



Pearson



## Creating Community Through Song

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Summer Music Institute  
Boone, North Carolina  
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## DAY THREE: Props and Toys and Goodies, Oh My!

### **Puff the Magic Dragon** (gr. 4, pp. 92-96)

- Discuss form (verse/refrain) and how recording reinforced form (solo and unison).
- Talk with neighbor about different ways to illustrate form with singing (e.g., changed/unchanged voices; small groups/all singers, different solo on each verse/all on chorus, etc.).

### **Wabash Cannonball** (gr. 5, p. 173)

- Display Play-Along (Recorder) Notation (Printable). Sing on solfege or neutral syllable.
- Create text for recorder melody (only 2 phrases so repeat text from 1<sup>st</sup> 2 lines in second 2 lines).
- Sing recorder countermelody on refrain.

### **Born to be Somebody** (gr. 6, p. 23)

- Display slide 1 of Instructional Activity (Projectable) and discuss.
- Look at song and describe mood, style, etc.
- As extension have students write about who and what they believe they were born to be. Perform with Song Accompaniment Track, having individual student speakers during verses and all sing chorus.

### **Who Has Seen the Wind** (gr. 2, p. 101)

- Discuss phrase lengths and how to sing through and shape phrases.
- Use movement to reinforce phrases and vowels.

### **Singing' in the Rain** (gr. 5, pp. 139)

- With umbrellas (or pretend ones), add gesture to add energy to sustained notes in Part I.

### **A Distant Shore** (gr. 6, 50)

- Discuss phrase shape.
- Sing a cappella, following conductor to show phrase shape. Discuss how singers know where each phrase is heading.
- Discuss how singers know when to breathe.
- Sing recorder countermelody on p. 53 with Song Vocal Track.

### **Come Back, Liza** (gr. 6, p. 35)

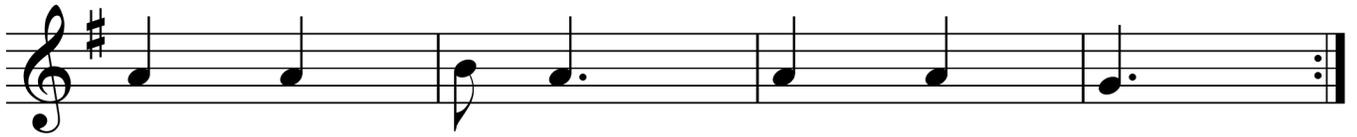
- Use solfege ladder to practice parallel and contrary motion.
- Display Play-Along (Ensemble) Notation (Printable) to add harmony (nice for changed voices). Sing bottom system only; add text and sing with other two parts.



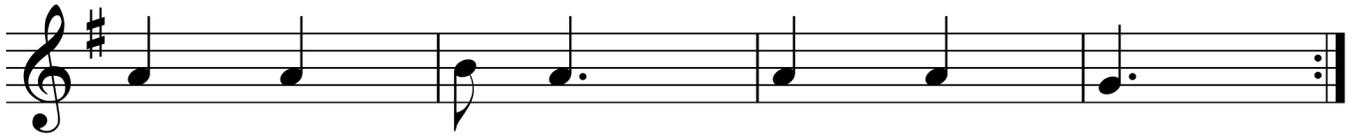
# Wabash Cannon Ball

Recorder Countermelody

## VERSE



## REFRAIN



## Born to Be Somebody

*What makes a performance "good"?*

Many factors contribute to a successful performance. Some of these factors include technical accuracy, style, presentation, and personal expression.

**Style**

**Technical Accuracy**

**Presentation**

**Personal Expression**

rhythms, pitches,  
tempo . . .

posture, confidence,  
clothing . . .

dynamic changes, emotion,  
facial expressions . . .

folk, patriotic, pop,  
rock, classical . . .

**Match** the music performance factors with their descriptions.



# Come Back, Liza

Ensemble

## INTRODUCTION

Claves

Soprano Xylophone

Alto Xylophone

Bass Xylophone

Contrabass Xylophone