music.)

If you like a certain style of music and your friend doesn't like it, how do you feel? (Lead the children to understand that it is perfectly acceptable if they like certain music that others don't like; that they don't have to change what they like; and it is ok if their friends like different music.)

SAY Let's read about the person who is playing the banjo on this recording. His name is Don Vappie and he is a very well-known banjo player.

Click the picture of Don Vappie to reveal a popover window with a brief biography. Invite a child to read aloud the text. Supplement the information by letting the children know that Vappie also sings and plays mandolin, guitar, and string bass, and has made many recordings. He tours as the leader of a band called the Creole Jazz Serenaders. The history of music in Vappie's family dates back to the nineteenth century and their legacy was explored in the PBS documentary *American Creole: New Orleans Reunion*.

Now that the children have learned about the banjo player Don Vappie, and they have had an opportunity to express their thoughts about the music, play the Listening Track: Suite for Banjo and Orchestra: I. Heebie Jeebies (Reser) again before moving on to the next part of this listening activity.

Arranging

The arranging activity presents an opportunity for the children to make new arrangements of the song "Shoo, Fly" by selecting different instruments to play the parts.

SAY When composers write music, they need to decide which instruments would sound best playing it. Look at the buttons on the right. Notice how the Electric Guitar is on top, then the Banjo, Acoustic Guitar, and String Bass.



Click the Play Arrangement button at the bottom right of the screen to let the children listen to the arrangement. Next, play the Song Accompaniment Track: Shoo, Fly and invite the children to compare it to the arrangement in the mixer. Engage the class in a discussion about how the two arrangements sound the same and different.

Demonstrate for the children how to select new instruments to play the four parts in the mixer.

- Click the top mixer button to reveal Banjo.
- Click it again to reveal Acoustic Guitar.
- Click it a third time to reveal String Bass.
- Click it a fourth time to reveal a blank button.
- Click it one more time to return to Electric Guitar.
- Click the Melody Play button to hear the Electric Guitar playing the melody.
- Click the first mixer button again to reveal Banjo and click the Melody Play button to hear the melody played on Banjo.
- Continue to “audition” other instruments playing the melody.
- Follow the same procedure for the other three mixer buttons to allow the children to listen to the Melody, Harmony 1, Harmony 2, and Harmony 4 played on Electric Guitar, Banjo, Acoustic Guitar, and String Bass.
- The blank button is provided to mute any part in the arrangement.

Next, invite the children to approach the screen one by one and select an instrument for each part. Each child may “audition” instruments by clicking the Play button for that part. When all parts have new instruments assigned, click Play Arrangement.

There are myriad combinations that can be achieved in this mixer. Show the children what the music would sound like with all parts played on the same instrument. Let the children experiment with various combinations. Each time, have the children explain the reasons they chose specific instruments and what they liked about the way they arranged the music.

Instruct the children to write essays about what they liked or didn’t like a particular arrangement. Encourage them write descriptions with specific details, such as “I liked hearing the banjo play both the melody and harmony 1 parts because the plucking sounds blended well. The electric guitar sounded exciting on harmony 2 and I liked the string bass on harmony 3 because it helped hold the music together.”

Invite the children to read their essays to the class.



Enrichment Activity (Interactive)

Shoo, Fly

Interactive Learning and Presentation Options:

- Enrichment Activity (Interactive)
- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Song Notation (Projectable)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track

Language Arts and Theater: Storytelling

The children will create humorous tale about annoying flies, using a drag-and-drop interactive activity.

Review with the class how to sing the song "Shoo, Fly." Use the Song Notation (Interactive Performance), Song Notation (Animated), or the Song Notation (Projectable) with the Song Vocal Track.

SAY Our song "Shoo, Fly" is about a very annoying fly. Let's make up our own stories about a fly that was bothering us.

Discuss the song lyrics with the children. Invite them to share personal experiences they have had with annoying flies.

Display Enrichment Activity (Interactive): Shoo, Fly.

Invite two children to read the story template on the right side of the screen. One child should read the words outside the colored boxes and the other child should read the questions inside the colored boxes. Have the other children in the class raise their hands to suggest which phrases on the left side of the screen should be dragged into the boxes to replace the questions.

For example:

Child 1: One day I was...

Child 2: What was I doing?

Classmate: eating a snack.

Drag that tile to the question box, where it will snap into place.

Note: Question boxes in the story template and draggable tile phrases are color-coded and need to match. A tile dragged to a box of a different color will snap back. This will enable the children to create stories with complete sentences that make sense.

Once the story is complete, invite the children to read it aloud. Encourage them to read the story with expression, using appropriate, dramatic gestures.

ASK **What else can we do to make this story come alive?** (Invite the children to share ideas.)

SAY Let's act it out.



Designate half the class as Shoo Fly Narrators and the other half as Actors. The Narrators read the Shoo Fly Tale and the Actors create pantomimes to demonstrate the action. Then switch parts.

- Perform the Shoo Fly Tale with actions and movement.
- Click Start Over to create and perform a brand new tale.

After several Shoo Fly Tales have been created using the drag-and-drop activity, invite the children to form small groups and write their own stories. The children might even like to write their tales from the perspective of the fly. What was the fly thinking? Once they are ready, encourage the children to perform their original stories for the class.

Classroom Performance

Invite the children to choose one story to perform for parents. Have them illustrate their Shoo Fly Tale for a backdrop in the classroom performance. Pair dramatization of the Shoo Fly Tale with the class singing the song "Shoo, Fly."



Song Notation

A Hero in Us All

Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance)
- Song Notation (Interactive Practice)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)
- Song Keyboard Accomp. (Interactive)
- Song Keyboard Accomp. (Printable)
- Enrichment Activity (Projectable)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track
- Listening Track: Tambor (Tower)
- Listening Track: Triptych (Schuman)
- Listening Track: Trumpet Voluntary (Clarke)

Singing in Two-Part Harmony

Students experience singing in two-part harmony.

Display Slide 1 from the Song Notation (Projectable).

ASK **What is your definition of a hero?** (Someone who does something brave, such as rescue a baby from a burning building. A person who is admired by lots of different people.)

Name a hero you know or know about. (Firefighters; people who serve in the armed forces; police officers, etc.)

Move forward to Slide 2.

ASK **What is the term we use to describe two or more pitches being played or sung together?** (harmony)

You may also wish to share more detailed information as follows:

In a melody line we see a single line of music move horizontally. When two or more lines of music occur at the same time, think of the musical notes stacking on one another vertically. When those "stacked" pitches are played together, the result is "harmony."

SAY Let's learn to sing this two-part song.

Project Slide 3 and play the Song Vocal Track as students follow the notation on the Song Notation (Projectable) and pat the beat on their thighs.

Using the Song Notation (Interactive Practice) teach the song using the following steps. To learn the verse have students

- Tap the beat lightly on their thighs and chant the words for verse 1. (If students are struggling with some of the rhythms, have them clap the rhythm while listening to recording again.)
- Sing the melody while tapping lightly on their thighs and emphasize that they should be sure to sing the full duration of their half notes.
- Have everyone sing verse 1 together.



To learn the two different parts of the chorus (refrain) have students

- Step to the beat while speaking the words of Part I in the chorus (refrain).
- Sing Part I of the chorus with the accompaniment.
- Sing verse 1 and continue on to sing Part I of the chorus so they are able sing the entire song.

Assign either small groups of students or soloists to sing the phrases for Solo A, B, C, and D. Remind students that this song is a single song selection from a musical, and that each solo part is a character in the production.

To show students how there are slight variations in the melodic line between the two verses, invite a student to come to the front of the room and point to places in the notation in verse 2 that are different from verse 1. (See measures 6 and 12 from the beginning of each verse.)

Discuss why the rhythm has to be altered slightly in verse 2 to accommodate the additional words. (There is an additional quarter-note syllable that is sung: m. 6 the word "you"; m. 12 the word "make.")

Have the students listen to the recording again and share their observations about Part II in the chorus.

ASK **How is it the same or different, compared to Part I?** (Part II is an echo of Part I except that the rhythm of the echo is notated in quarter notes instead of half notes.)

Challenge the class to sing Part II of the chorus without speaking the words first. Have students two-finger clap the rhythm while singing. Then have students sing verse 2 with Part II of the chorus.

Separate the class into two groups and have them sing Part I and Part II of the chorus.

Have students switch parts and sing again so they are comfortable singing either part of the chorus.

Challenge Extension Activity: Listening

Students will listen to a variety of musical examples and discuss whether the music has consonant or dissonant harmony.

ASK **Does harmony always have a pleasant sound?** (Answers may vary.)

SAY Harmony can be either consonant or dissonant. A group of notes that sound pleasant to most people when played at the same time is an example of *consonance*. *Dissonance* is a combination of notes that sound harsh when played together.

Sometimes composers write dissonant harmony to provide stress and tension and then will resolve this by making the harmony consonant again. A relief to the listener.

ASK **Have you ever watched an action, adventure, or frightening movie without the sound on?** (Answers may vary.)

SAY The movie may not have as much excitement or emotion when the sound is off. Often, the composer will add dissonant harmony at key



places in a movie scene to create an uncomfortable feeling in the audience.

Play the Song Vocal Track: A Hero in Us All and ask students if the music they hear is consonant or dissonant. (consonant)

Play the beginning of Listening Track: Tambor (Tower).

ASK Is this selection of music an example of consonant or dissonant harmony? (dissonant)

Play the beginning of Listening Track: Trumpet Voluntary (Clarke).

ASK Is this selection of music an example of consonant or dissonant harmony? (consonant)

Play the beginning of Listening Track: Triptych (Schuman).

ASK Is this selection of music an example of consonant or dissonant harmony? (Both; it uses consonant and dissonant harmonies.)

Teacher Notes

After the class has mastered singing "A Hero in Us All," encourage them to reflect on the meaning of the words and the message of the text. If this song is used for a performance, consider displaying a series of photos of heroes the students have identified (big brother in the armed services, grandmother who is raising a grandchild, mother who is a police officer, etc.).



Enrichment Activity

The Heroes Among Us

Integrated Curriculum: Character Education/Language Arts

Students will identify the meaning of caring actions and heroism described within the song text of "A Hero in Us All." They will identify and discuss famous heroes as well as write about lesser-known heroes in their families, neighborhood, school, and community. Finally, students will be encouraged to photograph local heroes and create a projectable slide show to be played during a performance of the song "A Hero in Us All."

Display the Enrichment Activity (Projectable): A Hero in Us All. Play the Song Vocal Track and ask students to listen to the lyrics. Then ask them to write down who they think is the hero referred to in the song. (All of us.)

Discuss Slide 1 with students.

ASK **What is a hero?** (List all student input on a chart or board. Students may give suggestions of famous performers and video/TV celebrities. Guide the discussion to include people who help others.)

What did our song mention that heroes do? ("simple acts of kindness great and small")

NOTE: Write those words on a chart or board for reference and student focus throughout the activity.

The following slides in the projectable can be used as a sequential set of prompts for discussion and writing about heroes and heroic actions. Students will need pencils and paper or lined index cards for their own writing.

Have students read each slide and offer answers and comments for discussion. It is very important to increase participation by simply listing all student contributions. As you do, remind students about "simple acts of kindness great and small" and what caring actions might include (giving, helpfulness, protection, advice, listening, sacrifice for another's welfare, etc.).

Move forward to Slide 2 and have students identify one or more heroes in their family, neighborhood, school, or community, and write about their heroic actions. (Students will need pencils and paper or small index cards.)

Use Slide 3 as a topic for a writing prompt. Have students

- Read aloud their writing about "Heroes Among Us." (Students could first read to a partner and later volunteer to read to the whole class. You could also read aloud what students wrote if students are shy or need help.)
- Listen to others' ideas about heroes they know and what the heroes do.

Discuss with students what they may do to be a hero too. Ask for student volunteers to generate a list of ideas.

- Incorporate student-generated photographs and writing about local heroes and what they do in "simple acts of kindness great and small."

TEACHER NOTES

Slide 5 presents an activity to facilitate the discussion of a group project. Using their own photos along with their descriptions of “heroes,” students collaborate and create a new slide show.

Compile student projects and invite students to read their writings aloud before a performance of the song “A Hero in Us All.”

