



Pearson



## Interactive Music Making with iPads, Chromebooks, and SMART Boards

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# Listening Activity (Interactive)

## Short Ride in a Fast Machine

### Interactive Learning and Presentation Options:

- Listening Activity (Interactive): Short Ride in a Fast Machine
- Sound Bank Multimedia Reference: bassoon, cello, clarinet, cymbals, flute, French horn, glockenspiel, harp, marimba, oboe, piano, snare drum, string bass, synthesizer, tambourine, timbale, timpani, tom-tom, tone block, triangle, trombone, trumpet, tuba, vibraphone, viola, violin, woodblock, xylophone

### Audio Options:

- Listening Track: Short Ride in a Fast Machine (Adams)
- Song Accompaniment Track: Catch the Rhythm
- Sound Bank Audio: bassoon, cello, clarinet, cymbals, flute, French horn, glockenspiel, harp, marimba, oboe, piano, snare drum, string bass, synthesizer, tambourine, timbale, timpani, tom-tom, tone block, triangle, trombone, trumpet, tuba, vibraphone, viola, violin, woodblock, xylophone

### Listening: Instruments

Students will distinguish musical instruments by sight and sound.

Play Song Accompaniment Track: Catch the Rhythm and invite students to listen for the different instruments used in the recording.

**ASK What instruments did you hear?** (Answers may vary. There are percussion instruments and electronic instruments.)

**ASK Was the accompaniment played by an orchestra?** (no)

**How do you know?** (Because there were no stringed instruments.)

Invite students to listen to a piece of music called "Short Ride on a Fast Machine" and help students determine that the piece is played by an orchestra. Play Listening Track: Short Ride in a Fast Machine (Adams).

See Listening: Composers for additional notes about John Adams.

### Listening: Instruments

Students will distinguish musical instruments by sight and sound.

**ASK Was "Short Ride on a Fast Machine" played by an orchestra?** (yes)

**How do you know?** (There were stringed instruments: violins, violas, cellos, and string basses.)

**What other instruments did you hear?** (The piece is scored for large orchestra: 2 flutes, 2 piccolos, 2 oboes, English horn, 4 clarinets, 3 bassoons, contrabassoon, 4 French horns, 4 trumpets, 3 trombones, tuba, timpani, wood block, triangle, xylophone, crotales, glockenspiel,

suspended cymbal, sizzle cymbal, snare drum, pedal bass drum, large bass drum, large tam-tam or gong, tambourine, violins, violas, cellos, string basses, and two optional synthesizers.)

**What instrument was keeping the steady beat throughout the piece?** (two wood blocks - one is higher pitched and the other is lower.)

Display Listening Activity (Interactive): Short Ride in a Fast Machine Memory Game.

**SAY** Twelve instruments of the orchestra and the sounds they make are hidden behind the cards in this memory game. Your job is to match the instrument picture to its sound.

Explain that there are picture cards and sound cards and the object of the game is to match the picture card with the sound card of the same instrument.

Demonstrate how to play the memory game. Click a card. If a speaker icon is revealed, listen to the sound of the instrument. Then click another card. If a picture of the instrument is revealed, name the instrument. If the instrument picture matches the sound, both the instrument picture and speaker icon will disappear. If no match is made, the pictures will flip back, revealing the blank backs of the cards.

Select a student to click two cards in hopes of making a match. Repeat with other students until all matches have been made. You may click START OVER at any time to begin again with twelve new instruments.

**Note:** Each time the game starts over; there will be a new set of twelve randomly selected instruments and their sounds behind the cards. There will be a total of twelve pairs for students to match.

When students have played the memory game several times, play Listening Track: Short Ride on a Fast Machine again. Encourage students to listen carefully for the sounds of the instruments. When the selection has finished playing, invite students to name instruments that they heard.

## Listening: Composers

Share the following information about John Adams with students.

**SAY** "Short Ride in a Fast Machine" was written by an American composer named John Adams. He was born in Massachusetts in 1947 and is still alive. Adams played the clarinet and studied music when he was young and now works as a composer (a person who writes music) and conductor (a person who leads a band or orchestra). Adams won a Grammy Award in 1989 for his opera, *Nixon in China*, and a Pulitzer Prize in 2003 for his symphonic work, *On the Transmigration of Souls*. John Adams is known as a minimalist composer, which is to say that his music has a lot of repetition and simplicity.

**SAY** "Short Ride in a Fast Machine" was written in 1986 and has the subtitle, "A Fanfare for Orchestra." A fanfare is usually a short piece of music for brass and percussion instruments that signals the entrance of an important person or the beginning of a ceremony. Adams' "Short Ride in a Fast Machine" is around four minutes in length. About the title, he

said, "You know how someone asks you to ride in a terrific sports car, and then you wish you hadn't?" After he had written it, John Adams thought this piece wouldn't be played very often because it is too hard, but today it is one of the most frequently requested and performed encores (pieces performed after a concert is finished) in America.

### Listening Track: Short Ride in a Fast Machine (Adams)

Listening Track: Short Ride in a Fast Machine (Adams) is an mp3 of the orchestral piece "Short Ride in a Fast Machine" by John Adams. A minimalist example of orchestral music, it features steady beat and repetition.

### Music Maker Multimedia Reference: John Adams

Introduce students to composer John Adams. Display Music Maker Multimedia Reference: John Adams, which includes a photo of Adams and a short biography. Click the Play button to hear the narrated text of the biography.

### Listening: Instrument Sound Bank

Play the sound bank file of any of the instruments listed above. The sound bank files are audio recordings that demonstrate the sound of the instruments. If you wish, have students pantomime holding and playing the instrument as they listen to the audio recording.

### Listening: Instruments

Listen to the accompaniment track of other Grade 3 songs or one of the Grade 3 Listening Selections and identify instruments that are heard.

# Instructional Activity (Interactive)

## Catch the Rhythm

### Interactive Learning and Presentation Options:

- Instructional Activity (Interactive)
- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Music Maker Multimedia Reference: John Adams
- Listening Interactive Activity: Short Ride in a Fast Machine (Adams)

### Audio Options:

- Song Vocal Track
- Song Accompaniment Track
- Listening Track: Southern Harmony—III. Exhilaration (Grantham)

### Creating: Composing

Students will drag and drop two-beat rhythms to create their own eight-measure (thirty-two beat) rhythm composition.

Display Song Notation (Animated): Catch the Rhythm and invite students to sing as they follow the notation. Encourage them to silently pat the beat as they sing.



**SAY** Today we're going to use some of the rhythms you know to create your own rhythmic composition.

Display Instructional Activity (Interactive): Catch the Rhythm and review the rhythm combinations, both by name and by value. Be sure that students understand that, even though there is no sound, the quarter rest still has the value of one beat.

**ASK** How many beats are on each of the rhythm cards? (two)

Play the first two measures of the introduction of "Catch the Rhythm" from the Song Notation (Animated), Song Vocal Track, or Song Accompaniment. Invite students to listen carefully so that they can recreate the rhythm.

**ASK** Do you see the rhythm pattern for the introduction? (Yes,   )

Invite students to drag the   pattern to the first four spaces in the top line. Guide students in speaking and clapping the eight-beat rhythm.

Select volunteers to complete the rhythm composition by placing more rhythms in the target area. As each line is complete, encourage students to speak and clap the line and make any changes they wish, by dropping a different rhythm over one that has been placed. Rhythms may also be changed by dropping the blank tile over a rhythm and then replacing it with another rhythm.

Students may work alone or with a partner to create a new eight-measure rhythm composition on a piece of paper, using the rhythm patterns displayed on the Instructional Activity (Interactive). They may then recreate their rhythm composition on the Instructional Activity (Interactive) and lead the class in speaking and clapping their work.

## Performing on Instruments: Nonpitched Percussion

Students will perform a completed rhythm composition.

- Display one of the rhythm compositions created by a student.
- Invite students to gently pat the completed rhythm composition, alternating hands, as they read it from the screen.
- Transfer the rhythm to mallets or rhythm sticks, and play them on the floor, on the cover of a book, or on a woodblock or hand drum.

Make copies of the displayed rhythm pattern from the Instructional Activity (Interactive) or the student composition papers and distribute them.

Display Song Notation (Interactive Performance): Catch the Rhythm. Use the Interactive Player to adjust the tempo to a slower tempo. Turn off the sound of the melody line in the Digital Mixer by clicking the "Vocals" off button. Then play only the song accompaniment while students pat, clap, or play their compositions on nonpitched percussion instruments. Gradually increase the tempo until students can play their compositions with the Song Vocal Track or the Song Accompaniment Track.

There are several ways to perform the eight-measure rhythm composition with each verse of the song, including:

- Repeat each line.
- Play the 8-measure rhythm composition twice.

## Listening: Elements of Music (Rhythm)

**SAY** *Southern Harmony* is the title of a songbook published in 1835. It is a collection of folk songs, traditional hymn tunes, and revival songs that were widely known and sung throughout the South before and after the Civil War. The book was so popular that it was sold along with groceries in general stores on the American frontier.

Donald Grantham is an American composer, music educator, and trumpeter, who used several tunes from *Southern Harmony* in a composition for band. His piece, which he also called "Southern Harmony," was commissioned by the Southeastern Conference of Band Directors in 1996. (When a piece of music is commissioned, someone asks a composer to write it and pays him to do so.) Grantham's *Southern Harmony* contains four sections, or movements:

- I. The Midnight City
- II. Wondrous Love
- III. Exhilaration
- IV. The Soldier's Return

Grantham was born in Duncan, Oklahoma in 1947 and lives in Austin, Texas, where he teaches music composition at the University of Texas. He has composed music for band, orchestra, chorus, chamber ensemble, piano, solo voice, opera, and documentary film scores.

Play Movement III. Exhilaration, from Donald Grantham's *Southern Harmony*, and invite students to listen for combinations of half note, quarter note, eighth note and sixteenth note rhythms. You may wish to invite students to pat or tap the beat silently as they listen.

**SAY** The title of this movement is "Exhilaration."

**ASK** **What does exhilaration mean?** (The feeling of being cheerful and excited.)

**ASK** **Does the rhythm of the clapping match the rhythm of the instruments, or is it different?** (It is different.)

**ASK** **How does the clapping add to the music?** (The clapping is unexpected, and the rhythm of the clapping adds to the excitement of the music.)

### Music Maker Multimedia Reference: John Adams

Display Music Maker Multimedia Reference: John Adams, which includes a photo of Adams and a short biography. Click the Play button to hear the text of the biography narrated.

### Listening Interactive Activity: Short Ride in a Fast Machine (Adams)

Listening Interactive Activity: Short Ride in a Fast Machine (Adams) is an interactive matching game in which students are presented a screen of blank cards. As they flip a card, it reveals a picture of an instrument of the orchestra or a sound button that provides a sound clip of an instrument of the orchestra. Their goal is to match all of the instrument pictures with the correct instrument sounds.

### Song Notation (Animated)

Song Notation (Animated): Catch the Rhythm presents the song notation and lyrics for "Catch the Rhythm" linked to the Song Vocal Track. When you click Play, the notation advances automatically through the song so students can follow the music as the recording plays. The Player's control panel has buttons and sliders for Play/Stop, Pause, Volume, Full Screen, Fast Forward and Rewind, and Timeline. Advantages of this tool are that students can follow the music as they sing along with the recording, and they won't be distracted by the need to turn pages.


### Song Notation (Interactive Performance)


Use the Interactive Player for Song Notation (Interactive Performance): Catch the Rhythm to adjust the tempo. Turn off the sound of the melody line in the Digital Mixer by clicking the Vocals off button. Then play only the song accompaniment while the students pat, clap, or play their compositions.





# INSTRUCTIONAL ACTIVITY


## Catch the Rhythm




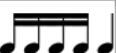


















**4/4**




START OVER ↺



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# Song Notation

## Hey, Hey, Look at Me

### Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)
- Song Keyboard Accomp. (Printable)
- Instructional Activity (Interactive): Andy Pandy

### Audio Options:

- Song Vocal Track
- Song Accompaniment Track

### Melody: Identifying and Comparing Higher and Lower in Two-Tone Melodies

The children will use fine non-locomotor movement and iconic representation to identify and compare higher/lower in a two-tone melody.

As a way of introducing the song, invite the children to

- Share something that makes them feel good about themselves.
- Discover what they might do best by just being the way they really are.

Help the children quietly form a circle as you play Song Vocal Track: Hey, Hey, Look at Me. Play the song again, and as the children listen, have them dramatize the lyrics (smiling, swaying, bending, or nodding). Then encourage the children to sing the song by themselves.

Guide the children to explore and experience the music concept (and contrast) of higher and lower.

Project Slide 1. Explain to the children that the circles represent the tones of the song.

Have the children echo-sing the first measure of the song as you tap the icons representing the two-tone melody on the slide.

**ASK**    **How many tones are there?** (two)

**Are the tones the same or different?** (different)

**Which is higher, the first tone or the second?** (the first)

Explain to the children that these notes make up a two-tone melody. Echo-sing the first two measures of the song as you tap the icons.

Ask the children to sing the entire song.

**SAY**    Let's change the words to *High, low, look at me, I am singing you can see*. We'll show the highs and lows by patting our heads with our hands for the highs, and patting our shoulders for the lows.

Then reinforce the higher and lower tones of the song by helping the children to sing measures 3 and 4 with new words: *Higher, lower, look at me*.

## Assessment: Activity

The children will demonstrate an understanding of the different (higher and lower) tones in a two-tone melody by using fine non-locomotor movement and iconic representation.

Guide the children's attention to Slide 1.

**ASK**    **How many tones are there?** (two)

**Are the tones the same or different?** (different)

**Which is lower, the first tone or the second?** (the second)

Divide the children into two groups. As they listen to Song Vocal Track: Hey, Hey, Look at Me, invite the children in group 1 to tap their heads and shoulders to show higher and lower. Group 2 should tap the circles (icons) representing the two-tone melody on the slide. Have the children switch groups.

Observe the children's success in using their movements as well as the icons to show higher and lower tones.

## Extension Activity

For further instruction, play an A and then an F-sharp on tone bells or a xylophone.

**ASK**    **Which tone sounded higher?** (the first one)

Invite a volunteer to play a high-low-high-low steady beat pattern independently as the others sing "Hey, Hey, Look at Me," using the words *I am playing, you can see*.

## Extension Activity

Use "Hey, Hey, Look at Me" to help meet the children's individual needs and give them opportunities to draw appropriate attention to themselves and their achievements.

After the children have learned the song, arrange them into partners to create two new verses. Pair a kind, socially outgoing child with a child who has fewer friends. Once the pairs have been chosen, have each partner suggest a favorite movement that both can do. (Check that each child feels conformable with the chosen movements.) As the pair sings its two new verses for the class, it should change the words slightly to "*we are \_\_\_\_\_ you can see*." After the children applaud, all join in and sing the new verses.

Help the children create their new verses by asking them to think about and describe their own personal interests, knowledge, and skills. For example, a child who enjoys playing soccer might choose to do a kicking movement and sing the lyric, *I am kicking, you can see*. Invite the children to keep this in mind as they perform their new verses. Be sure to observe pairs so that they perform appropriately for the other children.

After pairs have performed, ask the other children to respond to what they experienced. Again, guide them to relate their own personal interests, knowledge, and skills, and how these elements impacted their response. For

example, a child who also plays soccer might have especially enjoyed seeing one of the pairs kicking and singing a lyric about it.

### **Extension Activity**

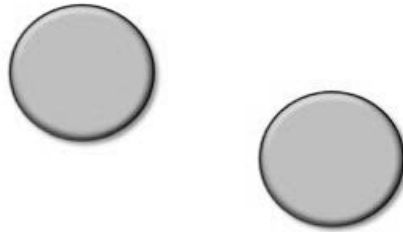
Instructional Activity (Interactive): Andy Pandy is an interactive drag-and-drop tool that can be used to assess the children's understanding of higher and lower sounds. The children will compare the sounds of six different animals and determine whether they are high or low sounds.

SONG

## Hey, Hey, Look at Me

**Listen** to the song. Then **sing** the song.

**Listen** to the **two-tone melody**.



The two **tones** are different.

**Pat** your shoulders when you hear a **lower** tone.

**Pat** your head when you hear a **higher** tone.

**Tap** the circles.

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# Song Notation

## Mister Rabbit

### 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

### Form: Verse and Refrain

The children will learn to sing a song in verse-and-refrain (AB) form. They will also experience a question-and-answer phrase structure in Section A.

- Introduce the lesson with a short story. You can use the first person, or set it up by telling the children that you have a story to share with them.

**SAY** The other day after dinner I took my dog for a walk. The sun had just set, but we still had enough light to see the walkway. All of a sudden, he lifted one paw and froze. His tail was straight up, and he stared straight ahead, sniffing the air. I looked in the same direction, and at first didn't see anything. When I looked closer, all I saw were two long ears poking up from the grass by my neighbor's garden. It was a rabbit! My dog started to creep toward the rabbit, and it took off. As I held the leash very tight, all we could see was the rabbit's white bushy tail bouncing along as he hopped away.

- Invite the children to turn to a partner, and share their own one-minute story about an experience they had with a pet, a time they saw an animal that seemed surprised and ran away, or a favorite book about animals. Encourage them to ask questions about the story their partner shares. After one minute, remind the children that it is time for their partner to share a story.

**ASK** **What word do we use to describe when someone shares a story with you, you ask a few questions, and they answer back?**

(Accept a variety of answers; lead them to include the word *conversation*.)

Display Slide 1 of Song Notation (Projectable) and read the text aloud.

**SAY** The verse for our song is a question-and-answer conversation about a rabbit that is surprised in a garden.

We're going to have a musical conversation with Mr. Rabbit. Let's pretend that you are Mr. Rabbit, and I have just seen you in my garden. We know that people can't talk with rabbits, but in our story if we sing to Mr. Rabbit, he will sing back. Here's what Mr. Rabbit will sing when I ask my question.

Sing, "Yes, indeed, they're put on wrong" (the second line of the song).

Echo-sing the answer as needed. Then, ask the children to listen for a clue in your question that will explain what is *put on* Mr. Rabbit the wrong way.

Sing your question, and then motion for the children to sing their answer.

Question: "Mr. Rabbit, Mr. Rabbit. Your ears' mighty long!" (the first line of the song).

Answer: "Yes, indeed, they're put on wrong."

Sing the question and answer again, and guide the children to see that Mr. Rabbit thinks his ears are too long, or as he says, *Put on wrong*. Invite the children to face a partner and decide who will sing the question, and who will answer. Have the children sing the question-and-answer sequence with their partner.

**SAY** There's more to the story. Listen to this conversation.

Have the children

- Listen as you sing verse 2 (*foot's mighty red; I'm almost dead*).
- Identify the question and answer.
- Sing the answer after you sing the question.
- Repeat the partner question and answer exercise.

Refer back to Slide 1 Song Notation (Projectable) and reread the text on the slide.

**SAY** The verse is the part that includes our question-and-answer conversations about Mr. Rabbit when he is surprised in the garden. Each verse is different.

Let's learn the refrain. The refrain in this song celebrates how each person is special.

Have the children

- Listen as you sing the refrain.
- Softly clap the beat as you sing the refrain again.
- Echo as you speak the refrain words in rhythm.
- Echo-sing the refrain.
- Sing the refrain with you.
- Sing and clap the refrain.

Teach a hand-clapping pattern to use during the refrain. Model these movements as you say the action words.

- *Pat* (pat legs)
- *Clap* (clap your own hands)
- *Tap* ("high-five" pat with your partner)
- *Clap* (clap your own hands)
- *Wave* (wave both hands from side to side)

- Wave (wave both hands again from side to side)

Invite the children to

- Say the action words and practice the hand-clapping pattern with you (without a partner).
- Whisper the action words and do the motions in tempo (always perform the pattern two times).
- Practice the hand-clapping pattern with a partner.
- Keep the pattern going as you sing the lyrics.

**SAY** Now let's listen to the song. During the conversation, or the verse, pat a steady beat with your *quiet* fingers; during the refrain we'll do our hand-clapping pattern.

Play the Song Vocal Track and pause the recording after the first two verses.

## Assessment: Activity

The children will demonstrate the ability to sing a song in verse-and-refrain (AB) form. They will also experience a question-and-answer phrase structure in section A.

**SAY** There are two more verses to our song.

Display the remaining slides of the Song Notation (Projectable). Read the words for the parts the children already know (verses 1 and 2).

Identify new conversation words for the third and fourth verses.

Have the children

- Sing the last two verses with the Song Vocal Track.
- Sing the answers, as you sing the new questions.
- Repeat the whole song in partners, singing and doing the motions during the refrain.

**ASK** Which part of our song is always the same? (refrain)

Play the Song Vocal Track and have the children sing and move to the entire song with the recording.

Observe the children for comprehension and determine whether they can respond appropriately during the call and response of the verse, and do the appropriate movements during the correct section of the song as they perform.

## Song Notation (Interactive Practice)

Use the Interactive Player to adjust the tempo when the children are learning to sing the song. It is also possible to change the key.

- Use the bookmarks in the Navigation pane to easily find each verse and refrain.
- Practice the hand-clapping pattern for the refrain at a slower tempo. Gradually increase the tempo until the children are successful doing the motions at the tempo of the Song Vocal Track.



- Play the song at a slow enough tempo that the children can sing the song without hesitation.
- In the Digital Mixer, turn off the Accompaniment by dragging the slider all the way to the left. This makes it possible to isolate the Vocal melody to support the children's learning.
- Once the children are singing with confidence, turn off the Vocal line by dragging the slider all the way to the left. Play back only the Accompaniment while the children sing along.

### Song Notation (Interactive Performance)

Use the Interactive Player to adjust the tempo and/or the key when the children are learning to sing the song.

- Play the song at a slow enough tempo that the children can sing through the song without hesitation.
- Increase the tempo little by little until they are singing at the tempo of the Song Vocal Track.
- Use the bookmarks in the Navigation pane to easily find each verse in the song.
- The tracking feature supports the children in following the notation as the music plays.
- In the Digital Mixer, turn the Vocals off. Then play only the Accompaniment while the children sing the entire song.

### Song Notation (Animated)

The Song Notation (Animated) presents the song notation and lyrics for "Mister Rabbit" linked to the Song Vocal Track. When you click the Play button, the notation advances automatically through the song notation as the recording plays. The Player's control panel has buttons and sliders for Play/Stop, Pause, Volume, Full Screen, and Timeline. One advantage of this tool is that the children can follow the music as they sing along with the recording.

## SONG

### Mister Rabbit

"Mr. Rabbit" is a song that has two parts.

One part changes. It is called the **verse**.

The other part is the same each time.  
It is called the **refrain**.

**Listen** to "Mr. Rabbit."  
Then, clap during the refrain.



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