

Musicplay

Revised Grade 5 Music Program

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Themes & Variations

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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. 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) 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. The newsletter includes information on updates and workshops as well as teaching ideas.

Student books are available at a very reasonable cost for Musicplay 5. 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 5 Song List

#	Song	Melodic	Rhythmic	Other	Instruments	Theme
1	Mama Don't Allow	s,l, drm			unpitched	fun song
2	Concentration	s m d			Orff#36	names
3	Little Tommy Tinker	d m s d', round		create new words	Orff#59	English
4	School Day Blues	improvise, create new melody,		words 12 bar blues, expression		school
5	Boom Chicka Boom	high/low, loud/soft, fast/slow		create on u/p		fun song
6	Pass the Stick	s m d		create acc.	Orff#33	game song
7	When I Believe	2 part choral		expression		self esteem
8	Ickle Ockle	lsm		create accomp. I-V	Orff#14	fishing
Poem: Autumn, Emily Dickenson						
9	Liza Jane	drm sl d'		create accomp.	D, Orff#60	American folk
10	Four White Horses	s,l,tdrm		new Orff, create new clap patterns		Caribbean
11	Steel Drum			listening		Caribbean
12	For Health and Strength	major scale, round				Thanksgiving
13	Button You Must Wander	drm sl		create accomp.	Orff#51	game song
14	Jack was Every Inch a Sailor			verse-chorus	D/A	Canadian folk
15	Alabama Gal	s,l, drm s		dance, create acc.	G/D, Orff 3 #1	American folk
16	Linstead Market	2 part choral		create acc. with u/p		Jamaican
17	Ronald MacDonald			tempo terms		game song
18	Ghost of Tom	s,l, drm, round		create acc. create movement	Em, Orff#83	Halloween
19	Whistle Daughter Whistle	drmfs		create verses, acc.	I-V	folk song
20	Skin and Bones	l, drm		expression, create acc or	Orff#61	Halloween
21	Lady in the Graveyard	l,td		legato, dynamics create acc or use	Orff#74	Halloween
22	Percussion Family			listening		percussion family
23	Shalom	2 part choral				peace
24	Raindrops Round	dmsd', round		round, create storm	Orff#57	rain
25	El Torojil	drmfs				Spanish
26	He's Got the Whole World			singalong, create acc. I-V		spiritual
27	Peace is Flowing Like a River			create acc. I-V		peace
28	Our Old Sow	s, drm		create acc. I-V, Orff 3		game song
29	Ah! Si mon moine voulait danser!	2 part choral		create acc. with spoons		French
30	Sing the Scale	C scale, round		major scale		scale
31	Woodwind Family			listening		woodwind family
32	Brass Family			listening		brass family
33	Green Sally Up			beat	Orff #85	African American
34	Ho Ho Watanay				Orff#72	Iroquois
35	Ninaskamon			create acc. unpitched		Cree
36	Banks of the Don			verse-chorus		Canadian folk
37	Hevenu Shalom	2 part choral				Hebrew, peace
38	Winter is Here	round (G scale)		create new words	Orff 3 #12	winter
39	Charley Marley	C scale				Jamaican
40	C'est l'aviron					French Canadian
41	Campana Sobre					Spanish Christmas
42	Christmas Shopping Blues			create solos, 12 bar blues		Christmas
43	Twelve Days of Christmas			create sound effects		Christmas
44	Snowflakes	2 part choral		expression		winter, snow
45	Early to Bed	round				healthy habits
46	Old Maid					game song
47	Follow the Drinkin' Gourd					African American
48	When the Saints	drmfs				spiritual, jazz
49	George Washington Bridge			tempo terms		fun song
50	Music Alone Shall Live	round				music
51	Five Foot Two			create dance		jazz
52	Hot Potato	tdrmfs				game song

#	Song	Melodic	Rhythmic	Other	Instruments	Theme
53	Scoo Be Doo Song	melodic ostanatos		scat singing	jazz	
54	I've a Car	drm sl		create sound effects I-V		cars
55	String Family			listening		string family
56	Five Four Groove		5/4	improvising, unpitched		jazz
57	Tom Dooley			I-V		American folk
58	Cobbler	drm s		create acc.	Orff#52	game song
59	Rainbow Color	drm sl		recorder, create acc. or	Orff#84	Chinese New Year
60	Chinese Temple			listening		Chinese
61	You Gotta Believe			create music video		self esteem
62	Al Citron	s, drm		beat - passing game, create acc.		Spanish
63	Johnny Lost a Quarter			sequences		fun song
64	En Roulant		6/8	improvise with spoons		French
65	Chumbara			create patterns, dynamics I-V		fun song
66	Girl's Day	l,t,d mf lt				Japanese
67	Digeridoo			listening		Australian
68	Click go the Shears		6/8	create sound effects		Australian
69	Brave Wolfe			expression, dramatize		Canada
70	Deep and Wide			tempo		fun song
71	Irish Jig		6/8	listening		Irish
72	I am Slowly Going Crazy	C scale		tempo, augmentation-diminution		fun song
73	Un Canadien Errant		3/4	expression		French Canadian
74	Haida	round		create acc., movement		Hebrew
75	Funga Alafia	C scale		create acc., movement		African
76	African Drumming			listening		African
77	Old Woman	drm s d'		dynamics	Orff#77	fun song
78	Strive for the Highest			expression		DARE, graduation
79	John Kanaka	ls mrd		create ostinato to acc. song		singing game
80	Drill Ye Tarriers			expression		railroad folksong
81	Show You Care	2 pt choral		echo harmony		Earth Day
82	Hey Ho Nobody Home	round		create acc. or use	Orff#88	Renaissance
83	Drunken Sailor			create verses	Em/D	Renaissance
84	The Ship Titanic			expression		Titanic
85	Come Follow	C scale, round				Renaissance
86	Riel's Farewell			expression		Canada
87	'Neath the Lilacs		3/4	expression		fun song
88	Waddally Acha				Boomwhackers	fun song
89	Play That Rhythm	s,l, drm		compose	Orff 3 #29	compose
90	Come and Sing	C scale, round		create movement	Orff 3 #5	singing
91	Clementine			create acc.	I-V	fun song
92	I Let Her Go			create verse, movement		Trinidad
93	Take Me Out to the Ballgame		3/4	create new words		baseball
94	Ball Go Round	C scale				Jamaica
95	We Love to Sing			movement		singing
96	Boll Weevil	s,l,tdrm		create verse, create acc I-V		Texas folk
97	La Bella Hortelana	C scale	3/4			Spanish
98	Flamenco			listening		flamenco
99	The Capitals of Canada					Canada
100	The Capitals of America					America
101	O Canada					Canada
102	Star Spangled Banner					America

Grade 5 Music

Month 2 - October

Prepare:


Present:

Practice:

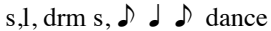
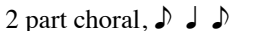
<p>Lesson One Date:_____</p> <p>Songs: 12. For Health and Strength CD1:16-17 13. Button You Must Wander CD1:18 14. Jack was Every Inch a Sailor CD1:19-20</p> <p>Concept: major scale, round drm sl, ♪ ♪ verse-chorus</p> <p>Flashcard Fun: Read rhythm flashcards.</p>	<p>Lesson Two Date:_____</p> <p>Songs: 12. For Health and Strength CD1:16-17 13. Button You Must Wander CD1:18 14. Jack was Every Inch a Sailor CD1:19-20</p> <p>Concept: major scale, round drm sl, ♪ ♪ verse-chorus</p> <p>Listening Resource Kit Level 5: <u>LCD#3</u> - the theme from "Theme & Variations" by Boehm.</p>
<p>Lesson Three Date:_____</p> <p>Songs: 15. Alabama Gal CD1:21-22 16. Linstead Market CD1:23-24 17. Ronald MacDonald CD1:25-26</p> <p>Concept: s,l, drm s, ♪ ♪ ♪ dance 2 part choral, ♪ ♪ ♪ tempo terms</p> <p>Review Songs: 12. For Health and Strength CD1:16-17</p> <p>Concept: major scale, round</p> <p>Flashcard Fun: Have individual students read the following rhythm flashcards: ♪ ♪ ♪</p>	<p>Lesson Four Date:_____</p> <p>Songs: 15. Alabama Gal CD1:21-22 16. Linstead Market CD1:23-24 17. Ronald MacDonald CD1:25-26</p> <p>Concept: s,l, drm s, ♪ ♪ ♪ dance 2 part choral, ♪ ♪ ♪ tempo terms</p> <p>Review Songs: 12. For Health and Strength CD1:16-17</p> <p>Concept: major scale, round</p> <p>Listening Resource Kit Level 5: Listen to LCD#4 "Variation 1" by Boehm</p>
<p>Lesson Five Date:_____</p> <p>Songs: 18. Ghost of Tom CD1:27-28 19. Whistle Daughter Whistle CD1:29-30 20. Skin and Bones CD1:31-32</p> <p>Concept: s,l, drm, round create movement drmf, ♪ ♪ ♪ create verses l, drm, 6/8, expression</p> <p>Review Songs: 16. Linstead Market CD1:23-24 17. Ronald MacDonald CD1:25-26</p> <p>Concept: 2 part choral, ♪ ♪ ♪ tempo terms</p> <p>Flashcard Fun: Which flashcard did I play?</p>	<p>Lesson Six Date:_____</p> <p>Songs: 18. Ghost of Tom CD1:27-28 19. Whistle Daughter Whistle CD1:29-30 20. Skin and Bones CD1:31-32</p> <p>Concept: s,l, drm, round create movement drmf, ♪ ♪ ♪ create verses l, drm, 6/8, expression</p> <p>Review Songs: 16. Linstead Market CD1:23-24</p> <p>Concept: 2 part choral, ♪ ♪ ♪</p> <p>Listening Resource Kit Level 5: <u>LCD#5</u> Variation 6 by Boehm</p>
<p>Lesson Seven Date:_____</p> <p>Songs: 21. Lady in the Graveyard CD1:33-34 22. Percussion Family CD1:35</p> <p>Concept: l,td, legato, dynamics listening</p> <p>Review and Request 18. Ghost of Tom CD1:27-28</p> <p>Concept: s,l, drm, round create movement</p> <p>Flashcard Fun: Have the students read flashcards as you take attendance.</p>	<p>Lesson Eight Date:_____</p> <p>Songs: 21. Lady in the Graveyard CD1:33-34 22. Percussion Family CD1:35</p> <p>Concept: l,td, legato, dynamics listening</p> <p>Review and Request * If time permits, at the end of week four, review all the songs from the month.</p> <p>Listening Resource Kit Level 5: <u>LCD#6:</u> "Witches Dance", Edward MacDowell</p>

October - Week 2:

Musical concepts:

- * tempo terms
- * woodwind family
- * 

New Songs:

15. Alabama Gal CD1:21-22 **Concept:** s,l, drm s,  dance
16. Linstead Market CD1:23-24 **Concept:** 2 part choral,  tempo terms
17. Ronald MacDonald CD1:25-26 **Concept:** tempo terms

Review Songs:

12. For Health and Strength **Concept:** major scale, round
CD1:16-17


General Classroom Music Lesson:

Use flashcards or write rhythm patterns on the board. Clap th patterns to your students and have them echo. Use a variety of body percussion - stamp, pat, clap, snap. When the students can accurately echo, have them read the patterns as a warmup. When they are good readers, you can use the patterns for rhythm dictation.

1. 
2. 
3. 
4. 
5. 
6. 

Assess: Instead of taking attendance, call a name and have that student read the flashcard that you hold up. You can assess each child reading one card in less than five minutes.

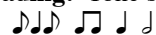
Song #15. Alabama Gal CD1:21-22

Teaching Purpose/Suggestions: This song will provide practice reading the  rhythm. The song uses the tone set s, l, drm s. If you teach solfege, have your students sing the song using the solfa notes.

Read the rhythms from the student books, or if you don't have student books, write the rhythms on the board for students to read. If you teach solfege, have your students sing the song using the solfa notes. If you don't use solfege, you could have the students sing the letter names or teach the melody by rote. (1)

Playing and Creating: Create or play an Orff arrangement for this song. (2, 3, 4)

Music Reading: Tone set: s, l, drm s

Rhythms: 

This is an excellent music reading song. If you teach solfege, have your students sing the song using the solfa notes or letter names. Read the rhythms from the student books, or if you don't have student books, write the rhythms on the board for students to read. Read the theory note about time signatures with your students. (5)

Song #16. Linstead Market CD1:23-24

Teaching Purpose/Suggestions: This is an easy two part choral arrangement of a traditional folk song. The students will enjoy the lively rhythms. Ackee is the national fruit of Jamaica and the song tells of a trip to the market to sell what little the singer has.

The sales trip is not very successful. You can learn more about ackee at: wwwchem.uwimona.edu.jm:1104/lectures/ackee.html
Teach the song by rote one part at a time. When the students know the parts well, try dividing the class and singing it in two parts. (1)

Song #17. Ronald MacDonald CD1:25-26

Teaching Purpose/Suggestions: Listen to the song on the CD. Teach the game as per the directions in the teacher guide. Try it at a variety of tempos. Read the tempo definitions on page 14 of the student book or make a chart using the definitions given in the teacher guide. As you try "Ronald MacDonald" at different speeds, name the tempos using the Italian musical terms. (1)

Music Reading: Review tempo terms. Read the theory note that is given in the student book on page 14. If you have a word wall in your room, add the new tempo terms your students have learned. There is a musical word wall kit available from Themes & Variations. Visit www.musicplay.ca for information on this kit. (5)

Review Songs:

12. For Health and Strength major scale, round
CD1:16-17

* review as time permits

Listening Resource Kit Level 5:

Listen to LCD#4 "Variation 4" by Boehm and have the students complete their listening log. Additional suggestions for listening selections are given in the Listening Kit Level 5. If you do not have this kit, you can use classical music from any source to begin having your students listen to the classics. Walmart sells Classical Music CDs for as little as \$2.50. You are given a page of listening logs in the teacher guide that you may reproduce for your students.

Kodály Extension:

1. Teach and read the placement of fa in the round, "We Are Thankful".

Orff Extension: Email for the Orff accompaniment for the song "Alabama Gal". (tvmusic@telusplanet.net) Have one group play the accompaniment while the rest of the class plays the game.

Curriculum Connections:

Careers: Divide your students into groups and have groups brainstorm for a list of musical careers that adults can do. Have the other groups brainstorm for a list of musical avocations - the ways that amateurs can be involved in music.

Have each group report to the class and prepare a master list of musical vocations and avocations that adults can do.

15. Alabama Gal

CD1: 21-22



You don't know how, how. You don't know how, how.
You don't know how, how, Al - a - bam - a gal.

2. I'll show you how, how, ...
3. Ain't I rock candy? ...
4. Come through in a hurry, ...

Dance Directions: Contra-dance formation, four-six pairs in a line, with partners facing one another.

Verse 1: Head pair joins hands and sashays to the foot of the set and back again

Verse 2: Head pair swing right arms with each other, and then left arms with the person in the line opposite them, then right arms with their partner in between each of the other participants. Repeat this verse if necessary.

Verse 3: When the head couple reaches the foot of the set, they join hands and sashay to the head of the set and peel the orange forming an arch at the bottom of the set.

Verse 4: The other participants join hands and come through the arch to begin the dance again with a new head pair.

Teaching Purpose/Suggestions: This song will provide practice reading the ♪ ♪ ♪ rhythm. The song uses the tone set s, l, d r m s. If you teach solfège, have your students sing the song using the solfa notes.

Read the rhythms from the student books, or if you don't have student books, write the rhythms on the board for students to read. If you teach solfège, have your students sing the song using the solfa notes. If you don't use solfège, you could have the students sing the letter names or teach the melody by rote. (1)

Playing and Creating: Create or play an Orff arrangement for this song. (2, 3, 4)

Music Reading: Tone set: s, l, d r m s Rhythms: ♪ ♪ ♪ ♪ ♪ ♪

This is an excellent music reading song. If you teach solfège, have your students sing the song using the solfa notes or letter names. Read the rhythms from the student books, or if you don't have student books, write the rhythms on the board for students to read. Read the theory note about time signatures with your students.

Music Writing: After students have learned this play party, they should be very familiar with the melody and rhythms. Whether you are teaching solfège or the letter names of the notes, this is a song that they should be able to write. Give them a blank sheet of manuscript paper or an erasable white board, give them the first note and help them to reproduce the song. (5)

Listening: Listen to small groups perform the Orff arrangement. Practice being a good audience as you listen. Ask students to find one thing they really like about each performance. (7)

Curriculum Connections / Integrated Arts: Social Studies: Find Alabama on a map of the USA. Learn some facts about the state such as its population, capital city, main industries and when it was settled. Compare Alabama and Newfoundland.

Physical education: Learn the dance that is given for the song, or have students create their own. (8, 9)

Standards: 1, 2, 3, 4, 5, 7, 8, 9



<http://youtu.be/ao9EIYRtdSg>



http://youtu.be/q_ZyXXZ4-QQ

Something Told the Wild Geese



Something told the wild geese
it was time to go.
Though the fields lay golden
Something whispered, "Snow."
Leaves were green and stirring,
Berries luster-glossed,
But beneath warm feathers
Something cautioned, "Frost."
All the sagging orchards
Steamed with amber spice,
But each wild breast stiffened
At remembered ice.
Something told the wild geese
It was time to fly,
Summer sun was on their wings,
Winter in their cry.

by Rachel Field

16. Linstead Market

CD1: 23-24

Teaching Purpose/Suggestions: This is an easy two part choral arrangement of a traditional folk song. The students will enjoy the lively rhythms. Ackee is the national fruit of Jamaica and the song tells of a trip to the market to sell what little the singer has. The sales trip is not very successful. You can learn more about ackee at:

<http://wwwchem.uwimona.edu.jm:1104/lectures/ackee.html>

Have the students listen to the song and tell you which part is melody and which part is harmony. Teach the song by rote one part at a time. When the students know the parts well, try dividing the class and singing it in two parts. (1)

Playing, Improvising, Creating: Allow the students to choose rhythm instruments and create accompaniment patterns to play with the song. (2, 3, 4)

Listening: Ask the students to suggest what style this song is in. Ask them if they can think of any other songs they have learned in this book that are in a similar style. Listen to the accompaniment patterns created by the students. Decide which accompaniment patterns you prefer and have the students tell why they prefer them. (6, 7)

Curriculum Connections:

Social Studies: Find Jamaica on a map of the world and learn some interesting facts about the country. Learn about ackee, the national fruit of Jamaica. (9)

Standards: 1, 2, 3, 4, 6, 7, 9

16. Linstead Market

CD1: 23-24

Rote

Jamaican arr. by D. Gagne

2

Car-ry me ac - kee go to Lin-stead Mar-ket, not a quat - ty worth sell.

7

Car-ry me ac - kee, go to Lin-stead Mar-ket, not a quat - ty worth sell.

11

Car-ry me ac - kee, car-ry me ac - kee, car-ry me ac - kee down to the Lin-stead Mar-ket.

15

Car-ry me ac - kee, car-ry me ac - kee, car-ry me ac - kee down. *Div.*

19 *Part 1*

Car-ry me ac - kee go to Lin-stead Mar-ket, not a quat - ty worth sell.

Part 2

Car-ry me ac - kee, car-ry me ac-kee, car-ry me ac - kee down to the Lin-stead Mar-ket.

23

Car-ry me ac - kee, go to Lin-stead Mar-ket, not a quat - ty worth sell. Oh,

Car-ry me ac - kee, car-ry me ac - kee, car-ry me ac - kee down. Oh,

27

No! Not a mite, not a bite, what a Sat - ur-day night. Oh,

No! Not a mite, not a bite, what a Sat - ur-day night. Oh,

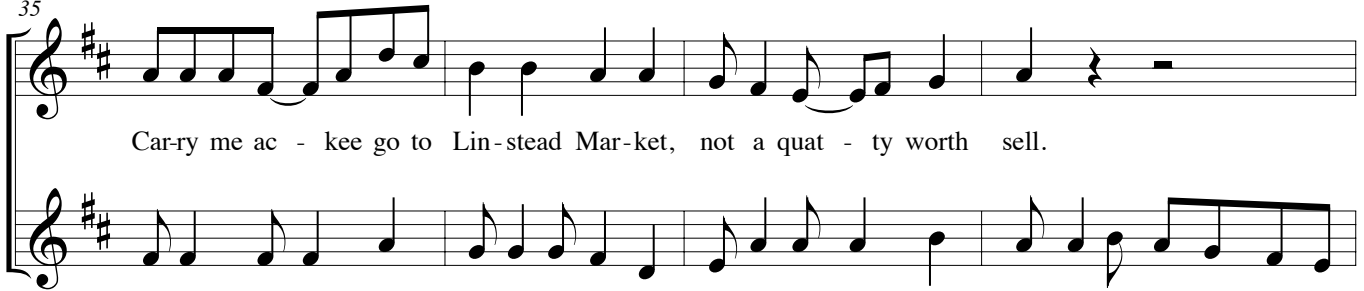
31



No! Not a mite, not a bite, what a Sat - ur-day night.

No! Not a mite, not a bite, what a Sat - ur-day night.

35



Car-ry me ac - kee go to Lin-stead Mar-ket, not a quat - ty worth sell.

Car-ry me ac - kee, car-ry me ac-kee, car-ry me ac - kee down to the Lin-stead Mar-ket.

39



Car-ry me ac - kee, go to Lin - stead Mar-ket, not a quat - ty worth sell. Oh no!

Car-ry me ac - kee, car-ry me ac-kee, car-ry me ac - kee down.

43



Not a quat - ty worth sell. Not a quat - ty worth sell. Oh no!

Car-ry me ac - kee down. Not one! Car-ry me ac - kee down. Oh no!



<http://youtu.be/nQ0UngCDaHA>

Tempo: Fast and Slow

Tempo in music tells us how fast or slow to sing or play.
Italian words are used to describe different speeds or tempos.

Slow

adagio

slow

lento

slowly

largo

very slow and broad

Medium

andante

slow, at a walking pace

moderato

moderate pace

Fast

allegro

lively and quick

vivace

fast and lively

presto

very quick

prestissimo

as quick as possible

17. Ronald MacDonald

CD1: 25-26

Rote

Playground Chant

Ronald MacDonald - a biscuit.

Ronald MacDonald - a biscuit.

Oh, shoo shoo wa wa - a biscuit.

I've got a girlfriend - a biscuit.

She's so sweet - a biscuit.

Sweeter than a cherry treat - a biscuit.

Ice cream soda with the cherry on top.

Ice cream soda with the cherry on top.

Down down baby, down by the roller coaster.

Sweet sweet baby, I don't want to let you go.

Shimmy shimmy coco pop, shimmy shimmy pow!

Shimmy shimmy coco pop, shimmy shimmy pow!

Learn the Ronald MacDonald chant and the actions. Try it at different tempos.

adagio - andante - moderato - presto - prestissimo

Sing other songs at a variety of tempos.

Game Directions: Form a circle with all the players. Pat and clap own hands as shown on the score, but instead of clapping right and left hands with your partner, clap both hands sideways with the people on either side of you in the circle. Sing the first time slowly, increasing the speed each time you play. Use correct tempo terms.

Teaching Purpose/Suggestions: Listen to the song on the CD. Teach the game as per the directions in the teacher guide. Try it at a variety of tempos. Read the tempo definitions on page 14 of the student book or make a chart using the definitions given in the teacher guide. As you try "Ronald MacDonald" at different speeds, name the tempos using the Italian musical terms. (1)

Music Reading: Review tempo terms. Read the theory note that is given in the student book on page 14. If you have a word wall in your room, add the new tempo terms your students have learned. There is a musical word wall kit available from Themes & Variations. Visit www.musicplay.ca for information on this kit. (5)

Standards: 1, 5



<http://youtu.be/WBTVUsZGy3k>



<http://youtu.be/k-iLWXUwhF0>

17. Ronald MacDonald

CD1: 25-26

Rote
Playground Chant

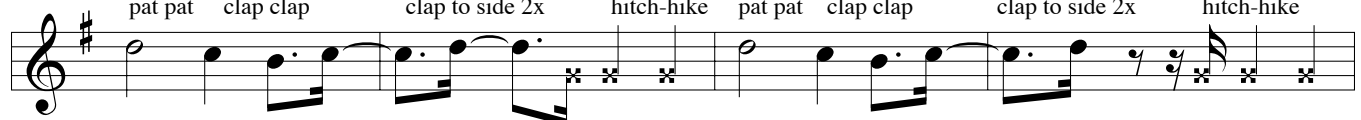
Playground Chant

pat pat clap clap clap to side 2x hitch-hike pat pat clap clap clap to side 2x hitch-hike



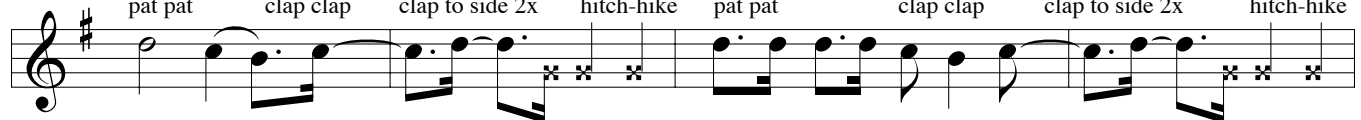
Ron - ald Mac - Don - ald, a bis - cuit. Ron - ald Mac - Don - ald, a bis - cuit.

pat pat clap clap clap to side 2x hitch-hike pat pat clap clap clap to side 2x hitch-hike



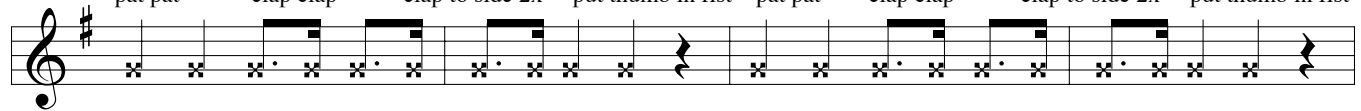
Oh shoo shoo wa wa, a bis - cuit. I've got a girl - friend, a bis - cuit.

pat pat clap clap clap to side 2x hitch-hike pat pat clap clap clap to side 2x hitch-hike



She's so sweet, a bis - cuit. Sweet - er than a cher - ry treat, a bis - cuit.

pat pat clap clap clap to side 2x put thumb in fist pat pat clap clap clap to side 2x put thumb in fist



Ice cream so - da with the cher - ry on top. Ice cream so - da with the cher - ry on top.

make roller coaster arms hug self and sway side to side




Down, down ba - by, down by the rol - ler coast - er. Sweet, sweet ba - by, I

shimmy lean forward and backward



don't want to let you go. Shim - my shim - my co - coa pop,

fake punch shimmy lean forward and backward fake punch



shim - my shim - my pow! Shim - my shim - my co - coa pop, shim - my shim - my pow!