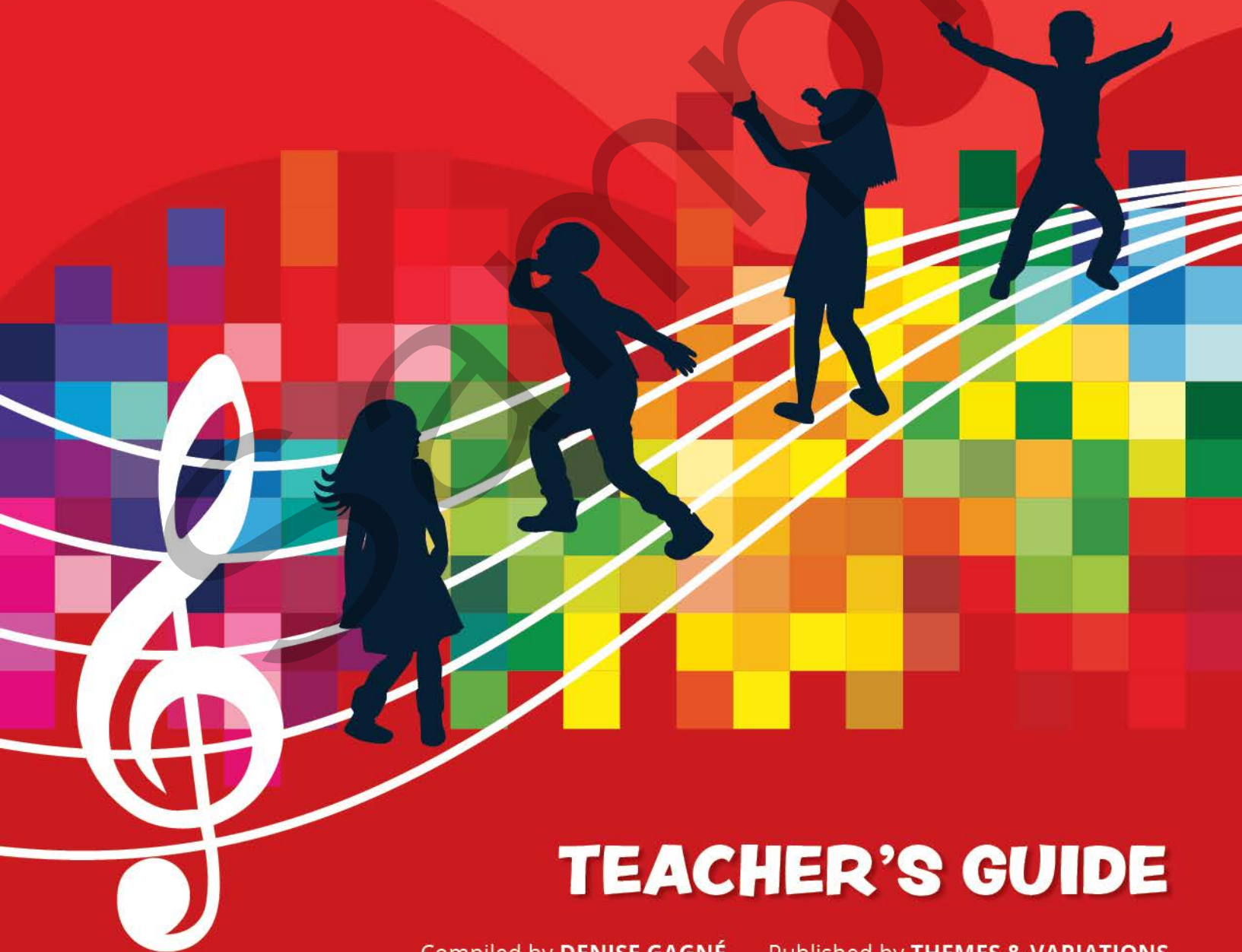


THEMES & VARIATIONS

# MUSICPLAY

## Grade Three



### TEACHER'S GUIDE

Compiled by DENISE GAGNÉ

Published by THEMES & VARIATIONS

# Musicplay Grade 3

## Teacher's Guide - New Edition

### Song/Poem

#	Title
1	I Like Singin'
2	Number Concentration
3	Nothing
4	I'm Glad I'm Back at School
5	Missus Tong
6	Plainsies, Clapsies
7	No Robbers Out Today
7a.g	"Cover" by Frances M. Frost
8	Whoopee Cushion
9	Rocky Mountain
10	Turkey Lurkey
11	Shake the Papaya
12	Pass a Beanbag
13	Seasons
14	I'm Thankful
15	Third Base Coaches' Dance
16	Bells in the Steeple
17	Seven Up
18	Indian Summer
19	Ceremonial Dance
20	Something's Hiding
21	Skin and Bones
22	Closet Key
23	Trampin'
24	Pass the Broom
24a.a	"In a Dark, Dark Wood"
25	Nothing but Peace
26	Remember Flanders Fields
27	Old Brass Wagon
27a.a	In Flanders Fields
28	Children Together
29	Long-Legged Sailor
30	Bonhomme, bonhomme
30a	The Woodwind Family
31	Playin' on the Washboard
32	Cod Liver Oil
33	Oh, I Wish I Were
34	Shake Them 'Simmons
35	We Come from Pluto
36	A Sailor Went to Disneyland

### Song/Poem

#	Title
36a.a	"Sea Shell" by Amy Lowell
37	It's a Holiday
38	Island Steel Pan
39	Paw Paw Patch
40	Santa Claus is Coming
41	King's Land
42	Makin' Christmas Cookies
43	Christmas Spice
44	Noche buena
45	January First
46	Koto
47	In the Land of Oz
48	Donkeys Love Carrots
49	Double, Double
50	Tideo
50a	The Brass Family
51	Pirate Song
52	Yummy Yum Yum
52a	The Percussion Family
53	Head and Shoulders, Baby
54	New Shoes
54a.a	"The Months" by C. Rossetti
55	Got a Hat Hat
56	Sakura
57	The Log Driver's Waltz
58	Love Somebody
59	Ton moulin
60	An Austrian Went Yodeling
61	Donkey Riding
62	E Papä
63	Eating Is Fun
64	Shiny Penny
65	Coy Malindo
66	Song of the Frog
67	Old Blue
68	Playing in the House
69	Irish Reel
69a	The String Family
70	Be-believe in You
71	Stella Ella Olla

### Song/Poem

#	Title
72	Alouette
72a.a	"Hopping Frog" by C. Rossetti
72a.b	"Who Has Seen the Wind?" by C. Rossetti
72a.c	"The Wind" by R. L. Stevenson
73	When You Dream a Dream
74	The Wind
75	I Love the Mountains
76	Rabbits
77	Hide Those Eggs
77a.a	"April" by Sara Teasdale
78	Under the Spreading Chestnut Tree
79	Waltzing Matilda
80	Didgeridoo
81	Find the Basket
82	Walk, Run, Ride a Bike
83	El florón
84	Mariachi
85	Swedish March
86	Inuit Lullaby
87	Tingalayo
88	Kaaniiskina
89	El burrito enfermo
90	Someone's Tapping
91	Just Friends
91a.a	"Caterpillar" by C. Rosetti
92	Old Grandma
93	Chicken in the Barnyard
94	La pulga
95	The Provinces
95a.a	"The Squirrel" (author unknown)
96	Paddy from Home
97	Feller from Fortune
97a.a	"Climbing" by Amy Lowell
98	Spider Song
99	Zulu Tribal Dance
100	O Canada
101	Star Spangled Banner

ISBN 978-1-989166-61-1

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# Scope and Sequence of Skills

## 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 music with two, three and four beats
- perform/notate rhythm patterns from repertoire



**Ostinato:** rhythmic and melodic

### MELODY

- develop singing, reproduce melodies alone and with a group
- show how melodies go higher and lower
- read, notate sm, slsm, smlsm, lsmd, smd, mrd, lsmrd, d'lsmrd patterns if teaching solfege
- prepare low la and so

### HARMONY

- melodic ostinati, singing rounds and canons
- singing echo and partner songs

### INSTRUMENTAL TECHNIC

- play unpitched percussion correctly
- mallet technique, arpeggiated borduns, moving bordun, alternating mallets, ostinato, simple tonic orchestration

### CREATING

- create "effects" and accompaniments
- create movements and verses
- create/improvise rhythm patterns and melodies using known symbols
- create new verses to songs
- create with question/answer technique

### FORM

- identify phrases / same or different
- use repeat sign, AB, ABA forms, Rondo
- use call/response, introduction

### EXPRESSION

- identify the tempo of a piece of music as largo, andante, moderato, allegro, presto
- identify and perform dynamics - pp p mp mf f ff, crescendo, decrescendo, articulation
- identify and perform marcato, legato, staccato
- sing expressively showing an understanding of the text

### CULTURAL/HISTORICAL CONTEXT

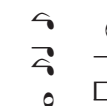
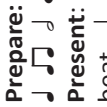

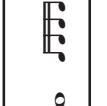
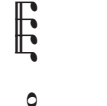



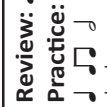
- Perform and or listen to songs from a variety of cultural heritages and historical periods, including songs of Mexico

### LISTENING

- identify families unpitched instruments
- review instruments of orchestra
- identify orchestral instrument families
- listen to orchestral music

### INTEGRATED CURRICULUM

- integrate with literature by creating accompaniments for poems and stories
- sing songs for holidays and special days
- sing songs from many cultures to supplement social studies
- sing songs for Earth Day to reinforce science and environment units

MONTH:	BEAT/ RHYTHM:	MELODY:	EXPRESSION:	INSTRUMENTS:	LISTENING, FORM CULTURE:	CREATE, MOVEMENT	THEMES:
SEPTEMBER	Prepare:  Present: 	2. Number Concentration (dms) 7. No Robbers (ms) 6. Plainsies Clapsies (ms l) 8. Whoopee Cushion (dmsd) 9. Rocky Mountain (drm sl) 10. Turkey Lurkey (dms)	4. Glad I'm Back ABA 5. Missus Tong * loud-soft, * fast-slow * high-low 13. Seasons - expression, effect of choices 15. Third Base Coach's Dance - tempo 22. Closet Key - dynamics	families of unpitched (u/p) Orff arrangements for songs 2, 6, 9, 10 LCD1, play u/p (unpitched)	Listen CD 1, 2 cup game for rondo form 4. I'm Glad I'm Back ABA	11. Shake the Papaya - create rondo 6. Plainsies, create movement	Back to School Let's Sing!
OCTOBER	Prepare:  Present: 	12. Pass a Beanbag (dms) 16. Bells in the Steeple (dms) 17. Seven Up (drm) 22. Closet Key (drm) 23. Trampin' (drm)	13. Seasons - expression, effect of choices 15. Third Base Coach's Dance - tempo 22. Closet Key - dynamics	Orff arrangements for songs 12, 17, 21, 22, 23 Use u/p with 18	Listen CD 3, 4, 5, 6 18. Indian Summer 19. Ceremonial Dance	20. Something, create effects with u/p	Give Thanks Spooky Sounds
NOVEMBER	Prepare:  Present:  Practice: 	27. Old Brass Wagon (s,l,drm) 29. Long Legged Sailor (drm) 34. Shake them 'Simmons (s,l,drm)	- dynamics, LCD#10 Expressive singing: 26. Remember Flanders 28. Children Together	Orff arrangements for song 23	Listen CD 7, 8, 9, 10 25. Nothing But, Spiritual 30. Bonhomme, French	27. Old Brass Wagon, movement 29. Long Legged, create movement 31. Washboard, create rondo 34. Shake 'Simmons, create movement	Peace Dancing Fun!
DECEMBER	Practice: 	41. King's Land (drm sl)		Orff arrangements for song 43 Listen CD 11 (play u/p)	Listen CD 11 (play u/p), 12 37-38, Caribbean 44. Noche Buena, Spanish		Holiday Fun
JANUARY	Practice: 	47. In the Land of Oz (ltd) 49. Double Double (drm sl) 50. Tideo (drm sl) 54. New Shoes (drm sl)	51. Pirate Song - expression 55. Got a Hat Hat - tempo review 56. Sakura - legato, create movement	Orff arrangements for songs 49, 51, 56	Listen CD 13, 14 45. January First, Japan 46. Koto, Japan 56. Sakura, Japan		Japan
FEBRUARY	Prepare:  Present:  Practice: 	64. Shiny Penny (drm sl) 65. Coy Malindo (drm sl)	61. Donkey Riding - staccato, legato, accent 65. Coy Malindo expression - dynamics, LCD #17	Orff arrangements for song 64. Shiny Penny	Listen CD 16, 17, 18 Strauss, Strauss DVD 59. Ton moulin, French 62. E Papa, Maori	58. Love Somebody - create B section 63. Eating is Fun - create words	Loggers and Love
MARCH	Practice:  3/4	67. Old Blue (drm s)	Expressive singing: 67. Old Blue *tempo/dynamics 73. When You Dream 74. Wind	Orff arrangements for song 69 Use u/p with 7 0. Be-Believe in You	Listen CD 18 (Brass), 19 (dynamics) 69. Irish Reel	68. Be-Believe in You, create effects 69. Irish Reel, create movement	Irish Fun
APRIL	Practice: 	76. Rabbits (drm) 81. Find the Basket (drm sl) 85. Swedish March (d msd') 86. Inuit Lullaby (s,l, dr)	81. Find the Basket - dynamics	Orff arrangements for songs 81. Find the Basket, 86. Inuit Lullaby	Listen CD 22, 23, 24, 25, 26 * theme and variations 79. Waltzing, Australian 80. Diggeridoo, Australian 83-84, Mexico 86. Inuit 87. Tinga Layo	87. Tinga Layo - rondo, create with u/p	Earth Day Indigenous
MAY	Review:  Practice: 	90. Someone's Tapping (drm sl)	90. Someone's Tapping - vocal timbre, assess solo	Orff arrangements for song 90. Someone's Tapping	Listen CD 27, 28 88. Kaaniskina, Indigenous 89. El Burrito, Spanish 94. La Pulga, Spanish 95. The Provinces, Canada		Sing in Spanish
JUNE	Practice: 			Use u/p with LCD 29	Listen CD 29, 30		Summer Fun

# Musicplay 3 Song List

#	Song	Melodic	Rhythmic	Other	Instruments	Theme
1	I Like Singin'			echo singing	kazoo	singing
2	Number Concentration	d m s	♪ ♪ ♯		create Orff	names
3	Nothing			vocal model		singing
4	I'm Glad I'm Back at School			ABA		
5	Missus Tong		♪ ♪	loud, soft, fast, slow		
6	Plainsies, Clapsies	m sl	♪ ♪	rhythm ostinato	create Orff	
7	No Robbers Out Today	m s	♪ ♪		Orff	
8	Whoopee Cushion	d m s d'	♪ ♪. ○	round		
9	Rocky Mountain	drm sl	♪ ♪ ♪	move to show AB	Orff	
10	Turkey Lurkey	d m s	♪ ♪ ♯	tempo terms	create Orff	
11	Shake the Papaya		♪ ♪ ♪ ♯ ♪.	rondo form ABACA	create with u/p	Calypso
12	Pass a Beanbag	d m s	♪ ♪ ♯		create Orff	
13	Seasons	2 part		expression, choices in music, cres. dim		art song, fall
14	I'm Thankful			create lyrics, verses		Thanksgiving
15	Third Base Coaches' Dance			tempo, actions		baseball
16	Bells in the Steeple	d m s	$\frac{3}{4}$	melodic ostinato	Orff	
17	Seven Up	drm	♪ ♪ ♯	rhythm ostinato	create Orff	game
18	Indian Summer					Blackfoot
19	Ceremonial Dance				play unpitched	Indigenous
20	Something's Hiding		♪ ♪ ♪ ♪ ♪			
21	Skin and Bones		$\frac{6}{8}$	AB phrase form	Orff	Halloween
22	Closet Key	drm	♪ ♪	dynamics	Orff	
23	Trampin'	drm	♪ ♪ ♪ ♪.		Orff	Spiritual
24	Pass the Broom		beat, ♪ ♪ ♯			Halloween
25	Nothing But Peace					Remembrance/Veteran's Day
26	Remember Flanders Fields			tie, slur, - -		Remembrance/Veteran's Day
27	Old Brass Wagon	s,l, drm s	♪♪♪	dance		
28	Children Together	solo, unison	tie, slur, ♪ -	expression		Remembrance/Veteran's Day
29	Long-Legged Sailor	drm	♪ ♪ ♪	create verses, move	create Orff	sailors
30	Bonhomme, bonhomme		$\frac{6}{8}$	instruments		French
30a	The Woodwind Family			woodwind instrument family		orchestra
31	Playin' on the Washboard			rondo form ABACA	play u/p, classify	
32	Cod Liver Oil		$\frac{6}{8}$			Canadian
33	Oh, I Wish I Were		♪ ♪ ♪ ♪ ♯	create verses		
34	Shake Them 'Simmons	s,l, drm s		dance, create verses, movement		
35	We Come From Pluto		$\frac{6}{8}$			action song
36	A Sailor Went to Disneyland		♪			game song
37	It's a Holiday			listen steel pan		multicultural
38	Island Steel Pan			listen steel pan		steel pan
39	Paw Paw Patch		♪♪♪			game song
40	Santa Claus Is Coming			round		Christmas
41	King's Land	drm sl	♪ ♪ ♯	rhythm ostinato	create Orff	
42	Makin' Christmas Cookies			create movement		Christmas
43	Christmas Spice			create movement		Christmas
44	Noche buena		♪ ♪ ♪ ♪.			Spanish
45	January First		♪.			Japanese
46	Koto			listen to koto		Japanese
47	In the Land of Oz	pre ti	♪ ♪		Orff	game song
48	Donkeys Love Carrots			round		donkeys
49	Double, Double	drm sl			Orff	American folk
50	Tideo	drm sl d'	♪♪♪	move to show aaab	create Orff	play party
50a	The Brass Family			brass instrument family		orchestra
51	Pirate Song		$\frac{6}{8}$	expression		pirates, sailors
52	Yummy Yum Yum			call-response		food
52a	The Percussion Family			percussion instrument family		orchestra
53	Head and Shoulders, Baby			create new verses, movement		game song
54	New Shoes	drm sl	♪ ♪ ♯	rhythm ostinato	create Orff	game song
55	Got a Hat Hat			tempo, create movement		hat



# August Month Outline - Grade 3

## Week 1

## Back to School Lesson 1

<p><b>Song List</b>  <i>Welcome Welcome</i> (drm sl, ♪ ♪)            Storybook - <i>All Are Welcome Here</i>            - accompany with C-G bordun or Orff arrangement - find this in Modules-General-Storybooks-All Are Welcome            - review how to hold mallets, instrument care            94. (Grade 2) <i>Goin' on a Picnic</i> (call response, create verses)            Wash Your Hands            We'll Stay Apart            6. (Grade 1) <i>The Music Time is Over</i> (call and response)</p>	<p><b>Learning Modules</b>            94. <i>Goin' on a Picnic</i> - sing            Practice rhythms with body percussion            Wash Your Hands - learn            We'll Stay Apart - learn            Complete Music and Me Booklet            6. <i>The Music Time is Over</i> - sing</p>	<p><b>Additional Options</b>  <u>Units</u> - Back to School (Hello Beat Chant)  <u>Modules-General</u>            No Touch Games - Name Game (get to know your students)  <u>Modules-General</u>            Movement Fun songs</p>
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## Week 2

## Back to School Lesson 2

<p><b>Song List</b>  <i>Welcome Welcome</i> (drm sl, ♪ ♪)            Storybook - <i>All Are Welcome Here</i>            - accompany with C-G bordun or Orff arrangement - find this in Modules-General-Storybooks-All Are Welcome            - review how to hold mallets, instrument care            94. (Grade 2) <i>Goin' on a Picnic</i> (call response, create verses)            Wash Your Hands, We'll Stay Apart, Wear a Mask, 98. (Grade 2) <i>Christopher McCracken</i>            6. (Grade 1) <i>The Music Time is Over</i> (call and response)</p>	<p><b>Learning Modules</b>            94. <i>Goin' on a Picnic</i> - sing            Practice rhythms with body percussion            Find things at home to use as instruments, create spoon rhythms            Wash Your Hands - review            We'll Stay Apart - review            Wear a Mask - learn            98. <i>Christopher McCracken</i> - learn            6. <i>The Music Time is Over</i> - sing</p>	<p><b>Additional Options</b>  <u>Units</u> - Back to School  <u>Rhythm Practice</u> - prepare rhythm activities  <u>Solfa Practice</u> - prepare solfa activities  <u>Modules-General</u>            Movement Fun songs            Storybook Module - Listening Walk, All are Welcome</p>
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## Week 3

## Back to School Lesson 3

<p><b>Song List</b>  <i>Welcome Welcome</i> (drm sl, ♪ ♪)            Storybook - <i>All Are Welcome Here</i>            - accompany with C-G bordun or Orff arrangement - find this in Modules-General-Storybooks-All Are Welcome            - review how to hold mallets, instrument care            Wash Your Hands, Wear a Mask            We'll Stay Apart            98. (Grade 2) <i>Christopher McCracken</i>            97. (Grade 2) <i>Let Us Chase the Squirrel</i></p>	<p><b>Learning Modules</b>            Echo rhythm and melody patterns            Sing Healthy Habits songs: Wash Your Hands, Wear a Mask, We'll Stay Apart            Compose B section for Wear a Mask            98. <i>Christopher McCracken</i> - sing            97. <i>Let Us Chase the Squirrel</i> - learn and play game</p>	<p><b>Additional Options</b>  <u>Units</u> - Back to School  <u>Rhythm Practice</u> - prepare rhythm activities  <u>Solfa Practice</u> - prep solfa activities  <u>Modules-General</u>            Movement Fun songs            Storybook Module - Listening Walk, All are Welcome</p>
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## Week 4

## Back to School Lesson 4

<p><b>Song List</b>  <i>Welcome Welcome</i> (drm sl, ♪ ♪)            Storybook - <i>All Are Welcome Here</i>            - accompany with C-G bordun or Orff arrangement - find this in Modules-General-Storybooks-All Are Welcome            - review how to hold mallets, instrument care            Wash Your Hands, Wear a Mask            We'll Stay Apart            98. (Grade 2) <i>Christopher McCracken</i>            97. (Grade 2) <i>Let Us Chase the Squirrel</i></p>	<p><b>Learning Modules</b>            Echo rhythm and melody patterns            Sing Healthy Habits songs: Wash Your Hands, Wear a Mask, We'll Stay Apart            Copy drm patterns            98. <i>Christopher McCracken</i> - sing, make new verse            97. <i>Let Us Chase the Squirrel</i> - learn and create accompaniment</p>	<p><b>Additional Options</b>  <u>Units</u> - Back to School  <u>Rhythm Practice</u>  <u>Solfa Practice</u>  <u>Modules-General</u>            Movement Fun songs            Storybook Module - Listening Walk, All are Welcome</p>
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# September Week 1 at a Glance

## Sing

### New Songs:

1. I Like Singin'
2. Number Concentration names, d m s, beat
3. Nothing fun song
4. I'm Glad I'm Back at School sing-along, ABA

## Teaching Tips and Extras

- 4a.a How Music is Written
- 4a.b. The Hand Staff

## Lesson 1 Module

1. I Like Singin – listen and play along to  
Make a homemade kazoo  
Learn about Mozart and move to and play with  
“Larghetto”  
Learn about ABA form
4. I'm Glad I'm Back at School – sing the song

## Move

### Non-locomotor:

### Locomotor:

## Listen

### Listening Kit 3:

1. *Entry of the Gladiators* composed by Julius Fučík  
- introduce this selection as a STILL piece.

## Interactive Activities

### Games/Tools:

Interactive Staff Lesson

### Song List:

2. Number Concentration - Solfa/Note; Interactive Beat and Rhythm; Tone Ladder
3. Nothing - Types of Voices
4. I'm Glad I'm Back at School - Form Tool

## Create and Play

2. Number Concentration - teach the Orff arrangement; review how to play mallet instruments. Use the song and orchestration as an A section, and have students create a B section using number patterns. Transfer the patterns to body percussion or unpitched instruments

## Read/Write - Printables

Teach staff using Interactive Staff Lesson

1. I Like Singin' - Evaluate a performance
2. Number Concentration - Melodic Contour Map; Solfa and Note Name Worksheets, Beat and Rhythm Worksheets
3. Nothing - Types of Voices
4. I'm Glad I'm Back at School - ABA form

## Assess

Use these songs to get a good idea of what your students' strengths are and where they can improve regarding pitch matching, feeling the beat, and participation.

## Other Lesson Options

Rhythm/Solfa Practice

Games

Instruments - Unpitched, Instrument Kit Fun, Boomwhackers

Units: Back to School, Healthy Habits

## Tip from a Musicplay Teacher:

Play name games with your students to help learn their names and for them to learn each others names.. Song 2. Number Concentration is a great name game. You don't have to know the names of the students to play this game, so it's a good way to learn the names on the first day of class. More name games are found in the back to school unit.

# 1. I Like Singin'

September Week 1  
Lesson 1

RHYTHM	TONE SET
Rote	Rote



## Concepts

- melody
- timbre (kazoo)

## Skills

- Sing
- Play
- Move
- Create
- Listen
- Read/Write

## Core Arts Standards

- Create
- Perform
- Respond
- Connect

## Uke/Guitar:

## Arrangements

- Piano
- Uke/Guitar
- Orff
- Recorder
- Boomwhacker

## I can

- perform a song
- evaluate a performance.

## Printables

- Solfa
- Beat/Rhythm
- Note
- Evaluate
- Staff Lesson

## Interactives

- Solfa/Note/Tone Ladder
- Beat/Rhythm
- The Staff

**Type:** composed

**Theme:** music

*mf* D. Gagne

I like \_\_\_sing - in' and you like \_\_\_sing - in' and we like \_\_\_sing - in' to - geth - er. \_\_\_  
 jam - min' jam - min' jam - min'  
 ka - zoo - in' ka - zoo - in' ka - zoo - in'  
 sing - in' sing - in' sing - in'

We like \_\_\_sing - in' on a sun - ny day in fall. Scoo - boo - be - do!  
 jam - min'  
 ka - zoo - in'  
 sing - in'

*Last verse to coda* ⊕

I like \_\_\_sing - in' and you like \_\_\_sing - in' and we like \_\_\_sing - in' to - geth - er. \_\_\_  
 jam - min' jam - min' jam - min'  
 ka - zoo - in' ka - zoo - in' ka - zoo - in'  
 sing - in' sing - in' sing - in'

We like \_\_\_sing - in' an - y time at all. \_\_\_  
 jam - min'  
 ka - zoo - in'

*verse 3 play kazoo's:*

Ya - ba dab - ba doo! (Ya - ba dab - ba doo!) Scoo - by doo! \_\_\_ (Scoo - by doo!) \_\_\_

*rit.*  
 Wah! \_\_\_ (Wah!) \_\_\_ Doo doo doo doo doo.

*mf* We like sing-in' an - y time. *pp* We like sing-in' an - y time.

*f* We like sing - in' an - y time at all. *mf* Yah!

### TEACHING PURPOSE/SUGGESTIONS

This song sets the tone for introducing the students to the new musical year. Ask the students to tell you if they have opportunities to make music outside of school. Some may take piano lessons or play a guitar. Some may have brothers or sisters who play in a band or orchestra. Teach the song by rote, with plenty of enthusiastic singing. Watch the Lyrics video on MusicplayOnline and have the students sing along.

### LISTENING AND EVALUATING

Have students use the tools and techniques of musicianship in musical performances. For example, have them determine where breaths should be taken in a song. Ask them to tell you where in "I Like Singin'" they should take a breath. Have the students suggest where a change in dynamics would be effective. A dynamic change is shown in the coda of this song. Do the students think this is an effective place to put a dynamic change? Why or why not?

Record your class performing "I Like Singin'".

- Did we use good diction?
- What could we do to help the audience hear our words more clearly?
- How can we sing softly and stay in tune?
- Did we all breathe in the same places?
- Did we sing the phrases the same way? Did we start and end phrases together?
- Did we match pitch?
- Did the voices sound nicely blended, or were there individual voices that you could hear?
- Were the vowels pure?
- Was the tone pleasant, open and resonant, or was it sometimes 'shouty'?
- Did the class maintain a steady beat and perform rhythms accurately?
- Could you hear the dynamic contrast at the end of the song?

Ask the students to think of compliments and comments about their own performance. Brian Burnett suggests the use of the words "I noticed ..." and "I wondered ..." when making comments about performances. Work with the students to develop a set of criteria to evaluate performances. Have them think of three criteria for evaluating performances. Use these three criteria to evaluate their own performance of this song.

Listen to a recording of "The Charleston" or "Ain't She Sweet". Compare the style to "I Like Singin'".

### PLAYING AND CREATING

After the students are familiar with the song, encourage them to bring the song to life with actions to accompany each verse. In verse two, they could imitate playing a variety of instruments. They can be a lively group of musicians, or a band, to set this song in motion. Add kazoos in verse three, of course! Create a simple ostinato using half notes and half rests on C, B, A. The pattern would be: C, B, A, rest; A, B, C, rest. Repeat. Rest in the "Yaba dabba doo" section.

### ASSESSMENT




After you have your class singing and playing, use this song to get a good idea of where your students are at at the beginning of the year in terms of participation.

### CURRICULUM CONNECTIONS

This song could be used in following lessons to introduce other topics, even in other subject areas. Just insert the theme words and away you go, for example, reading, spelling, adding, jogging. (e.g., I like reading and you like reading ...) Use the song as an easy way to start up a class with a new topic. The students will be able to join in instantly.

# 2. Number Concentration

September Week 1  
Lesson 1

<b>RHYTHM</b> 	<b>TONE SET</b> <b>dms</b>	<b>Concepts</b> <ul style="list-style-type: none"> <li>• solo</li> <li>• dms</li> <li>• </li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sing    <input checked="" type="checkbox"/> Play    <input type="checkbox"/> Move</li> <li><input checked="" type="checkbox"/> Create    <input type="checkbox"/> Listen    <input checked="" type="checkbox"/> Read/Write</li> </ul>	<b>Uke/Guitar: D A</b>
 <p>d    m    s D    F#    A</p>		<b>Core Arts Standards</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Create    <input checked="" type="checkbox"/> Perform    <input type="checkbox"/> Respond</li> <li><input type="checkbox"/> Connect</li> </ul>	<b>Arrangements</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Piano    <input checked="" type="checkbox"/> Uke/Guitar</li> <li><input type="checkbox"/> Orff    <input type="checkbox"/> Recorder</li> <li><input type="checkbox"/> Boomwhacker</li> </ul>	
<b>I can</b> <ul style="list-style-type: none"> <li>• sing a solo.</li> <li>• read the rhythm and melody of a song.</li> <li>• create an ostinato.</li> </ul>	<b>Printables</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Solfa    <input checked="" type="checkbox"/> Beat/Rhythm</li> <li><input checked="" type="checkbox"/> Note    <input checked="" type="checkbox"/> Staff Lesson</li> </ul>	<b>Interactives</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Solfa/Note/Tone Ladder</li> <li><input checked="" type="checkbox"/> Beat/Rhythm</li> <li><input checked="" type="checkbox"/> Create an Ostinato</li> </ul>	<b>Type:</b> singing game  <b>Theme:</b> names	

D. Gagne



## GAME DIRECTIONS

Watch the Kids Demo video on [MusicplayOnline](#).

Give every student in the class a number. You may want to organize a seating plan, and give them the number that they will have in the plan. The teacher sings a number, and that student sings back their name. As you sing, tap a beat with one finger. If you don't respond with your name after your number is sung, you go out or sit down.

The first time you play this game, don't have any "outs" - just play for fun. As the students become more familiar with the game, you can play this as an elimination game. Ask the students to keep the beat with one finger while they play the game. They can feel the beat when tapping one finger, but it isn't as loud as clapping.

Invite students to be leaders and sing the numbers.

## TEACHING PURPOSE/SUGGESTIONS

Read about beat from the Concept Slides on [MusicplayOnline](#) or from the information given below. Ask the students if they can think of any sound in the world around them that keeps a steady beat. Answers might include a swing, a saw, a teeter-totter, windshield wipers, a bicycle tire with a flapper, a rowboat, a heart. Ask your students if they can feel their pulse. If they can feel it, have them whisper what they are feeling - "t t t t t t".

A good tool to demonstrate beat in music is an old-fashioned mechanical metronome. If you don't have one, you could ask your students if anyone has one at home that they could bring to school, or download a free metronome app. Set the metronome to a very slow speed and sing 2. "Number Concentration" with a slow beat. Change the metronome to medium and then to a fast beat. No matter what speed the music is, it always has a steady beat.



## PLAYING AND CREATING

Play the game Beat or No Beat on MusicplayOnline [↗](#). Create an ostinato to accompany the song using numbers 1-20 (avoid 11 as it uses a pickup). An example is "seven seven seven five twelve ten two".

Choose body percussion to perform with the word rhythms. It's a good idea to have the students say and play. Transfer the body percussion to unpitched instruments.

seven	seven	seven	five	twelve	ten	two	
pat-pat	pat-pat	pat-pat	clap	snap	clap	pat	rest
drum	drum	drum	woodblock	triangle	woodblock	drum	rest

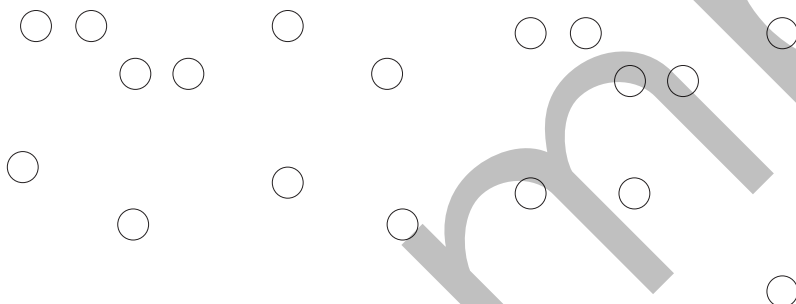
**Denise Tip:** If your students are good at reading/writing rhythms, they could notate the rhythm of the ostinato with craft sticks and hearts.

Teach the Orff arrangement for the song. Create number patterns and perform them as a B section or introduction to the song.

## MUSIC READING AND WRITING

Show with arm motions how the notes go higher and lower. Draw a melody map to show this. Making a melody map is a first step towards reading solfa or notation. Model how to make a melody map. You could use circles for the sounds, or bingo dabbers, or magnets on a magnetic board.

**For example:**



Then, invite the students to create a melody map of the song using markers, bingo dabbers, or sidewalk chalk outside on the sidewalk, or the worksheet that is in Printables section on MusicplayOnline [↗](#).

Use the Tone Ladder on MusicplayOnline [↗](#) to show how the high, middle, low notes correspond to **do mi so**. The note highlights video on MusicplayOnline [↗](#) is another good tool to show how the notes go.

If students have learned solfa in Grade 1-2, review **do**, **mi** and **so** and sing the song with solfa note names. When the class can sing the whole song in solfa, have them sing and dictate to you while you notate the song on the staff. A solfa interactive activity and worksheet for this song is given on the MusicplayOnline [↗](#).

The solfa practice section of the website (left menu) has a wealth of solfa activities:

- Echo the solfa pattern
- Poison Melody
- Read Handsigns
- Read notation
- Listen and Sing
- Assess



Within these activities, you can choose the solfa tone set that you'd like to work on with your students.

## LISTENING AND EVALUATING

After students know this song well, have them play the game and listen to individual students for a quick assessment of in-tune singing and keeping the beat at the beginning of the year. Use the results to address students having difficulty in subsequent classes.

# Beat and Rhythm Checklist & Rubrics

## BEAT AND RHYTHM ASSESSMENT CHECKLIST

Name	Beat - claps, pats, plays to beat	Beat - plays instru- ments to the beat	Beat - moves and IDs accent- ed beat	Steps or plays beat, claps rhythm	Reads rhythm ♪ ♪ ♪ ♪	Reads rhythm ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪	Reads rhythm ♪♪♪	Writes the rhythm of a phrase or song	Composes and plays rhythm
	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no

## BEAT RUBRICS

Use these rubrics to assess the ability to keep the beat.

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Keeps the beat accurately when using body percussion. (tap, pat)	The student continues working towards keeping the beat when using body percussion.	The student sometimes keeps the beat accurately when using body percussion.	The student usually keeps the beat accurately when using body percussion.	The student always keeps the beat accurately when using body percussion.

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Keeps the beat accurately when playing instruments.	The student continues working towards keeping the beat when playing instruments.	The student sometimes keeps the beat accurately when playing instruments.	The student usually keeps the beat accurately when playing instruments.	The student always keeps the beat accurately when playing instruments.

## RHYTHM RUBRIC

Use these rubrics to assess the ability to read (say or clap) rhythms. Fill in the rhythm to be assessed under "objective."

Objective	1 - Developing	2 - Beginning	3 - Satisfactory	4 - Excellent
Begins the pattern on the beat.	The student is not able to start on the beat.	The student starts close to the beat.	The student is very close to starting on the beat.	The student begins accurately on the beat.

Objective	1 - Developing	2 - Beginning	3 - Satisfactory	4 - Excellent
Accurately reads (says or claps) the rhythm	The student is not able to read the rhythm.	The student accurately reads part of the rhythm.	The student accurately reads most of the rhythm.	The student accurately and confidently reads all of the rhythm.

Objective	1 - Developing	2 - Beginning	3 - Satisfactory	4 - Excellent
The student maintains a steady beat while performing the pattern.	The student is not able to maintain a steady beat while performing the pattern.	The student maintains a steady beat for part of the pattern.	The student maintains a steady beat for most of the pattern.	The student accurately maintains a steady beat for all of the pattern.

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