



Pearson



The ABC's of Music Teaching: Activity, Belief, and Creativity

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Happy Feet (gr. 3, p. 37)

- Create movement.

Boil Them Cabbage (gr. 5, pp. 21-22)

- Use Instructional Activity (Interactive) to explore chords.
- Play chords on soprano recorder and/or barred instruments.

The Bus (gr. K, p. 5)

- Sing song with Song Vocal Track.
- Review sequence
- Add improvised or choreographed movement.
- Create buses of 6 people. Each person selects an instrument for his/her verse. Travel together as if on bus, adding sound on each verse (on special words—"up and down").

El Barquito (gr. 2, p. 29)

- Use Instructional Activity Projectable to add ostinatos to song.
- Play listening and moving game. Divide into groups and assign each group an ostinato to move to. Students move when they hear their ostinato played. Add to Song Accompaniment Track if desired.

We're Makin' Popcorn (gr. 4, p. 126)

- Identify as chant (rather than song).
- Analyze dynamics.
- Transfer refrain to found sound (including dynamics); have soloists improvise during verses.

Catch The Rhythm (gr. 3, p. 14)

- Create 8-beat rhythms using cuisinaire rods (quarters, eighths, sixteenths); add to accompaniment track using body percussion and/or found sound and/or movement.
- Add dynamics.

A Gift to Share (gr. 6, p. 66)

Farewell (gr. 2, p. 44)

- Sing chord roots and add to song.
- Sing any notes from chord and add to song.
- Create movement.

Instructional Activity (Interactive)

Boil Them Cabbage Down

Interactive Learning and Presentation Options:

- Instructional Activity (Interactive): Hotspot
- Instructional Activity Resource (Printable)
- Song Notation (Projectable)
- Song Notation (Interactive Performance)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track

Recorders: Improvisation

Students will improvise a new melody on recorders to the song "Boil Them Cabbage Down" and identify the three chords used in the song and the notes in those three chords.

This improvisational activity may be adapted for keyboards, Orff instruments, or virtual instruments in this exercise.

Display Instructional Activity (Interactive): Boil Them Cabbage Down.

SAY Take out your recorders. Let's look at melody of "Boil Them Cabbage Down" and the Roman numerals displayed on the screen.

ASK **What do these Roman numerals stand for?** (The Roman numerals indicate the chords and chord progression of a song based on its scale step.)

What Roman numerals are used? (I, IV, and V7)

What is the key of this song? (G)

SAY I need a volunteer to hover the mouse cursor over each Roman numeral.

Invite a student to the whiteboard or computer and place the cursor over each Roman numeral symbol.

ASK **What do you see?** (When the cursor is over the Roman numeral symbol, the highlight turns green and we see the chord name associated with the Roman numeral.)

What are the names of the I, IV, and V7 chords in the key of G? (I = G, IV = C, and V7 = D7)

SAY I need volunteers to click on each Roman numeral so the chord and notes are revealed. (Accept volunteers in a way that is successful and appropriate in your classroom.)

Have students click on each hotspot to reveal the popover for each chord. Review the notes and fingerings found in the three chords, G, C, and D7. Have students click the Play button to hear the recorder play each note of the chord individually and then in harmony.

You may wish to print and distribute a screen capture of the main screen of this hotspot activity and have students write down the names of the chords under the Roman numerals and the note names that belong to each chord.

If presenting from a whiteboard, write the chord names next to each Roman numeral to assist students in learning the chord names.

Allow students time to learn the notes for each chord, and then practice the fingerings for each of the notes. Guide students to play the notes of each chord on recorder from memory. Model the chords and have students echo your playing.

If desired, allow students to use the Song Notation (Interactive Performance) activity to practice the chord fingerings as they play along with the song at a slow tempo. Students can also remove the vocal part with the Digital Mixer. Allow students to use this activity as they learn and practice their improvisations later in the lesson.

When ready, continue to the next part of the activity, improvisation.

Review the definition of *improvise*.

SAY As I play the Song Accompaniment Track first describe the patterns that I improvise on the recorder. Then try to repeat those patterns on your recorder.

Note: The notes for all three chords in the popovers (G, C, and D7) include the notes C, D, E, F-sharp, G, A, B, C', and D'. First guide students to improvise using the chord tones for each chord; however, some students may want to add some of the extra scale tones to their improvisations. If desired, write these scale tones on the whiteboard. Remind students that they do not need to utilize all of these notes for their improvisations and should use the notes that are most comfortable for them. Provide assistance with the notes and rhythms you model in each pattern.

Play the Song Accompaniment Track and improvise one-measure patterns. Guide students to repeat the patterns through modeling. As students get more comfortable, improvise two-measure patterns and have students repeat them.

SAY You all are doing so well echoing my patterns. This time, I will assign three students to improvise patterns. One leader will improvise each time the G chord appears in the music; one will improvise each time the C chord appears; and one will improvise each time the D7 chord appears.

Note the following:

- The hotspot activity shows how long a chord will last (usually two beats).
- Encourage the three students to keep their improvisations simple and use one to three notes.
- Continue this activity until all students have had a turn improvising with one chord.
- When students are ready, choose three students to improvise for one measure (two chord changes).

Song Notation

The Bus

Interactive Learning and Presentation Options:

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

Audio Options:

- Song Vocal Track
- Song Accompaniment Track
- Sound Bank Audio: Xylophone
- Sound Bank Audio: Glockenspiel
- Sound Bank Audio: Maracas
- Sound Bank Audio: Tambourine
- Sound Bank Audio: Cowbell
- Sound Bank Audio Triangle
- Sound Bank Audio Finger Cymbals
- Sound Bank Audio: Sand Blocks
- Sound Bank Audio: Guiro
- Sound Bank Audio: Hand Drum
- Sound Bank Audio: Cymbals
- Sound Bank Audio: Wood Block

Timbre: Nonpitched and Pitched Percussion Instruments

The children will identify pitched and nonpitched percussion instruments by name, picture, and sound (timbre).

Introduce the song.

ASK **How did you get to school today?** (Answers will vary: walked, rode a bicycle, by car, by school bus, etc.)

Invite the children to sing a familiar song about a bus with the Song Vocal Track, and to perform movements for each verse. It is likely that some of your students will already know the song, and others may watch them as they perform the movements, or you may use, for example:

- Verse 1: On *up and down*, move both hands up and down.
- Verse 2: On *'round and 'round*, roll hands.
- Verse 3: On *beep, beep, beep*, mime honking a horn.
- Verse 4: On *clink, clink, clink*, mime dropping coins in a box.
- Verse 5: On *swish, swish, swish*, mime windshield wipers with arms.
- Verse 6: On *move on back*, make a fist, extend thumb, and move the forearm from front to back.

Review the sequence of people or objects and the motions or sounds in each of the verses.

Display Slide 1. Then navigate to Slide 5 and have the children

- Sing the first verse of "The Bus" with the Song Vocal Track. Pause the recording after the first verse.

ASK What is moving on the first verse? (the people on the bus)

How do the people on the bus move? (up and down)

Display Slide 6 and have the children

- Sing the second verse of "The Bus" with the Song Vocal Track. Pause the recording after the second verse.

ASK What is moving on the second verse? (the wheels on the bus)

How do the wheels on the bus move? ('round and 'round)

Display Slide 7 and have the children

- Sing the third verse of "The Bus" with the Song Vocal Track. Pause the recording after the third verse.

ASK What is moving on the third verse? (the horn on the bus)

What sound does the horn on the bus make? (beep, beep, beep)

Display Slide 8 and have the children

- Sing the fourth verse of "The Bus" with the Song Vocal Track. Pause the recording after the fourth verse.

ASK What is moving on the fourth verse? (the money on the bus)

What sound does the money on the bus make? (clink, clink, clink)

Display Slide 9 and have the children

- Sing the fifth verse of "The Bus" with the Song Vocal Track. Pause the recording after the fifth verse.

ASK What is moving on the fifth verse? (the wipers on the bus)

What sound do the wipers on the bus make? (swish, swish, swish)

Display Slide 10 and have the children

- Sing the sixth verse of "The Bus" with the Song Vocal Track. Pause the recording after the sixth verse.

ASK Who speaks on the sixth verse? (the driver on the bus)

What does the driver say? (move on back)

Sing the song from beginning to end, and invite the children to sing along and use the motions.

Rhythm Instruments

Introduce the names of percussion instruments.

Display Slide 2 and read the text on the slide:

"There are many musical instruments. You may already know some of their names. Look at the rhythm instruments on the next slides. Can you name them? Describe what they might sound like."

Music Reading

El barquito (The Tiny Boat)

Interactive Learning and Presentation Options:

- Music Reading Notation (Projectable)
- Song Notation (Interactive Performance): El barquito
- Song Notation (Interactive Performance): The Tiny Boat
- Song Notation (Animated): El barquito
- Song Notation (Animated): The Tiny Boat
- Song Notation (Printable)
- Instructional Activity (Interactive): Riddle Ree
- Instructional Activity (Interactive): Teacher Notes: Riddle Ree

Audio Options:

- Song Vocal Track: El barquito
- Song Vocal Track: The Tiny Boat
- Song Accompaniment Track

Reading Rhythms: Half-Note, Rests, Quarter-Note, and Paired Eighth-Note Patterns in 2/4 Meter

The children will read and reproduce, with body percussion and non-pitched percussion instruments, various rhythmic ostinatos that include half notes, rests, quarter notes, and paired eighth notes, using standard notation in 2/4 meter.

Invite the children to sing along with Song Notation (Animated): El barquito.

Project Slide 1, Music Reading Notation (Projectable): El barquito.

Encourage the children to find the number words in the song. Have them say the words, and clap the rhythm of each number word. Then invite them to choose a rhythm instrument on which to play the number words. (Strive to include instruments appropriate for the song, such as tambourine, conga, or bongos.)

Have the children sing the song again, with or without the accompaniment, but with various instruments playing on the number words.

Project Slide 2.

Invite the children to read and reproduce, by snapping, the eighth-note rhythm represented on the slide. Encourage them to perform the rhythm as an ostinato while they sing along with the recording, either by snapping or playing maracas or shakers. You may want to perform the song only once through, and then stop the recording.

Project Slide 3.

Have the children read and reproduce, with rhythm syllables, the ostinato on the slide. Draw their attention to the half-note pattern that needs to continue throughout two beats, and encourage them to perform the rhythm by sliding the palms of their hands together, or by playing the pattern on a guiro. Then have them add this ostinato to another repetition of the song.

Project Slide 4.

Help the children identify the two-beat rest patterns in each of the ostinatos. Divide the class into two groups, and have one group perform the first pattern, by clapping or playing claves, while the other group performs the second by clapping or playing the cowbell. Then switch groups.

Note: The traditional full-measure rest is used in the notation on Slides 4 and 5. You may wish to point out to the children that a half rest may also be used to fill a two-beat measure.

Project Slide 5.

Point out that now all of the ostinatos are present on the page. Invite a small group of children to choose one of each of the ostinatos, and to perform it while the rest of the class sings the song. On the second repetition of the song, have another group of children join them by performing the various number words on tambourine, hand drums, bongos, or conga. Alternate groups and repeat the process.

Assessment: Activity

The children will demonstrate their ability to read and perform rhythmic patterns by accurately playing rhythmic ostinatos that include half notes, rests, quarter notes, and paired eighth notes, using standard notation in 2/4 meter.

Project Slide 5, Music Reading Notation (Projectable): El barquito.

Invite the children to reproduce each ostinato with body percussion:

- snapping
- brushing palms together
- clapping
- clapping or patting

Then divide the children into five separate groups, four assigned to each of the ostinatos, and one group in charge of maintaining the singing. (If there are not enough instruments to go around, have several children perform the ostinatos with body percussion, and then rotate the instruments among the group members.)

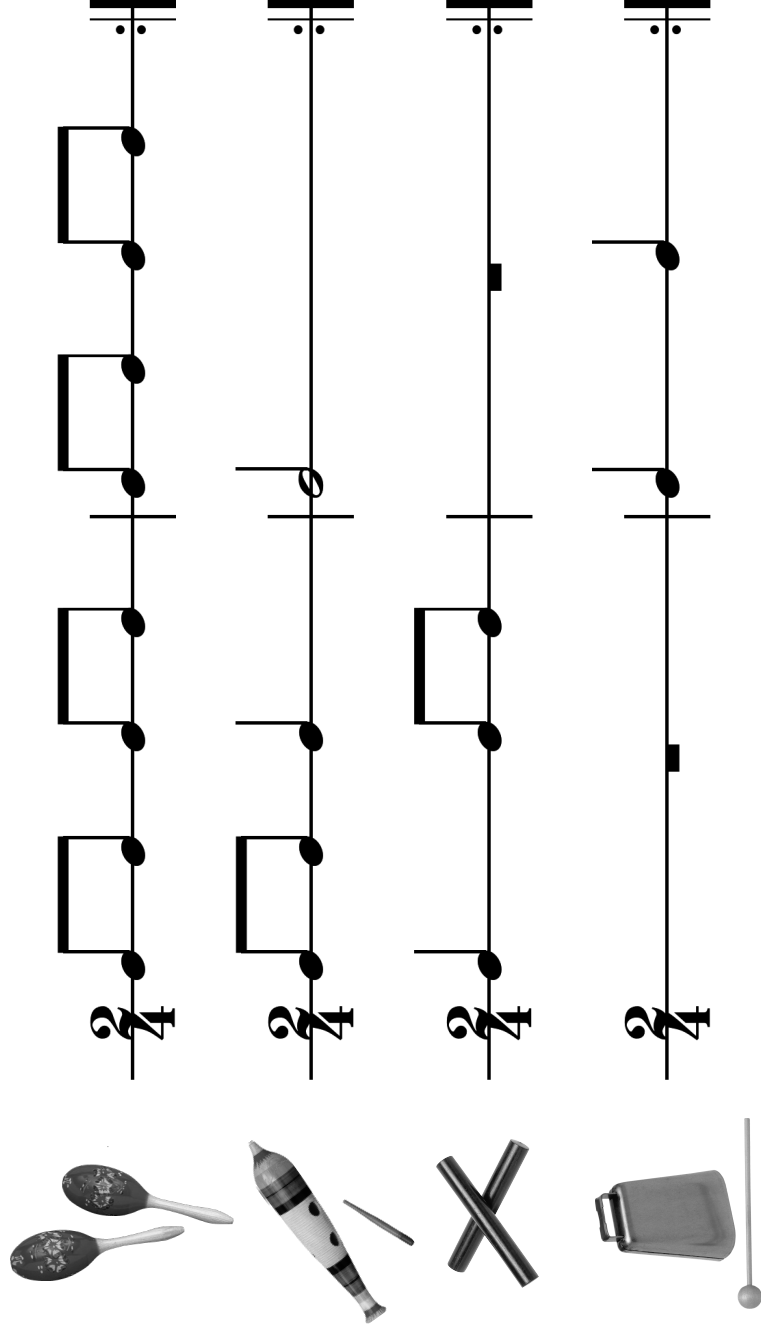
Have the children read and perform the ostinatos while they sing with the recording. Alternate groups with each repetition of the song, and observe whether the children are accurately performing the rhythmic patterns on the slide.

El barquito

(The Tiny Boat)

Choose a pattern to perform while you sing "El barquito."

Listen for how all the parts fit together with the song.



The image displays four musical staves, each representing a different instrument. Each staff begins with a 2/4 time signature. The first staff, for maracas, shows a sequence of eighth notes: G4, A4, B4, C5, B4, A4, G4. The second staff, for a flute, shows a sequence of eighth notes: G4, A4, B4, C5, B4, A4, G4. The third staff, for a xylophone, shows a sequence of eighth notes: G4, A4, B4, C5, B4, A4, G4. The fourth staff, for a güiro, shows a sequence of eighth notes: G4, A4, B4, C5, B4, A4, G4. Each staff ends with a double bar line.