

# Musicplay

## Revised Grade 4 Music Program

### Samples

1	Wake Me! Shake Me!	35	My Bonnie	71	Mist
2	Hey Lidee	36	What Did Delaware?	72	One Planet
3	This Little Light	37	Christmas is Coming	73	Plant a Tree
4	Frère Jacques	38	Yesh Li Yadiyim	74	Under the Chestnut Tree
5	Good Morning	39	Sarasponda	75	I Love the Mountains
6	Chester	40	Huron Carol	76	Tulip Round
7	Pizza Pizza	41	Hallelujah Chorus	77	Compost
8	Grandfather's Clock	42	Pack the Sleigh	78	Walk, Run, Ride a Bike
9	Jolly Jolly Rhythm	43	Music is the Language	79	Mi Conejito
10	Thanksgiving Round	44	Clock Round	80	Lost My Partner
11	Old Joe Clark	45	Toc Toc Toc	81	J'entends le moulin
12	Black Snake	46	Forty Below	82	Billy Billy
13	Bill Grogan's Goat	47	Kookaburra	83	Whacky Music
14	Topnotcher	48	Didgeridoo	84	Flunky Jim
15	Canoe Song	49	Cucú	85	Sing Sing Together
16	Little Old Sod Shanty	50	I've Been to London	86	Old Blue
17	Miss Mary Mac	51	We're on the Upward Trail	87	Happy is the Miller
18	Cheki Morena	52	Make New Friends	88	There's a Hole in my Bucket
19	Al Tambor	53	My Gal's a Corker	89	Built my Lady
20	Mariachi	54	Yankee Doodle Stick Game	90	Daisy Bell
21	Bats	55	Gens du pays	91	Biddy Biddy
22	Ma Ku Ay	56	Las Mañanitas	92	Steel Drum
23	Syncocopation	57	Country Kiddie Boogie	93	Crawdad Hole
24	Sakitohwin	58	Let's Catch a Rooster	94	My Hat
25	There Was an Old Witch	59	Nobody Likes Me	95	Camping Song
26	Pass the Pumpkin	60	Grandpa's Whiskers	96	Loo La
27	Shine a Light for Peace	61	Springtime	97	O Canada
28	Cut the Cake	62	Scotland's Burning	98	Star Spangled Banner
29	Scale Round	63	Highland Pipes	99	String Family
30	Land of the Silver Birch	64	Categories	100	Percussion Family
31	Crane	65	Feller from Fortune	101	Woodwind Family
32	Koto	66	Tue Tue	102	Brass Family
33	Two Canadian Folk Songs	67	African Drumming	103	Concert Band
34	Stella Ella Olla	68	Old Dan Tucker	104	Orchestra
		69	Wallflowers		
		70	Toembaii		

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# Musicplay

## Scope and Sequence of Skills - Grade 4

### Prepare

Throughout **Musicplay** new concepts are prepared by singing, playing, and listening. Learning music is like learning a language. Children need to experience music before labeling it.

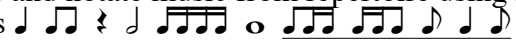
### Present

When children have experienced a new concept (i.e. beat) they are ready to label it. When the teacher labels a new concept in this method, it is called “present” - a new concept is made conscious or presented to the students.

### Practice

After a new concept is presented, the children need reinforcement, or practice. New musical terms or concepts are reviewed throughout **Musicplay**.

#### Beat and Rhythm

- \* tap, play, and move to a steady beat
- \* distinguish between beat and rhythm
- \* identify strong/weak beats (accent)
- \* read and notate music from repertoire using rhythm names 
- \* notate rhythm patterns using above
- \* identify 2/4, 3/4, 4/4, meter, conduct 4/4
- \* use and create melodic and rhythmic ostinati

#### Melody

- \* sing alone and with others a varied repertoire
- \* read and notate music
- \* notate sm, slsm, smlsm, lsmd, smd, mrd, lsmd, d'lsmd, low la, so patterns, prepare fa and ti if teaching solfege or use letter names to name notes
- \* identify step/skip

#### Harmony:

- \* sing or play melodic ostinati, 2, 3, and 4 part rounds and canons, echo and partner songs

#### Instrumental Technic:

- \* perform alone, and with others, a varied repertoire on a variety of instruments
- \* develop mallet technique, perform several different barred parts, (using “The Orff Source”) play instrumental melody, play recorder

#### Creating

- \* compose and arrange music within specified guidelines
- \* create sound effects, movements, rhythm patterns, rhythm compositions, new verses to songs, accompaniments for songs, poems and stories
- \* improvise melodies, variations, and accompaniments

#### Form

- \* listen to, analyze, and describe music
- \* identify phrases as same or different, use and identify repeat sign, AB, ABA forms, rondo, call-response, D.C., Fine, theme variations, verse-chorus

#### Expression

- \* listen to, analyze, and describe music
- \* identify and describe the tempo of a piece of music as largo, andante, moderato, allegro, presto
- \* identify and perform the dynamics of a piece of music using correct terms - pp p mp mf f ff
- \* sing expressively showing an understanding of the text
- \* identify and use articulations legato, staccato, accent

#### Cultural/Historical Context

- \* understand music in relation to history and culture
- \* perform and or listen to songs from a variety of cultural heritages and historical periods, including songs of the settlers and the west using songs in this guide and materials in “The Listening Resource Kit Level 4”

#### Listening

- \* listen to analyze and describe music
- \* evaluate music and musical performances
- \* identify families of unpitched instruments, orchestral instrument families, forms and musical styles through listening using materials in this guide and in “The Listening Resource Kit Level 4”

#### Integrated Curriculum

- \* understand relationships between music and the other arts and disciplines outside the arts
- \* integrate music with literature by creating accompaniments for poems and stories
- \* sing and listen to songs for holidays and special days, listen to and perform songs from many cultures to supplement social studies
- \* learn folk songs relating to settlers
- \* learn songs for Earth Day, to reinforce science concepts

*Skills new in this grade are underlined*

# Musicplay 4 (Revised) Year Plan

Month:	Rhythm:	Melody:	Other:	Instruments:	Themes:
<b>September</b>	Prepare: ♩ ♩ ♩ Present: beat-rhythm ♩ † ♩ ♩ ♩	staff, letter names, solfege smd, lsm, d l, s,	Tempo, verse-chorus, meter movement, measures, dance, dynamics	Orff arrangements unpitched (u/p)	fun song, names
<b>October</b>	Present: ♩ ♩ ♩ Practice: ♩ ♩ ♩ ♩ ♩ 3/4 meter	Prepare: s,l,t,d Practice: note names	Tie, verse-chorus, create sound effects, create ostinato, round, rondo rhythm composition	Orff arrangements unpitched (u/p) and Boomwhackers®	Thanksgiving spooky songs bats Spanish, mariachi
<b>November</b>	Prepare/Present: ♩ ♩ ♩ ♩ ♩ Practice: ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ beat	Prepare: scale Present: fa, ti Practice: note names	create accompaniment  Practice: tempo terms	Orff arrangements, u/p, Boomwhackers® Woodwind family	peace Japan, koto
<b>December</b>	Practice: ♩ ♩ ♩ ♩ ♩ ♩ Present: ties	Practice: notes of C scale	create ostinato, create movement/dance, Handel	sound effects Boomwhackers® Orff arrangements	Hebrew Handel, Native American Christmas
<b>January</b>	Present: 3/4 Practice: ♩ ♩ ♩ ♩ ♩	Practice: reading note names using letter names or solfege	styles of music staccato, legato, accent, verse-chorus, unison	Orff arrangements, u/p Recorder	French Spanish
<b>February</b>	Practice: ♩ ♩ ♩ ♩ ♩ ♩ 3/4, beat	Practice: reading note names using letter names or solfege	create new verses create ostinato musical styles, tempo	Orff arrangements, u/p Recorder	Spanish and French birthday songs
<b>March</b>	Prepare: 6/8 Practice: ♩ ♩ ♩ ♩ ♩ ♩ ♩	Practice: reading note names using letter names or solfege	verse-chorus, fermata, legato, create movement, ostinato	Orff arrangements, u/p Recorder	water, spring Scotland Africa
<b>April</b>	Present: Changing meter Practice: ♩ ♩ ♩ ♩ ♩ ♩ ♩ 3/4	Practice: reading note names using letter names or solfege	tempo terms, melodic ostinato, concert manners create movement	Orff arrangements, u/p Recorder, spoons	Earth Day program * integrated arts activity Easter game, French
<b>May</b>	Prepare 6/8 Practice: ♩ ♩ ♩ ♩ ♩ ♩ ♩ Present: ♩ ♩	Practice: reading note names using letter names or solfege	create rhythm rondo conduct 4/4, pickup notes	Orff arrangements, u/p Recorder Violin and string family	settlers Jamaica, steel drum
<b>June</b>	Practice: 3/4, tie/slur ♩ ♩ ♩. ○	Practice: reading note names using letter names or solfege	dynamics, create verses	Percussion family Instrument families Woodwind, String family	patriotic music

# About Musicplay:

**Musicplay** is a play based music program. Almost every week in Musicplay 4 a new game is learned from which the musical concepts in the curriculum are taught. Children love music games - this is a text that will have your students really excited about learning music! Reading songs comprise a large part of **Musicplay**. The sequencing of reading songs within the program works very well within both Orff and Kodaly based programs. There are more than 100 musical examples in Musicplay 4 that include action songs, singalong songs, folk songs, multicultural music, game songs, concept and theme songs, choral arrangements, and holiday songs. This edition of Musicplay (2006) is a revision of the original text. We have changed and added many songs, so that there is no overlap of material between grade levels, and we have included more multicultural examples, more choral music, and more licensed material.

In the **Musicplay** teacher's guide, you will find the scope and sequence for the grade, mini lesson plans, vocal sheet music for the songs, suggestions for teaching, game directions, and answers to written exercises. Some written exercises are included in the student books. To allow a school to re-use student books for future classes, these exercises are given in the teacher guide as reproducibles. The mini-lesson plans are written in an abbreviated format, so that eight lessons fit on a page. The important musical concepts are given at the top of the page. The format, designed by Laurie Boven, makes it easier to quickly see all the songs and concepts for a month on one page. Musical concepts, and what songs are used to teach those concepts, are included. This program covers all MENC national standards, and the standards in all provincial and state curriculums.

The standards referred to in the teacher notes are the National Standards for Music Education which were developed by NAfME (MENC), the American National association for Music Education. These are as follows:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

In the teacher notes, the standard that is being met by an activity is noted. The Canadian Coalition for Music Education has published a comprehensive document detailing the concepts and skills that should be taught at each grade level in Canadian music classes. This can be downloaded at [www.coalitionformusiced.ca](http://www.coalitionformusiced.ca). Musicplay was written to meet the expectations of the Canadian Coalition as well as the MENC national standards.

The weekly lessons are written for a 30-40 minute lesson twice a week. You will have to divide the material between your two lessons in the way that best suits your needs. If you don't have time for everything in the lesson, cover the material relating to the most important concept and leave out what you don't have time for. If you have three lessons per week, you can space the activities out and proceed at a more leisurely pace. This program is written so that both the classroom teacher and the music specialist can easily use it. The teaching of solfege is optional, and will depend on the teacher's preference. There are specific suggestions given for Kodaly or Orff specialists, referencing activities that are most suitable for the specialist.

Teachers may supplement **Musicplay** with other materials. **Musicplay** gives you a framework so that you can meet all the expectations in the curriculum. Within that framework, you can substitute songs freely or work on a program for a month.

The CDs were recorded with separate accompaniment tracks for many songs. When there are two numbers, the first number refers to the vocal guide and the second to the accompaniments only. There are no accompaniments for singing games because traditionally they are sung unaccompanied. Some songs recorded by children's entertainers do not have separate accompaniment tracks. Singers on the CD include children's voices, classroom singing, choral singing, adult female and adult male. Accompaniments include piano, Orff arrangements, and orchestrated instrumental tracks. Multicultural songs were sung by singers native to the country from which the songs originated.

The song numbers (not the page numbers) are used in the table of contents, the alphabetical index, and the CD index. The teacher's guide contains more information than the student books and the page numbers are not the same. There is a note by many songs saying "rote song." This is a song to be taught by rote. Sing the song for your students while they listen, or play the song on the CD in its entirety. Then sing one phrase at a time, having the students repeat the phrase. If there are notes on a small staff on the upper right hand side of the song, it is a song that your students may be able to read. Read the rhythms first using rhythm names and then say the words in rhythm. Sing the melody using solfa notes to learn the melody. Then sing the song.

Orff arrangements for many songs are available in a supplement called "The Orff Source" and "The Orff Source Vol. 2" The classical music listening component for Musicplay 4 is given in "The Listening Resource Kit Level 4." The listening CDs feature recordings from the CBC library. An effort was made to include all instrument families, all periods of music, and selections to teach many musical concepts. Many selections complement song material in the program.

Support is available for teachers using the program by email ([tvmusic@telusplanet.net](mailto:tvmusic@telusplanet.net)) and in the Musicplay Teachers Group on Facebook. There is a Musicplay newsletter sent to all registered users. If you don't get the newsletter, you can sign up at [www.musicplay.ca](http://www.musicplay.ca). The newsletter includes information on updates and workshops as well as teaching ideas.

Student books are available at a very reasonable cost for Musicplay 4. Please do not photocopy or make overheads of any part of the teacher guide, with the exception of the reproducible written exercise pages. Reproducible pages are clearly marked. All other material is copyrighted and must not be copied in any way. The Musicplay Digital Resources are intended to replace student books, but include much more than the student books do. Each song is given as a QuickTime movie, a Smart Notebook file and as a PowerPoint. The concepts that the song teaches are illustrated in the digital resource. We are currently working on a website to take all of Musicplay online. Schools that have purchased the digital resources will have free access to the website for three years. We're hoping to take the site online in 2015.

Morgan McKee, recording genius, and Leanne Holloway, business manager and editor have been a tremendous help in creating this program. The singers on the CDs have done a great job. Special thanks go to Shauna Skinner, Stacy Mildenberger, Lanieca Falkenberg, Emily Talma, Lucia Gan and Rick Moore. I have had many students that have taught me to be a music teacher, and I'd like to thank all of them, but especially those from Macklin School, Grandview Elementary and GW Smith Elementary. I continue to learn from the students that I teach in Red Deer, Alberta and from all the teachers that I meet doing workshops. We love to see videos of your students performing the songs. Please send any videos that you're allowed to share! I hope that you and your students find **Musicplay** to be a source of fun and enjoyment as you learn about music!

# Grade 4 Song and Concept List

#	Song Title	Melodic	Rhythmic	Other	Instruments	Theme
1	Wake Me! Shake Me!	s,l, drm		create movement	welcome	
2	Hey Lidee					
3	This Little Light	s,l, drm		2 pt choral singing		
4	Frère Jacques	round		movement		
5	Good Morning	smd		movement	Orff 2, #9	
6	Chester	s,l,t,drmf		tempo terms		
7	Pizza Pizza	lsm		movement		
8	Grandfather's Clock			apply expressive elements		
9	Jolly Jolly Rhythm	s,l, d		names	Orff 2 #39	
10	Thanksgiving Round	4 pt canon		(round)		Thanksgiving
11	Old Joe Clark	partner song		choral singing		American folk
12	Black Snake	drm sl		dynamics		
13	Bill Grogan's Goat	echo harmony		apply expressive elements		
14	Topnotcher			action song		
15	Canoe Song	l, drm l		round	Orff #63	
16	Little Old Sod Shanty					settlers
17	Miss Mary Mac	ti			Orff 2 #55	
18	Cheki Morena			create	Boomwhackers	Spanish
19	Al Tambor					Spanish
20	Mariachi					Spanish
21	Bats	s,l, drm		create sound effects	Orff #65	Halloween
22	Ma Ku Ay		3/4			Maori
23	Syncopation		syncopation	melodic ostinato		
24	Sakitohwin					Native
25	There Was an Old Witch	drm s d'			Orff #58	Halloween
26	Pass the Pumpkin	drm sl			Orff 2 #22	Halloween
27	Shine a Light for Peace	2 pt choral		apply expressive elements		peace
28	Cut the Cake	fa				birthdays
29	Scale Round	major scale				
30	Land of the Silver Birch	l, drm sl			Orff #62	
31	Crane	drm sl			Orff 2 #59	Japanese, legend
32	Koto			instrument families		Japanese
33	Two Canadian Folk Songs	partner song		2 pt choral singing		
34	Stella Ella Olla	ms l d				
35	My Bonnie		3/4			
36	What Did Delaware?			create verses		states
37	Christmas is Coming			round		Christmas
38	Yesh Li Yadiyim			movement		Hebrew
39	Sarasponda	major scale	beat	create melodic ostinato		Dutch
40	Huron Carol			create percussion accompaniment		Native
41	Hallelujah Chorus	2 part harmony		Handel	Christmas	Handel
42	Pack the Sleigh			create movement		Christmas
43	Music is the Language				World music	
44	Clock Round	d m s d'		round		
45	Toc Toc Toc			vocal timbre	Orff 2 #45	French
46	Forty Below			apply expressive elements		Folk song
47	Kookaburra			round		Australia
48	Didgeridoo					Australia
49	Cucú	so-do				Spanish
50	I've Been to London	s,l, drm sl				
51	We're on the Upward Trail			unison, ostinato		
52	Make New Friends	3 part round				
53	My Gal's a Corker	s,l,t,drmf		create verses		
54	Yankee Doodle Stick Game	beat		create movement		American

#	Song	Melodic	Rhythmic	Other	Instruments	Theme
55	Gens du pays					French, birthday
56	Las Mañanitas		3/4			Spanish, birthday
57	Country Kiddie Boogie			create dance		
58	Let's Catch a Rooster	4 part round				friends, Valentines
59	Nobody Likes Me	major scale (G)				
60	Grandpa's Whiskers			create verses		
61	Springtime	ties, slurs 3/4	♩.	expression		spring
62	Scotland's Burning	s, drm s, round	2/4 and 3/4	create movement	Orff #68	Scotland
63	Highland Pipes			instrument timbre, families		Scotland
64	Categories	sm				
65	Feller from Fortune		6/8			Newfoundland
66	Tue Tue					African
67	African Drumming					African
68	Old Dan Tucker	s,l, drm				American folk
69	Wallflowers	drm sl				English
70	Toembaii				melodic ostinato	Hebrew
71	Mist			apply expression	legato	
72	One Planet					Earth Day
73	Plant a Tree					Earth, Arbor Day
74	Under the Chestnut Tree			tempo terms		Arbor Day
75	I Love the Mountains	4 part canon		round, melodic ostinato		spring
76	Tulip Round	4 part canon		round	major scale	spring
77	Compost	6-8		melodic ostinato		Earth Day
78	Walk, Run, Ride a Bike		♩.	meter change		Earth Day
79	Mi Conejito					Spanish, Easter
80	Lost My Partner	partner song			expression	
81	J'entends le moulin					French
82	Billy Billy	drm sl (D)		create movement	Orff 2 #33	
83	Whacky Music		conduct 4/4	compose rhythms		Boomwhackers
84	Flunky Jim		6/8			settlers
85	Sing Sing Together	round	6/8		Orff #79	
86	Old Blue	drm sl		expression	Orff #89	American folk
87	Happy is the Miller	s, l, drm		movement		
88	There's a Hole in my Bucket		pickup	expression		
89	Built my Lady	drm sl			Orff #50	American folk
90	Daisy Bell		3/4, ties	expression		
91	Biddy Biddy					Jamaica
92	Steel Drum			instrument families		
93	Crawdad Hole	s,l, drm				fishing
94	My Hat		3/4, ties	movement, unpitched instruments		
95	Camping Song			create verses		summer
96	Loo La			dynamics		geography
97	O Canada					Canada
98	Star Spangled Banner					USA
99	String Family			instrument timbre		strings
100	Percussion Family			instrument timbre		percussion
101	Woodwind Family			instrument timbre		woodwind
102	Brass Family			instrument timbre		brass
103	Concert Band			instrument timbre		concert band
104	Orchestra			instrument timbre		orchestra

# Grade 4 Music

# Month 2 - October

Prepare: ♪♪♪ s,l,td 3/4 Present: ♪♪♪ s,l,td tie, verse-chorus Practice: drm sl, beat, ♪♪♪ ♪♪♪

<p><b>Lesson One</b> <span style="float: right;"><b>Date:</b> _____</span></p> <p><b>Songs:</b> 14. Topnotcher CD1:20-21 15. Canoe Song CD1:22-23 16. Little Old Sod Shanty CD1:24-25</p> <p><b>Review Songs:</b> 10. Thanksgiving Round CD1:14</p> <p><b>Concept:</b> create movement, fun round, ♪♪♪ tie, verse-chorus</p>	<p><b>Lesson Two</b> <span style="float: right;"><b>Date:</b> _____</span></p> <p><b>Songs:</b> 14. Topnotcher CD1:20-21 15. Canoe Song CD1:22-23 16. Little Old Sod Shanty CD1:24-25</p> <p><b>Concept:</b> create movement, fun round, ♪♪♪ tie, verse-chorus</p>
<p><b>Lesson Three</b> <span style="float: right;"><b>Date:</b> _____</span></p> <p><b>Songs:</b> 17. Miss Mary Mac CD1:26 18. Cheki Morena CD1:27-28 19. Al Tambor CD1:29-30 20. Mariachi CD1:31</p> <p><b>Review Songs:</b> 10. Thanksgiving Round CD1:14 15. Canoe Song CD1:22-23 16. Little Old Sod Shanty CD1:24-25</p> <p><b>Concept:</b> so-la-ti-do, beat compose Spanish Mexican music</p>	<p><b>Lesson Four</b> <span style="float: right;"><b>Date:</b> _____</span></p> <p><b>Songs:</b> 17. Miss Mary Mac CD1:26 18. Cheki Morena CD1:27-28 19. Al Tambor CD1:29-30 20. Mariachi CD1:31</p> <p><b>Review Songs:</b> 10. Thanksgiving Round CD1:14 15. Canoe Song CD1:22-23 16. Little Old Sod Shanty CD1:24-25</p> <p><b>Concept:</b> so-la-ti-do, beat compose Spanish Mexican music</p>
<p><b>Lesson Five</b> <span style="float: right;"><b>Date:</b> _____</span></p> <p><b>Songs:</b> 21. Bats CD1:32-33 22. Ma Ku Ay CD1:34 23. Syncopation CD1:35-36</p> <p><b>Review Songs:</b> 15. Canoe Song CD1:22-23 16. Little Old Sod Shanty CD1:24-25</p> <p><b>Concept:</b> create effects, s,l, drm 3/4 meter ♪♪♪ reinforce</p>	<p><b>Lesson Six</b> <span style="float: right;"><b>Date:</b> _____</span></p> <p><b>Songs:</b> 21. Bats CD1:32-33 22. Ma Ku Ay CD1:34 23. Syncopation CD1:35-36</p> <p><b>Review Songs:</b> 15. Canoe Song CD1:22-23 16. Little Old Sod Shanty CD1:24-25</p> <p><b>Concept:</b> create effects, s,l, drm 3/4 meter ♪♪♪ reinforce</p>
<p><b>Lesson Seven</b> <span style="float: right;"><b>Date:</b> _____</span></p> <p><b>Songs:</b> 24. Sakitohwin CD1:37 25. There Was an Old Witch CD1:38-39 26. Pass the Pumpkin CD1:40</p> <p><b>Concept:</b> Native American, drum drm sl d' drm sl, read rhythms</p>	<p><b>Lesson Eight</b> <span style="float: right;"><b>Date:</b> _____</span></p> <p><b>Songs:</b> 24. Sakitohwin CD1:37 25. There Was an Old Witch CD1:38-39 26. Pass the Pumpkin CD1:40</p> <p><b>Review and Request</b> Review and assess songs from the month as time permits.</p>



## October- Week 1:

### Musical Concepts:

- \* Rhythm flashcards
- \* Reinforce
- \* Tie, verse-chorus, create ostinato, round

### New Songs:

14. Topnotcher CD1:20-21
15. Canoe Song CD1:22-23
16. Little Old Sod Shanty CD1:24-25

### Concept:

create movement, fun round, tie, verse-chorus

### Review Songs:

10. Thanksgiving Round CD1:14

### Concept:

round

### General Classroom Music Lesson:

**Flashcard Fun:** Play rhythm flashcards on unpitched instruments. Choose four-eight rhythm flashcards that your students can read or write rhythms on the board. If they are learning to read rhythms for the first time in Grade 4, use ta and titi flashcards. ()

- 1.
- 2.
- 3.
- 4.

If they are competent readers, add tikatika rhythms. () Put the flashcards in a pocket chart or clip to the board with magnets. Have the students read the flashcards. Have them try playing the rhythms with body percussion or with rhythm instruments. Choose a piece of music with a moderate steady beat and have the students play the flashcards along with the music. Play each flashcard four-eight times and then change to the next flashcard. I call this “rhythm instrument playalong” in the Musicplay program. You can use LCD#4 or any short piece of Baroque music with a moderate steady beat.

### Song #14 Topnotcher CD1:20-21

Teaching Purpose/Suggestions: This is a great song for campfires or bus rides. Create and add actions as suggested by the words and stretch your brain to try to remember them all. Teach the song by rote. (1)

### Song #15 Canoe Song CD1:22-23

Teaching Purpose/Suggestions: This song can be sung as a round and unison song with Orff or guitar accompaniment. The song provides more practice using the ti ta ti rhythm. If you haven't taught this rhythm, this is a good time to teach your students to read the rhythm. Begin by teaching the song by rote. When the students know this song well and have learned song #30 “Land of the Silver Birch,” they can put the two songs together as a beautiful choral arrangement. The choral arrangement is given in the teacher's guide, but not in the student books. The choral arrangement is #30 in the teacher's guide. It is found on CD2: 10-11. Many elementary choirs have used this arrangement for contests and festivals. (1)

Playing and Creating: Create an ostinato to accompany the song.

You can use unpitched instruments, such as handdrums, barred percussion, or Boomwhackers. If using melodic instruments, begin your accompaniment with the notes E and B. An Orff arrangement is given for this song - #63 in “The Orff Source.” (2, 3)

### Song #16 Little Old Sod Shanty CD1:24-25

Teaching Purpose/Suggestions: This is a folk song that comes from the pioneers who settled on the great plains of Canada and the US. The composer is unknown, but the song was sung from Oklahoma to Alberta. As a result, there are many different variants of the song. This variant can be taught by rote. Listen to Little Old Sod Shanty on the CD. Listen again, pausing after each phrase and have the students echo. (1)

Music Reading: Read with the students the definition of a tie that is given in the student books, digital resources, or teacher guide. A tie joins two notes together. Hold for the value of both the notes.

Ask the students to count the ties in the song. (5)

Listening: This song is a clear example of verse-chorus form. Have the students listen to the song and ask them to find the part of the song that is the chorus. (Oh the hinges are of leather ...) Have them show the form of the song using letters or shapes. (6)

### Listening Resource Kit Level 4:

LCD#4: Concerto in Bb, Handel

Discuss some of the characteristics of Baroque music as found on page 16 of Listening Kit 4. Ask the students if they can hear any of the characteristics in this example. The two characteristics they are most likely to hear are the energetic rhythms and long melodies. It is possible to play rhythm instruments along with the music. You could make an overhead of the score on page 26 or play the flashcard rhythms that are shown.

### Kodaly Focus:

15. Canoe Song CD1:22-23

- \* Sing the song using solfege and hand signs
- \* Use the song to review Ia scales
- \* Use the song as a writing exercise

### Concept:

tone set: 1, drm l

### Orff Focus:

15. Canoe Song CD1:22-23 An Orff arrangement is given for this song - #63 in “The Orff Source.”
- \* Create your own Orff arrangement for this song

### Optional activity:

Ask the students to think of what we have that pioneers didn't. Ask what they are thankful for. Create a word chain describing what we're thankful for. Later, play the word chain on unpitched instruments.

# 14. Topnotcher

*Rote*

Traditional

My hand on my head, what have I here?

This is my top-notch-er, my Ma-ma dear. Top-notch-er, top-notch-er,

nicky, nacky, noo. That's what I learned in my school. Boom! Boom!

- |  |   |   |
|--|---|---|
| 2. My hand on my brow, what have I here?<br>Sweat boxer, topnotcher,<br>nicky, nacky, noo.<br>That's what I learned in my school.<br>Boom! Boom! | This is my <u>sweat boxer</u> , my Mama dear.   | wipe brow<br>hand on head<br>pat head 2x<br>snap fingers 3x<br>pat legs, left - right |
| 3. My hand on my eye, what have I here?  | This is my <u>eye blinker</u> , my Mama dear.   | point to eye  |
| 4. My hand on my nose, what have I here?   | This is my <u>smell sniffer</u> , my Mama dear. | point to nose   |
| 5. My hand on my mustache, what have I here?   | This is my <u>soup strainer</u> , my Mama dear. | finger under nose   |
| 6. My hand on my mouth, what have I here?  | This is my <u>food grinder</u> , my Mama dear.  | hand covers mouth   |
| 7. My hand on my chin, what have I here?   | This is my <u>chin chopper</u> , my Mama dear.  | point to chin   |
| 8. My hand on my chest, what have I here?  | This is my <u>air blower</u> , my Mama dear.    | hand on chest   |
| 9. My hand on my stomach, what have I here?  | This is my <u>bread basket</u> , my Mama dear.  | hand on stomach   |
| 10. My hand on my foot, what have I here?  | This is my <u>foot stomper</u> , my Mama dear.  | stomp foot  |

**Teaching Purpose/Suggestions:** This is a great song for campfires or bus rides. Create and add actions as suggested by the words and stretch your brain to try to remember them all. Teach the song by rote. (1)

**Playing and Music Reading:** Choose unpitched instruments to substitute for each of the parts of the body. Play the instruments each time the body part is named in the song. This is even more challenging than trying to remember the actions and will really help to develop the student's (and the teacher's!) short term memory. (2, 5)

**Standards:** 1, 2, 5



<http://youtu.be/iusK1I1x93s>



<http://youtu.be/EHGKacTvyE>

# 15. Canoe Song

CD1: 22-23 Orff 1 #63, Orff 2 #50



Margaret Embers McGee

My pad - dle's keen and bright, flash - ing with sil - ver.  
 Fol - low the wild goose flight, dip, dip and swing.  
 Dip, dip and swing her back, flash - ing with sil - ver.  
 Fol - low the wild goose flight, dip, dip and swing.

Add or create an ostinato on unpitched instruments or Boomwhackers. Try singing the song as a round. Your new rhythm ( ♪ ♪ ♪ ) is called ti ta ti.

**Teaching Purpose/Suggestions:** This song can be sung as a round and as a unison song with Orff or guitar accompaniment. The song provides more practice using the ti ta ti rhythm. If you haven't taught this rhythm, this is a good time to teach your students to read the rhythm. Begin by teaching the song by rote. When the students know this song well and have learned song #30 "Land of the Silver Birch," they can put the two songs together as a beautiful choral arrangement. The choral arrangement is given in the teacher's guide, but not in the student books. The choral arrangement is #30 in the teacher's guide. It is found on CD2: 10-11. Many elementary choirs have used this arrangement for contests and festivals. (1)

**Playing and Creating:** Create an ostinato to accompany the song. You can use unpitched instruments, such as handdrums, barred percussion, or Boomwhackers. If using melodic instruments, begin your accompaniment with the notes E and B. An Orff arrangement is given for this song - #63 in "The Orff Source". (2, 3, 4)

**Music Reading:** The first week that you teach the song, teach it as a rote song. On the board draw the rhythm using lines:

--- ----- (My paddle's keen and bright) --- ----- (Flashing with silver)  
 --- ----- (Follow the wild goose flight) --- ----- (Dip dip and swing)

Ask the students if there are any phrases that are the same. (The first and the third lines are the same.)

Ask the students if they can find any place in the song where they hear a rhythm that goes: short long short (Each line begins with this rhythm.) Tell them this new rhythm is written ♪ ♪ ♪ and is called "ti ta ti."

Have the students tap the rhythm of the words as they sing. In week two, write the rhythm on the lines and read it. (5)

♪ ♪ ♪ ♪ ♪ (ti ta ti titi ta) --- ----- (ti ta ti ta ta)  
 --- ----- (ti ta ti titi ta) --- ----- (ti ta ti ta sh)



[http://youtu.be/Pngq6\\_R-Lus](http://youtu.be/Pngq6_R-Lus)

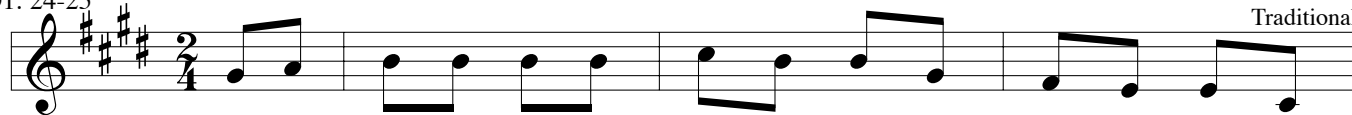
**Standards:** 1, 2, 3, 4, 5

# 16. Little Old Sod Shanty

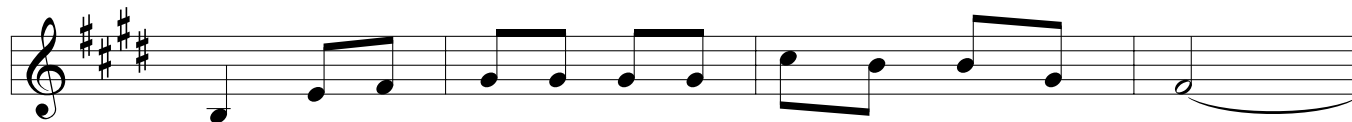
Rote

CD1: 24-25

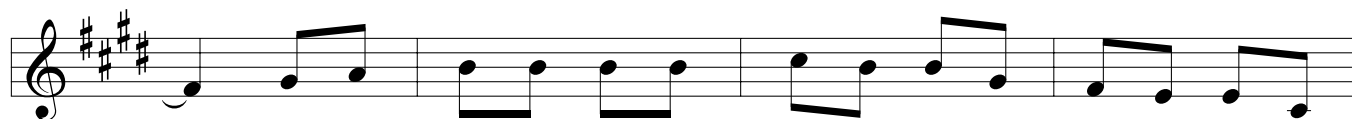
Traditional



I am look - ing rath - er seed - y now while hold - ing down my



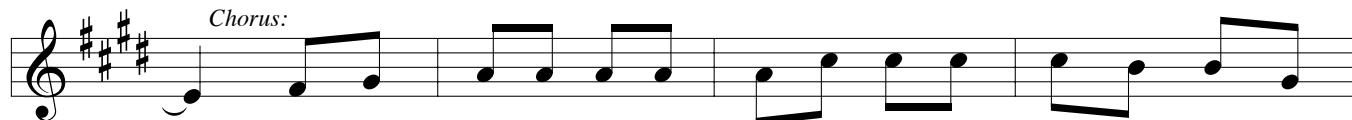
claim, And my vict - uals are not al - ways served the best;



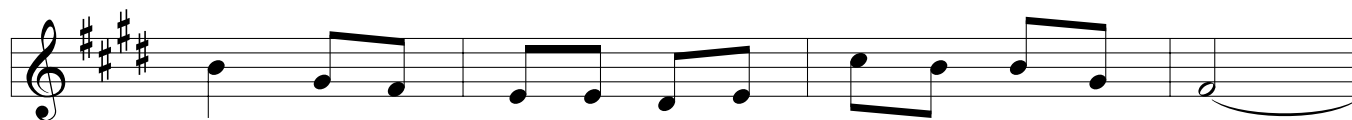
— And the mice play shy - ly 'round me as I nes - tle down to



rest, In my lit - tle old sod shan - ty in the west.



— Oh, the hing - es are of leath - er and the win - dows have no



glass, While the board roof lets the howl - ing bliz - zards in,



— And I hear the hun - gry coy - ote as he slinks up through the



grass, 'round the lit - tle old sod shan - ty on my

2. Yet I rather like the novelty of living in this way.

Though my bill of fare is always rather tame.

But I'm happy as can be for I am single and I'm free

In the little old sod shanty in the west.

Chorus:

Oh, the hinges are of leather and the windows have no glass,

While the board roof lets the howling blizzards in,


And I hear the hungry coyote as he slinks up through the grass,

'Round the little old sod shanty on my claim.



<http://youtu.be/rYJ2lBYoqCk>




A tie  joins two notes together. Hold for the value of both the notes.  
How many ties are in the song?

# 16. Little Old Sod Shanty

CD1: 24-25

**Teaching Purpose/Suggestions:** This is a folk song that comes from the pioneers who settled on the great plains of Canada and the US. The composer is unknown, but the song was sung from Oklahoma to Alberta. As a result, there are many different variants of the song. This variant can be taught by rote. (1)

**Music Reading:** Read with the students the definition of a tie that is given in the student books, digital resources, or teacher guide. A tie  joins two notes together. Hold for the value of both the notes. Ask the students to count the ties in the song. (5)

**Listening:** This song is a clear example of verse-chorus form. Have the students listen to the song and ask them to find the part of the song that is the chorus. (Oh the hinges are of leather ...) Have them show the form of the song using letters or shapes. (6)


**Curriculum Connections:** Social Studies: Listen to the song and have the students tell what the house was made of. Discuss why the settler in the song built his house out of sod instead of timber or bricks. Why would the hinges have been made of leather instead of metal? To see pictures of a sod shanty visit <http://www.prairiehomestead.com/>.

This is a folk song depicting the life of the pioneers. What other art forms depicted pioneer life? Have your students do an Internet search for art work that depicts the pioneers and create PowerPoints that shows some of the art they find.

Art: Have the students create art work that depicts the scene described in the song. (8, 9)

Language Arts: Compare the lyrics of the song to the lyrics of the poem below. Are there similarities? Are there differences?

**Standards:** 1, 5, 6, 8, 9

A tie  joins two notes together. Hold for the value of both the notes.  
How many ties are in the song?

## Poetry Selection:

### 16a. The Women of the West

*George Essex Evans (1863-1909)*

They left the vine-wreathed cottage and the mansion on the hill,  
The houses in the busy streets where life is never still,  
The pleasures of the city, and the friends they cherished best:  
For love they faced the wilderness -- the Women of the West.

The roar, and rush, and fever of the city died away,  
And the old-time joys and faces -- they were gone for many a day;  
In their place the lurching coach-wheel, or the creaking bullock chains,  
O'er the everlasting sameness of the never-ending plains.

In the slab-built, zinc-roofed homestead of some lately-taken run,  
In the tent beside the bankment of a railway just begun,  
In the huts on new selections, in the camps of man's unrest,  
On the frontiers of the Nation, live the Women of the West.

The red sun robs their beauty, and, in weariness and pain,  
The slow years steal the nameless grace that never comes again;  
And there are hours men cannot soothe, and words men cannot say --  
The nearest woman's face may be a hundred miles away.

Well have we held our fathers' creed. No call has passed us by.  
We faced and fought the wilderness, we sent our sons to die.  
And we have hearts to do and dare, and yet, o'er all the rest,  
The hearts that made the Nation were the Women of the West.