

1. PLAY AND STOP

CD 1-25

D. Gagné

The image shows two staves of musical notation in treble clef with a common time signature (C). The first staff contains three measures of music. The first measure has four quarter notes with lyrics 'Play and play and stop!' below it. The second measure has four quarter notes with lyrics 'Play and play and stop!' below it. The third measure has a single quarter note with a fermata above it and the lyric 'Let's' below it. The second staff contains two measures of music. The first measure has eight quarter notes with lyrics 'play and play all through the day, Let's' below it. The second measure has four quarter notes with lyrics 'play and play and stop!' below it and a fermata above the final note.

Concept: beat, no beat, fermata

Objective: The students will play an instrument with a recording and stop playing when they are supposed to.

Process

1. Teach the song by rote. Sing a phrase to the students (or play on the CD and pause) and have the students echo sing. Teach each phrase in turn. Combine phrases. Sing the entire song.
2. Give each student an instrument - rhythm sticks, egg shakers, jingle bells, jingle taps, maracas, tambourines, or any other instrument that you have in your classroom. With preschool (3 and 4 year olds) it's preferable to have an instrument (the same one) for each child. With K-3 students, you can divide your students into groups giving each group a different instrument, and after playing switch instruments.
3. Play along with the recording, stopping when the music stops. Model this for the students and praise the students that are watching well and stop at exactly the same time as you. The variations within the recording are interesting for the students and will help encourage them to be good listeners.
4. Ask the students about the song.
 - * Were there parts of the music where there was a steady beat? (the parts where they played)
 - * Were there parts of the music where there was no beat? (the parts where they rested)
 - * Were all the rests in the song the same length? (no, the length varied)
 - * Do the students know what it's called when you hold or pause on a note or rest? (fermata)

Classroom Management Tip:

The students want to explore the instruments as soon as they have them in their hands. Start the song as soon as possible so the students can play as soon as possible. When this song is finished discuss the rules for instrument use and move on to another activity with them.

This is a good rule to use: If you play before I say, I'll take your instrument away!

Song #5 "Instrument Rules" will give you another opportunity to discuss your expectations for behavior when students play rhythm instruments.

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3. PLAY AND PLAY AND STOP


CD 4-27

1st time - moderato, 2nd time largo, 3rd time presto


Denise Gagné



Play and play and play and stop! Play and play and play and stop!



3 Play and play and play and stop! Play and play and stop!



5 Play and play and play and play and play and play and play and stop!




7 Play and play and play and play and play and play and play and stop!



9 Play and play and play and play and play and play and play and stop!



11 Play and play and play and play and play and stop!



13 1st time quiet, 2nd time loud
Play and play and play and stop! Play and play and play and stop!



15 Play and play and play and stop! Play and play and stop!

The objectives and process for this song are the same as for song #1. This is a longer song, so you may not want to use the entire song. Feel free to stop at any point that you like. Use this song when you need a change from song #1 or with older students.

II. LISTENING ACTIVITIES

11a. Who is Tapping?

Easy version: One student is the guesser. Two students are chosen to go to opposite sides of the classroom. The teacher points to one of the two children. The class sings the song. On the last phrase, the child who was chosen plays the sticks three times. The guesser has to point to the one who played.

Challenge Version: All children form a seated circle. The "guesser" sits in the middle of the circle with eyes closed or blindfolded. The teacher gives the sticks to one child. At the end of the song, the "guesser" has to guess which child played the sticks.

11b. What am I Tapping On?

Hide a variety of objects in a paper box. Objects might include a McDonalds cup, yogurt container, mixing bowl, book, ice cream pail, boot or shoe, Lego, cooking pot, coffee tin or any other object in the classroom. The teacher taps a rhythm stick on a hidden object. The students guess what the object is.

11c. What is in the Shakers?

The teacher fills plastic eggs, playdough containers or pill bottles with objects. You could use popcorn, coins, rice, Lego, lentils, dried peas, beads, rocks, paper clips, M&Ms or any other small object.

Game 1 - Fill shakers of different sizes. Shake a big one and then a little one. Hide the shakers behind your back and shake one. Have the students guess if it's the big or the little one. This was very successful with three and four year olds.

Game 2 - Guess what's in the shaker. Fill shakers with a variety of small materials. Shake the shaker and have the children guess what's inside.

Game 3 - Fill pairs of shakers with the same filler. Give each child one shaker and have them find the student with the matching shaker. This was a very engaging activity for K-3 students.

11d. Guess the Instrument

Put a number of classroom instruments that your students have seen and heard in a paper box or hide them behind a screen. Play them one at a time and ask your students to identify the instrument. If you have older students, you could use the worksheet included in this collection and do this as an assessment.

28. RHYTHM INSTRUMENT MATCHING

Student's Name: _____ Grade: _____

To Do: Draw a line matching the instrument with its name.



Wood Block



Cymbals



Triangle

Hand Drum



Rhythm Sticks



Guiro



Tambourine

Maracas



Sandpaper Blocks

Jingle Bells



30. WHICH INSTRUMENT DID I HEAR?

Student's Name: _____ Grade: _____

To Do: Your teacher will play an instrument from the list of instruments at the bottom of the page. Write the instrument that you hear.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

woodblock cabassa cymbals triangle hand drum guiro egg shaker
vibra slap tambourine rhythm sticks jingle bells maracas
sandpaper blocks finger cymbals djembe wooden spoons tick tock block