

M

Make good choices,
always be responsible.

PREVIEW

Use good manners,
be nice and be kind.

PREVIEW

Care for the instruments
and all of the equipment.

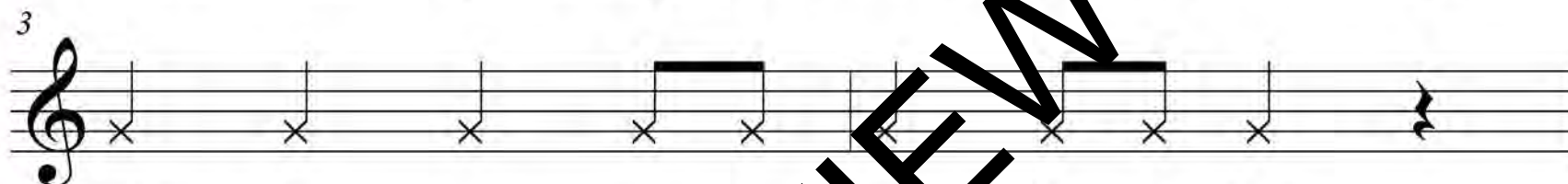
PREVIEW

Audience Behavior

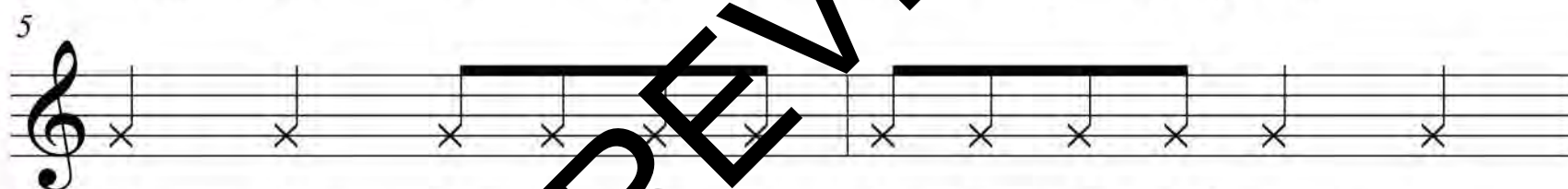
Denise Gagne



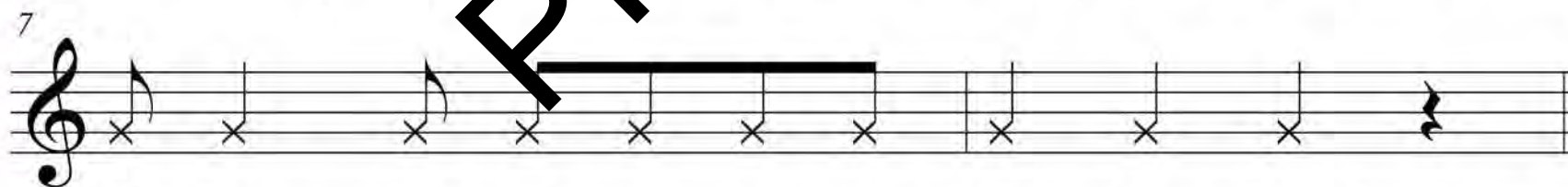
Lis - ten qui - et - ly and think a - bout the mu - sic.



When it's o - ver po - lite - ly ap - plaud.



Sit still, stay in seats un - til the con - cert's o - ver.



Si - lence and put a - way your cell phones please!

Ostinato: 



**Listen quietly and
think about the music.**

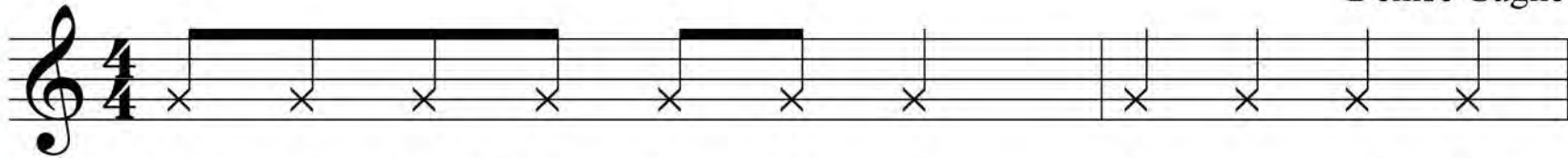
PREVIEW

**Sit still, stay in seats
until the concert's over.**

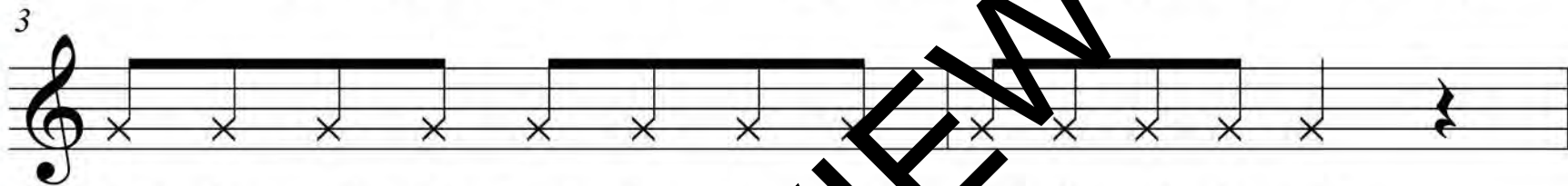


Care for the Instruments

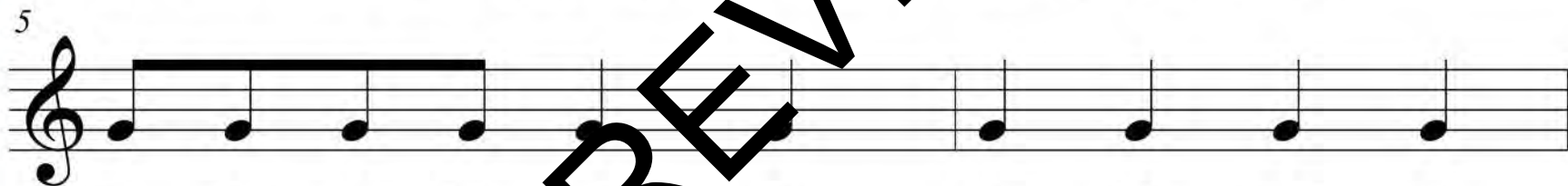
Denise Gagne



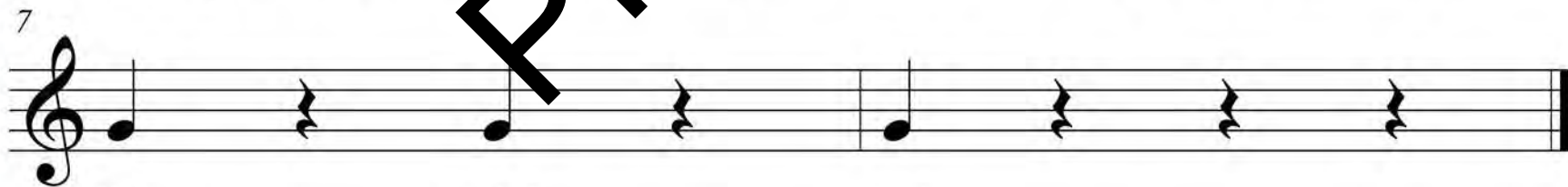
Walk a - round the in - stru - ments nev - er o - ver!



Use the mal - lets gent - ly in the mid - dle of the bar.



When you take the bass off hold both ends and



lift

straight

up!

Ostinato:



**Use the mallets gently
in the middle of the bar.**



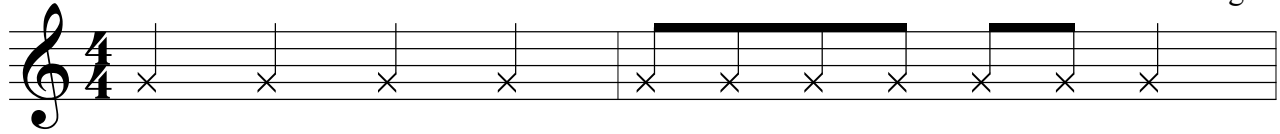
PREVIEW

If you play before I say, I'll take your instrument away.

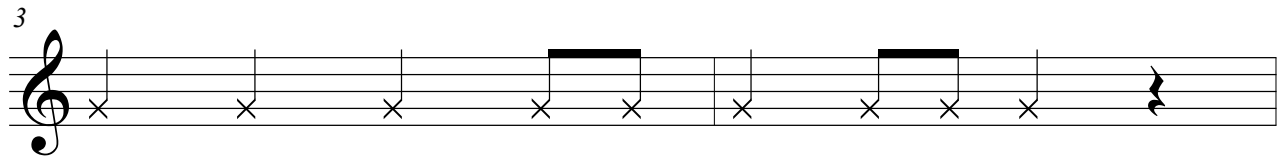


Music Room Rules

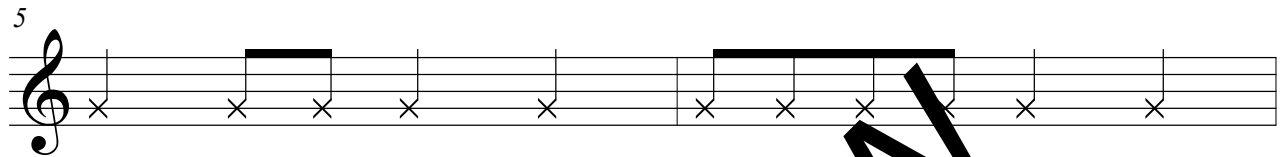
Denise Gagne



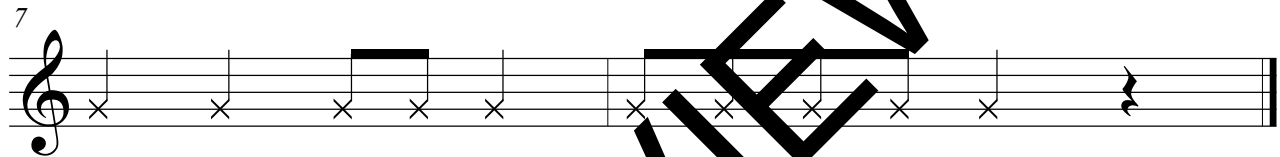
Make good choi - ces, al - ways be re - spon - si - ble.



Use good man - ners be nice and be kind.



Speak when ac - knowl - edged al - ways put your hand up.



In the mu - sic room al ways try your best.



Care for the instruments and all of the equipment

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Process

1. Have the students read the rhythms.
2. Read the words in rhythm.
3. divide the class into 2 groups, one reads the rules, the other does the ostinato
4. Give the students a suggested body percussion to go with the first line.
For example: stomp stomp stomp stomp
pat pat pat pat pat pat pat
5. Read the second line and have students each create a body percussion pattern for it. Keep a beat on a woodblock or a drum and have them do the line four times, working out a body percussion. Divide the class in half and have one have perform and the other half of the class watch. The watchers should choose several performances that they like. As a class choose one body percussion pattern to use for the second line. Switch roles for the third and fourth lines.

6. Choose instruments to play the ostinato.

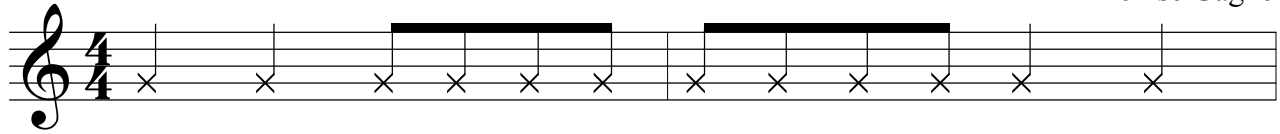
7. Decide on a form for performance

For example:

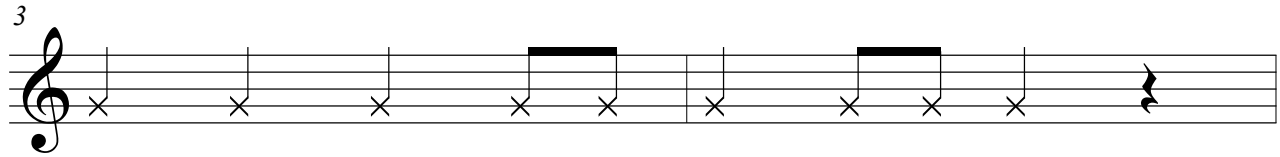
- drum and say the ostinato 2x as an intro
- ostinato continues while chant is performed 2x
- end with the ostinato 2x dim.

Audience Behavior

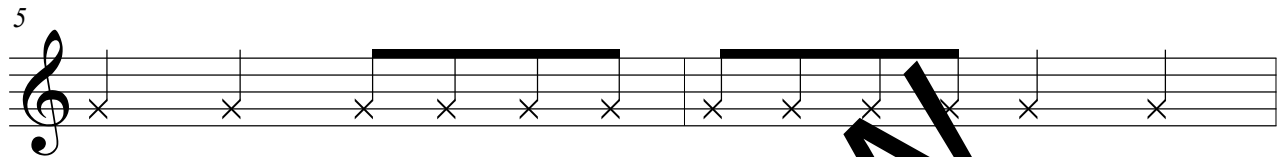
Denise Gagne



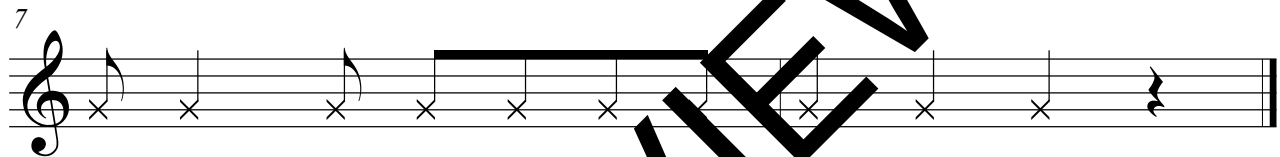
Lis - ten qui - et - ly and think a - bout the mu - sic.



When it's o - ver po - lite - ly ap - plaud.



Sit still, stay in seats un - til the con - cer - o - ver.



Si - lence and put a - way your cell phones please!

Ostinato: 

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Be a good listener. Always be polite!

Process

1. Have the students read the rhythm.
2. Read the words in rhythm.
3. divide the class into 2 groups, one reads the rules, the other does the ostinato
4. Give the students a suggested body percussion to go with the first line.
For example: stomp stomp stomp stomp
pat pat pat pat pat pat
5. Divide the class into four groups. Give each group one line of the chant and have them create accompaniment with body percussion.
6. Choose instruments or body percussion to play the ostinato.

7. Decide on a form for performance

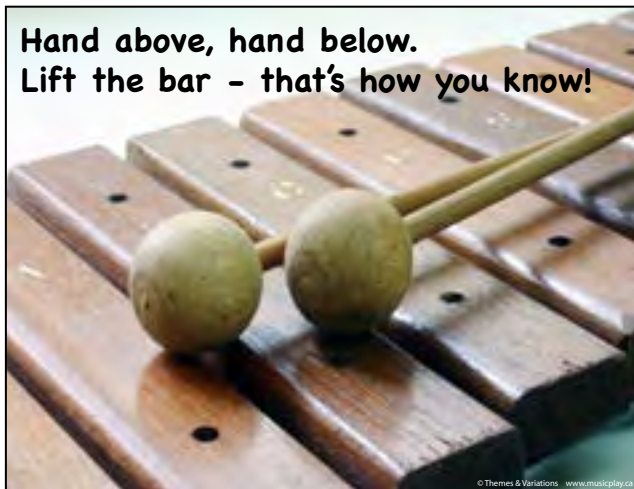
For example:

- drum and say the ostinato 2x as an intro
- ostinato continues while chant is performed 2x
- end with the ostinato 2x dim.

Use this as an opener for a performance. Parents as well as students need to be educated about audience behavior.

Non-pitched instruments

It would also be fun to give groups of students non-pitched instruments and have them create an accompaniment for one line of the chant.



These two posters are not part of the lesson plan. They are to be posted in your classroom and referred to whenever the students need a reminder about how to lift the bars off or a reminder not to play before it's time.

Some Hints for reducing chaos when handing out instruments:

Give the instruments out as quickly as you can. I have a group of 24 preschoolers. Before I start passing out instruments, I ask them what happens when they go to dinner and one person at the table gets their meal first. Does the first person who has food start eating or do they wait for everyone to get their meal? (They wait) Then I explain that when we get instruments it's only fair if the first person to get an instrument waits until everyone has theirs. As soon as the instruments are all given out (usually on the floor in front of the kids) I tell them to pick them up and play along with me.

This chant comes from the collection *Rhythm Instrument Fun*. It's a very effective classroom management tool!

Play the Instruments

Play the instruments quickly, quickly, quickly,
Play the instruments quickly, quickly, stop!

Play the instruments slowly, slowly, slowly,
Play the instruments slowly, slowly, stop!

Play the instruments quietly, quietly, quietly,
Play the instruments quietly, quietly, stop!

Play the instruments loudly, loudly, loudly,
Play the instruments loudly, loudly, stop!

This has been really effective! It was so effective that I wrote a song to do the same thing. Play and Stop is found in the collection *Rhythm Instrument Fun*.

Canada - link to Rhythm Instrument Fun: <http://shop.musicplaytext.ihoststores.com/productinfo.aspx?productid=RIF-D>

USA - link to Rhythm Instrument Fun <http://shop.musicplaytext1.ihoststores.com/productinfo.aspx?productid=RIF-D>