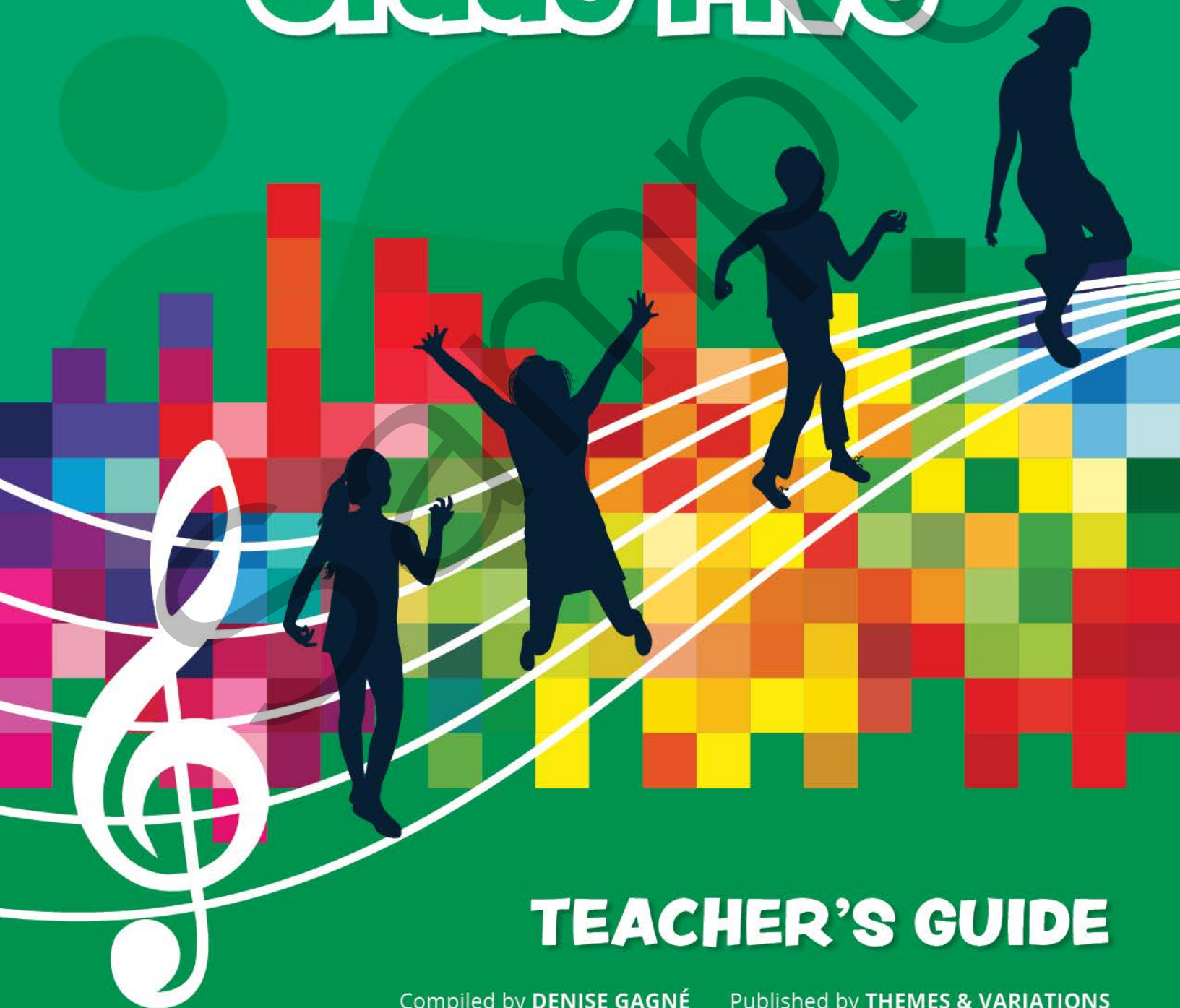


THEMES & VARIATIONS

MUSICPLAY

Grade Five



TEACHER'S GUIDE

Compiled by DENISE GAGNÉ

Published by THEMES & VARIATIONS

Musicplay Grade 5

Teacher's Guide - New Edition

Song/Poem		Song/Poem		Song/Poem	
#	Title	#	Title	#	Title
1	Mama Don't Allow	35	On the Banks of the Don	69	Irish Jig
2	Concentration	36	Hevenu Shalom Aleichem	70	I Am Getting Such a Headache
3	Little Tommy Tinker	37	Winter Is Here	71	Un Canadien errant
4	School Day Blues	38	Charley Marley	72	Haida
5	Boom Chicka Boom	39	C'est l'aviron	73	Funga Alafia
6	Pass the Stick	39a.a	"The First Snowfall"	74	African Drumming
7	When I Believe	40	Campana sobre campana	75	Old Woman
8	Ickle Ockle	41	Christmas Shopping Blues	75a.a	"To Daffodils"
9	Liza Jane	41a.a	"The Frosted Pane"	75a.b	"Earth Voices"
10	Four White Horses	42	The Twelve Days of Christmas	75a.c	"Rain Music"
11	Steel Drum	42a.a	"To Winter"	75a.d	"Climbing"
11a.b	"Thanksgiving"	42a.b	"Winter-Time"	76	Strive for the Highest
12	For Health and Strength	43	Snowflakes	77	John Kanaka
13	Button You Must Wander	44	Early to Bed	78	Drill Ye Tarriers
14	Jack Was Every Inch a Sailor	45	Old Maid	79	Show You Care
15	Alabama Gal	45a.a	"Ring Out, Wild Bells"	80	Hey, Ho, Nobody Home
16	Linstead Market	46	Follow the Drinkin' Gourd	81	Silly Sailor
17	Ronald MacDonald	47	When the Saints Go Marching In	82	The Ship Titanic
17a.b	"Something Told the Wild Geese"	48	George Washington Bridge	82a.a	"Rain Music"
18	Ghost of Tom	48a.a	Rossini's Ghost	83	Come Follow
19	Whistle, Daughter, Whistle	49	Music Alone Shall Live	84	Riel's Farewell
20	Skin and Bones	50	Weevily Wheat	85	'Neath the Lilacs
20a.a	"In a Dark, Dark Wood"	51	Hot Potato	86	Waddally Acha
20a.b	"Shadow March"	51a.a	"The Snow Man"	87	Play That Rhythm
21	Lady in the Graveyard*	52	Scoo Be Doo Song	88	Come and Sing
22	Percussion Family	53	I've a Car	89	Clementine
23	Shalom	54	String Family	90	I Let Her Go
24	Raindrops Round	55	Five Four Groove	91	Take Me Out to the Ballgame
25	El torojil	56	Cobbler, Cobbler	92	Ball Go Round
26	He's Got the Whole World	57	Rainbow Color	92a.a	"Casey at the Bat"
27	Peace is Flowing Like a River	58	Chinese Temple	93	We Love to Sing
28	Our Old Sow	59	You Gotta Believe	94	Boll Weevil
28a.a	In Flanders Fields	60	Al citron	94a.a	"The Dandelion"
29	Ah! Si mon moine voulait danser	61	Johnny Lost a Quarter	94a.b	"Swimming"
30	Sing the Scale	62	En roulant ma boule	95	La bella hortelana
31	Woodwind Family	63	Chumbara	96	Flamenco
32	Brass Family	64	Girls' Day	97	The Capitals of Canada
33	Green Sally Up	65	Digeridoo	98	The Capitals of America
33a.a	"Beclouded"	66	Click Go the Shears	99	O Canada
34	Ninaskamon	67	Brave Wolfe	100	Star Spangled Banner
		68	Deep and Wide		

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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.

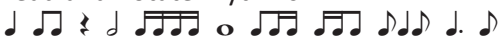
Present

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
- perform rhythm patterns from repertoire
- read and notate rhythms

- identify 2/4, 3/4, 4/4, 6/8 meter
- use pickup notes, use and create melodic and rhythmic ostinati

MELODY

- sing alone and with others a varied repertoire
- read, notate using letter names or solfa patterns: sm, slsm, smlsm, lsm, smd, mrd, lsmrd, d'lsrd, low la, so patterns, fa and ti, major scales

HARMONY

- sing and play melodic ostinati, 2, 3, and 4 part rounds and canons, echo and partner songs descants, two part harmony, use I - IV - V chords

INSTRUMENTAL TECHNIC

- perform alone and with others a varied repertoire on a variety of instruments
- develop mallet technique, all borduns, alternating mallets, ostinato, simple tonic orchestration, play ensemble pieces for barred instruments
- recorder in two parts, guitar or ukelele

CREATING

- compose and arrange music within specified guidelines
- create sound effects, verses, parodies, movements, rhythm compositions, new verses to songs, accompaniments for songs, poems and stories

FORM

- analyze and describe how music is organized
- identify phrases / same or different, use repeat sign, D.C., Coda, AB, ABA forms, rondo, call-response, theme and variations, introduction, first and second endings

EXPRESSION

- listen to, analyze, and describe music
- identify the tempo of a piece of music as largo, andante, moderato, allegro, presto
- use and identify accelerando, ritardando
- identify and perform the dynamics of a piece of music using correct terms
- sing expressively showing an understanding of the text

CULTURAL/HISTORICAL CONTEXT

- listen to, analyze, and describe music
- perform and or listen to songs from a variety of cultural heritages and historical periods, including songs of the settlers and the west

LISTENING

- listen, respond, analyze, connect to and describe music
- evaluate music and musical performances
- identify instruments, identify forms through listening, experience music from a variety of historical and cultural contexts

INTEGRATED CURRICULUM

- understand relationships between music and the other arts and disciplines outside the arts
- integrate with literature by creating accompaniments for poems and stories, learn songs for holidays and special days, songs from many cultures and songs to teach about other subject areas

MONTH:	RHYTHM:	MELODY:	OTHER:	INSTRUMENTS:	THEMES:
SEPTEMBER	Prepare: ♩ ♩ ♩ ♩ ♩ ♩ Present: beat-rhythm, ♩ ♩ ♩ ♩ ○	Present: d m s d', l s m, s, l, t d	high/low, loud/soft, fast/slow, 12 bar blues	Orff arrangements unpitched	fun song, names Caribbean
OCTOBER	Prepare: 6/8 Present: drmf, l, drm Practice: drm sl, s, l, drm s l, t d, drmf	Present: major scale Present: ♩ ♩ ♩ Practice: ♩ ♩ ♩	tempo terms, verse-chorus, legato, dynamics theme and variations	Orff arrangements unpitched percussion family	Thanksgiving spooky songs
NOVEMBER	Present: ♩ ♩ ♩ ♩ Prepare: ♩ ♩ ♩ ♩, 3/4 Present: ♩ ♩ ♩ ♩ Practice: ♩ ♩ ♩	Present: major scale Practice: d m s d', s, drm	major scale, legato	Orff arrangements unpitched woodwind, brass	peace winter Jamaican
DECEMBER	Prepare: ♩ ♩ ♩ 3/4 Practice: ♩ ♩ ♩ ♩ Present: ties	C scale G scale	Present: ties	sound effects Boomwhackers® Orff arrangements	Hebrew Spanish Christmas Christmas
JANUARY	Present: 3/4 Practice: ♩ ♩ ♩ ♩	Practice: drmf	Rossini jazz	Orff arrangements unpitched string family	healthy habits
FEBRUARY	Prepare: 6/8 Present: 5/4 Practice: ♩ ♩ ♩ ♩	Practice: drm sl, s, drm	jazz - scat	Orff arrangements unpitched	Black History Lunar New Years
MARCH	Prepare: 6/8 Present: ♩ ♩ ♩ ♩ ♩ ♩ Practice: ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩	Practice: l, t, d mf lt, drm s d', drm sl d' and C scale	tempo terms, dynamics diminution/augmentation conducting 2/4, 3/4, 4/4	Orff arrangements unpitched	Australia, Africa Irish music Hebrew, French
APRIL	Practice: ♩ ♩ ♩ ♩	Practice: drm sl	tempo create verses	Orff arrangements unpitched	Carmen by Bizet DVD Bizet's Dream Renaissance music
MAY	Practice: 3/4 ♩ ♩ ♩ ♩ ♩ ♩	Practice: s, l, drm C scale	maypole dance create new words	Orff arrangements unpitched Boomwhackers®	Renaissance music May Day Trinidad
JUNE	Practice: 3/4 ♩ ♩ ♩ ♩ ♩ ♩	Practice: s, l, t drm, C scale	movement	Instrument Bingo	patriotic music Texas folk song

Musicplay 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	names
3	Little Tommy Tinker	d m s d', round	♪♪♪	create new words	Orff	English
3a.a	Rote Process					
3a.b	How Notes are Named					
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	game song
6a.a	12 Bar Blues			12 Bar Blues		
7	When I Believe	2 part choral		expression		self esteem
8	Ickle Ockle	lsm	♪♪	create accomp. I-V	Orff	fishing
8a.a	Responding to Music			listening		
8a.b	Beat and Rhythm		beat/rhythm			
9	Liza Jane	drm sl d'	♪♪♪	create accomp.	D, Orff	American folk
10	Four White Horses	s,l,tdrm	γ	new Orff, create new	clap patterns	Caribbean
11	Steel Drum			listening		Caribbean
11a.a	Instrument Research Project			instruments		
12	For Health and Strength	major scale, round			Thanksgiving	
13	Button You Must Wander	drm sl	♪♪	create accomp.	Orff	game song
14	Jack Was Every Inch a Sailor			verse-chorus	D/A	Canadian folk
14a.a	Read, Write, and Reproduce Rhythms					
15	Alabama Gal	s,l, drm s	♪♪♪	dance, create acc.	G/D, Orff	American folk
16	Linstead Market	2 part choral	♪♪♪	create acc. with u/p		Jamaican
17	Ronald MacDonald			tempo terms		game song
17a.a	Time Signature		time signatures			
17a.c	Tempo: Fast and Slow			tempo		
18	Ghost of Tom	s,l, drm, round		create acc., create movement	Em,Orff	Halloween
19	Whistle, Daughter, Whistle	drmf s	♪♪♪	create verses, acc.	I-V	folk song
20	Skin and Bones	l, drm	6/8	expression, create acc	Orff	Halloween
21	Lady in the Graveyard	l,td		legato, dynamics, create acc	Orff	Halloween
22	Percussion Family			listening		percussion family
23	Shalom	2 part choral				peace
24	Raindrops Round	dmsd', round	♪♪♪♪	round, create storm	Orff	rain
25	El torojil	drmfsl	♪			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	game song
28a.a	In Flanders Fields			poem		Peace
29	Ah! Si mon moine	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	African American
33a.b	Introduction to Scales	scales				
34	Ninaskamon			create acc. unpitched		Cree
35	On the Banks of the Don		3/4 ♩	verse-chorus		Canadian folk
36	Hevenu Shalom Aleichem	2 part choral				Hebrew, peace
37	Winter is Here	round (G scale)	♪♪♪	create new words	Orff	winter
38	Charley Marley	C scale	ties			Jamaican
39	C'est l'aviron		♪			French Canadian
40	Campana sobre campana					Spanish Christmas
41	Christmas Shopping Blues			create solos, 12 bar blues		Christmas
42	The Twelve Days of Christmas			create sound effects		Christmas
43	Snowflakes	2 part choral		expression		winter, snow
44	Early to Bed	round	3/4 ♩			healthy habits
45	Old Maid		3/4			game song
46	Follow the Drinkin' Gourd					African American
47	When the Saints	drmf s				spiritual, jazz

#	Song	Melodic	Rhythmic	Other	Instruments	Theme
48	George Washington Bridge		3/4	tempo terms		fun song
48a.a	Rossini's Ghost					
49	Music Alone Shall Live	round	3/4			music
50	Weevily Wheat		♪ ♪ ♪	singing game		game song
51	Hot Potato	tdrmfs	♪. ♪			game song
52	Scoo Be Doo Song	melodic ostinatos	♪. ♪	scat singing		jazz
53	I've a Car	drm sl	♪. ♪	create sound effects I-V		cars
54	String Family			listening		string family
55	Five Four Groove		5/4	improvising, unpitched		jazz
56	Cobbler, Cobbler	drm s	♪ ♪	create acc.	Orff	game song
57	Rainbow Color	drm sl	♪ ♪ ♪	recorder, create acc.	Orff	Lunar New Year
58	Chinese Temple			listening		Chinese
58a.a	Lunar New Year					
59	You Gotta Believe			create music video		self esteem
60	Al citron	s, drm	♪. ♪	beat - passing game, create acc.		Spanish
61	Johnny Lost a Quarter			sequences		fun song
62	En roulant ma boule		6/8	improvise with spoons		French
63	Chumbara			create patterns, dynamics I-V		fun song
63a.a	D.S. al Fine					
64	Girls' Day	l,t,d mf lt				Japanese
65	Digeridoo			listening		Australian
66	Click Go the Shears		6/8	create sound effects		Australian
67	Brave Wolfe			expression, dramatize		Canada
68	Deep and Wide		♪. ♪	tempo		fun song
69	Irish Jig		6/8	listening		Irish
70	Getting Such a Headache	C scale	♪ ♪	tempo, augmentation-diminution		fun song
71	Un Canadien errant		3/4	expression		French Canadian
72	Haida	round	♪. ♪	create acc., movement		Hebrew
72a.a	Conducting					
73	Funga Alafia	C scale	♪ ♪ ♪	create acc., movement		African
74	African Drumming			listening		African
75	Old Woman	drm s d'		dynamics	Orff	fun song
76	Strive for the Highest			expression		DARE, graduation
77	John Kanaka	ls mrd	♪. ♪	create ostinato to acc. song		singing game
78	Drill Ye Tarriers		♪. ♪	expression		railroad folksong
79	Show You Care	2 pt choral	♪. ♪	echo harmony		Earth Day
79a.a	Enviro. Composition Project					
79a.b	Rain Soundscape					
80	Hey, Ho, Nobody Home	round	♪. ♪	create acc. or use	Orff	Renaissance
81	Silly Sailor		♪. ♪	create verses	Em/D	Renaissance
82	The Ship Titanic			expression		Titanic
83	Come Follow	C scale, round	♪. ♪			Renaissance
84	Riel's Farewell			expression		Canada
85	'Neath the Lilacs		3/4	expression		fun song
85a.a	3/4 Time Signature					
86	Waddally Acha				Boomwhackers	fun song
87	Play That Rhythm	s,l, drm		compose	Orff	compose
88	Come and Sing	C scale, round	♪ ♪ ♪	create movement	Orff	singing
89	Clementine		♪. ♪	create acc	I-V	fun song
90	I Let Her Go			create verse, movement		Trinidad
91	Take Me Out to the Ballgame		3/4	create new words		baseball
92	Ball Go Round	C scale	♪. ♪			Jamaica
93	We Love to Sing			movement		singing
94	Boll Weevil	s,l,tdrm	♪ ♪ ♪. ○	create verse, create acc I-V		Texas folk
95	La bella hortelana	C scale	3/4			Spanish
96	Flamenco			listening		flamenco
97	The Capitals of Canada					Canada
98	The Capitals of America					America
99	O Canada					Canada
100	Star Spangled Banner					America

August Month Outline - Grade 5



August 1st Week

Back to School Lesson 1

<p>Song List Loo La (gr. 4) (<i>beat, create hand clap patterns</i>)</p> <p>Back to School - Music Room Rules, Jump In, RESPECT chant</p>	<p>Lesson Modules </p> <p>warm up with body percussion create clap patterns to the song Loo La</p> <p>Name Games: Jump In</p> <p>complete a SING-O game card so your teacher can get to know you.</p>	<p>Additional Options </p> <p><u>Units</u> - Back to School (Jump In, Rules)</p> <p><u>Modules-General</u> No Touch Games - Can you Keep a Steady Beat? Scooby Finds the Beat.</p>
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August 2nd Week

Back to School Lesson 2

<p>Song List Loo La (gr. 4) (<i>beat, create hand clap patterns</i>)</p> <p>Back to School - Music Room Rules, Jump In, RESPECT chant</p>	<p>Lesson Modules </p> <p>Name Games: All Are Welcome Here - review mallet position, Orff rules, and accompany the song. (Boomwhackers or Orff) 96 Loo La – review echo rhythms make up our own rhythms learn about the song Lift Every Voice and Sing - complete a worksheet, compare two performances of Lift Every Voice and Sing</p>	<p>Additional Options </p> <p><u>Units</u> - Back to School (Jump In, Rules)</p> <p><u>Modules-General</u> No Touch Games - Can you Keep a Steady Beat? Scooby Finds the Beat.</p>
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August 3rd Week

Back to School Lesson 3

<p>Song List 98. Capitals of America 100. The Star Spangled Banner</p>	<p>Lesson Modules </p> <p>Name Games: review All Are Welcome Here - review mallet position, Orff rules, and accompany the song. (Boomwhackers or Orff) 98. Capitals of America - sing, worksheet Create an America Word Chain by writing eight or more words that describe the USA. Assign words to unpitched instruments. 100. The Star Spangled Banner - learn about the song - do the interactive and complete a worksheet</p>	<p>Additional Options </p> <p><u>Units</u> - Back to School (Jump In, Rules)</p> <p><u>Modules-General</u> No Touch Games - Can you Keep a Steady Beat? Scooby Finds the Beat.</p>
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August 4th Week



Back to School Lesson 4

<p>Song List 93. We Love to Sing 98. Capitals of America 100. The Star Spangled Banner</p>	<p>Lesson Modules </p> <p>echo body percussion and create your own body percussion and perform it with music Vocal warmup: 93. We Love to Sing 98. Capitals of America - sing, worksheet - create accompaniment with ukulele, guitar, Boomwhackers 100 Star Spangled Banner</p>	<p>Additional Options </p> <p><u>Units</u> - Back to School (Jump In, Rules)</p> <p><u>Modules-General</u> No Touch Games - Can you Keep a Steady Beat? Scooby Finds the Beat.</p>
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September Week 1 at a Glance

Sing

New Songs:

- | | |
|------------------------|---|
| 1. Mama Don't Allow | s, l, d r m  |
| 2. Concentration | beat, d m s |
| 3. Little Tommy Tinker | round, d m s d'  |


Review Songs:

Teaching Tips and Extras

- 3a.a Rote Process
- 3a.b How Notes are Named

Lesson 1 Module

#1 "Mama Don't Allow"

- performance on spoons by Abby
- hold the spoons and play
- Learn About the Staff #1-10
- Worksheets or alternate
- * Play the game "Which Rhythm do you Hear?" Level 3 ()

#3 "Little Tommy Tinker"

- Clap the rhythm, Sort the rhythms
- Compose your own rhythm pattern

Move

Non-locomotor:

- 1. Mama Don't Allow - add actions
- 2. Concentration - play the game.

Locomotor:

Listen

Interactive Activities

Games/Tools:

Song List:

- 1. Mama Don't Allow - Staff; Pop Quiz (Note Names)
- 2. Concentration - Solfa/Note; Tone Ladder; Staff
- 3. Little Tommy Tinker - Solfa/Note; Tone Ladder; Rhythm Sort/Erase; Staff

Create and Play

- 1. Mama Don't Allow - substitute unpitched rhythm instruments for the body percussion that is suggested in the song. Play spoons as suggested in Lesson 1 Module.
- 2. Concentration - an Orff arrangement is available.
- 3. Little Tommy Tinker - Create new words for the melody; an Orff arrangement is available.

Read/Write - Printables

- Teach the staff using the interactive staff lesson
- 2. Concentration - How Notes are Named; review tempo terms; complete tempo worksheet; complete note name worksheet.
- 3. Little Tommy Tinker - read the rhythms and the note names; complete solfa worksheet; complete note name worksheet.

Assess

- 1. Review and assess tempo terms with song 2.
- 2. Review and/or assess note values with song 3.
- 3. Review and assess pitch letter names using staff lesson worksheets.


Other Lesson Options

- | | |
|---------------------|----------------------|
| Back to school unit | Guitar, Ukulele Unit |
| Healthy Habits unit | Bucket, Frame Drum |
| Theory Unit (staff) | Body Percussion |
| Boomwhackers | Recorder 1 or 2 |

Tip from a Musicplay Teacher:

2. Concentration

September Week 1
Lesson 1

RHYTHM Rote	TONE SET d m s	Concepts <ul style="list-style-type: none"> do mi so beat tempo 	Skills <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sing <input type="checkbox"/> Play <input type="checkbox"/> Move <input type="checkbox"/> Create <input type="checkbox"/> Listen <input checked="" type="checkbox"/> Read/Write 	Uke/Guitar: D A
		Core Arts Standards <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Create <input type="checkbox"/> Perform <input type="checkbox"/> Respond <input type="checkbox"/> Connect 	Arrangements <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Piano <input checked="" type="checkbox"/> Uke/Guitar <input checked="" type="checkbox"/> Orff <input type="checkbox"/> Recorder <input type="checkbox"/> Boomwhacker 	
I can <ul style="list-style-type: none"> sing alone. read do mi so. 	Printables <ul style="list-style-type: none"> <input type="checkbox"/> Solfa <input type="checkbox"/> Beat/Rhythm <input checked="" type="checkbox"/> Note <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Tempo 	Interactives <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Solfa/Note/Tone Ladder <input checked="" type="checkbox"/> Beat/Rhythm 	Type: Reading Song Theme:	

Traditional, adapted by D. Gagné

Con-cen-tra-tion ev-'ry-bod-y read-y? When you hear your name—the game be-gins!

GAME DIRECTIONS

All begin by singing the first part of the song. After the line, “When you hear your name, the game begins!” the teacher sings their own name, followed by a student’s name. The student continues the game by singing their own name followed by a classmate’s name. The classmate sings their own name, followed by a different classmate’s name. Eliminate those who don’t sing on the beat, until there are only a few left. Practice many times before beginning the elimination part of this game.

TEACHING PURPOSE/SUGGESTIONS

Teach the song by rote, or if you are familiar with solfa, by singing the melody using solfa. Play the game as per the directions in the Teacher's Guide. This game is included to help you learn the names of the students in your music class. Music specialists can teach up to 1000 students per week and games like this help the teacher learn the names quickly. Musically, this game is played to practice keeping a steady beat. Have the students keep the beat by tapping one finger in the palm of their other hand. This gives them the feel of the beat without being so noisy that it is louder than the singing.

Each time someone goes out, increase the speed or tempo of the singing. Review the tempo terms.

- | | |
|-------------|--------------------------------|
| adagio | <i>slow</i> |
| lento | <i>slowly</i> |
| largo | <i>very slow and broad</i> |
| andante | <i>slow, at a walking pace</i> |
| moderato | <i>moderate pace</i> |
| allegro | <i>lively and quick</i> |
| vivace | <i>fast and lively</i> |
| presto | <i>very quick</i> |
| prestissimo | <i>as quick as possible</i> |




Play this game again often. This is a good game to play anytime you have a few extra minutes of class time.


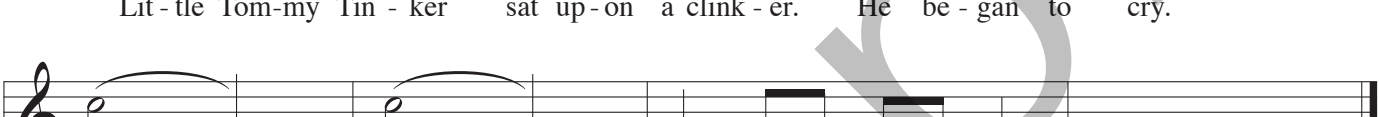
MUSIC READING AND WRITING

Use this song to read the solfa notes do mi so and to review tempo terms.

3. Little Tommy Tinker

September Week 1
Lesson 1

RHYTHM 	TONE SET drm s d'	Concepts <ul style="list-style-type: none"> dms d' round  	Skills <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sing <input checked="" type="checkbox"/> Play <input checked="" type="checkbox"/> Move <input checked="" type="checkbox"/> Create <input type="checkbox"/> Listen <input checked="" type="checkbox"/> Read/Write 	Uke/Guitar: C G7
		Core Arts Standards <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Create <input type="checkbox"/> Perform <input type="checkbox"/> Respond <input type="checkbox"/> Connect 	Arrangements <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Piano <input checked="" type="checkbox"/> Uke/Guitar <input checked="" type="checkbox"/> Orff <input type="checkbox"/> Recorder <input type="checkbox"/> Boomwhacker 	
I can <ul style="list-style-type: none"> sing a round. read rhythms and melodies. 	Printables <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Solfa <input type="checkbox"/> Beat/Rhythm <input checked="" type="checkbox"/> Note <input type="checkbox"/> Staff 	Interactives <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Solfa/Note/Tone Ladder <input checked="" type="checkbox"/> Beat/Rhythm <input checked="" type="checkbox"/> Staff 	Type: Reading Song Theme:	

1.  2.  Traditional

Lit - tle Tom-my Tin - ker sat up - on a clink - er. He be - gan to cry.

Ma! _____ Ma! _____ Poor lit - tle in - no - cent guy.

ACTIONS

A clinker is a hot coal, and when Tommy Tinker sat on it, it HURT!

- | | |
|---------------------------|--|
| Little Tommy Tinker | <i>sit in place</i> |
| sat upon a clinker. | <i>jump up, holding your bottom</i> |
| He began to cry. | <i>wipe eyes</i> |
| Ma! Ma! | <i>throw arms into the air 2x</i> |
| Poor little innocent guy. | <i>clasp hands together, bring to chest and sit down</i> |

TEACHING PURPOSE/SUGGESTIONS

This is an easy four-part round that provides great practice singing in parts. Explain that the song comes from a time when homes were heated by building a fire in an open fireplace. If someone wanted to warm up, they would go closer to the fire. A “clinker” was a hot coal that had rolled out of the fire.

Read the rhythms. Sing “Little Tommy Tinker,” using rhythm names instead of the words. Read the melody, using either letter names or solfa. “Little Tommy Tinker” uses the solfa note **high do**. Have students identify the **high do** in the song.

Practice the melody and actions in unison before dividing into parts. Divide the class into two groups and sing “Little Tommy Tinker” as a two part round. Have the second group begin after two measures. When the students are successful performing the round in two parts, try it in three parts, starting new groups after one measure.

PLAYING AND CREATING

This round could be played by good recorder players, on barred percussion instruments, or Boomwhackers. You could have the students try to write new words for this melody.

MUSIC READING AND WRITING

This is a reading song. Review the note values with the class. Use the rhythm names given, or whatever rhythm syllables you use.

A quarter note ♩ is one sound on a beat	<i>ta (or whatever rhythm names you use)</i>
A pair of eighth notes ♪ are two sounds on a beat	<i>ti-ti</i>
A half note ♪ is held for 2 beats	<i>too-oo</i>
A whole note ○ is held for 4 beats	<i>fo-o-o-our</i>

You can show this by drawing a pizza on the board. The whole pizza is the equivalent of the whole note. Divide the pizza in two and you have two “half” pizzas, or two half notes.

After students have learned the round, they should be very familiar with the melody. Whether you are teaching solfa 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. Sing and clap the song phrase by phrase, and ask them to write it down (reproduce the song).

Use the Rhythm Practice and Solfa Practice sections on MusicplayOnline to practice these rhythms and this tone set.

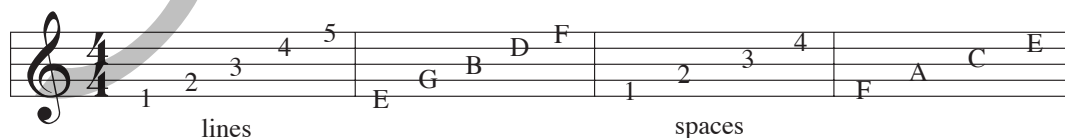
Teaching Tips and Extras

3a.a Rote Process

1. The teacher sings the entire song for the students (or plays a recording).
2. The teacher sings or plays each phrase in turn to the students and the students echo. If there are any inaccuracies in pitch or rhythm, repeat. If the teacher cannot sing accurately, play a phrase on the recording and pause, and then have the students echo.
3. The teacher sings two phrases to the students. The students echo two phrases. Continue until the entire song has been sung. If there are any inaccuracies in pitch or rhythm, repeat.
4. The teacher sings (or plays) the entire song to the students. The students echo the entire song.

3a.b How Notes are Named

The Staff: Music is written on a five-line staff. Notes can be placed on lines or in spaces. The lines and spaces are numbered from the bottom to the top. At the beginning of a staff, a clef is given. The treble clef circles the note G, and is used for treble, or higher, notes.

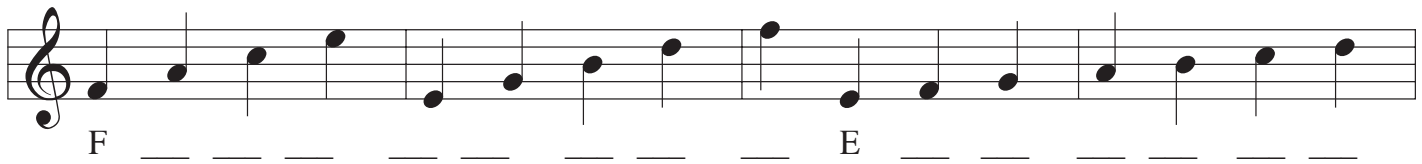


Letter Names: The first seven letters of the alphabet are used to name notes - ABCDEFG. When you play an instrument, you use letter names to name notes.

You can remember the names of the notes on lines with this mnemonic: **Every Good Boy Does Fine**

You can remember the names of the notes in spaces with this mnemonic: **FACE**.

Name the notes in the staff below. Sing the letter names of the notes in 2. “Concentration”.



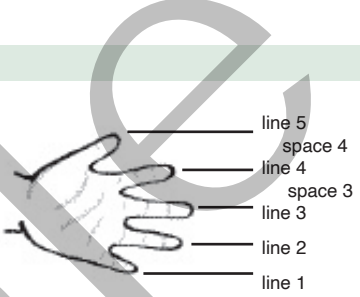
This activity is in the student book and is given as a reproducible on MusicplayOnline under "Concentration." Read the information given with your class and have them complete the note naming exercise. Additional interactive activities and worksheets are available in the Theory Section on MusicplayOnline.

Note Naming practice is found on Musicplayonline in the games section. Practice naming notes in the treble clef Pop Quiz, the Note Name Memory game, and the Trivia Wheel game.

HAND STAFF

Show the students the hand staff. Hold your hand in front of you with your fingers spread apart and the thumb up. Number your fingers 1-2-3-4-5 from the bottom to the top. Tell the students that they have five fingers, just as there are five lines on the music staff. To show the spaces on the hand staff, place the index finger of your right hand between two fingers. Spaces are also numbered from the bottom to the top. Call out a line or space and have the students point to the correct one.









For example: line 3, space 4, line 1, space 2



Sample

Beat and Rhythm Checklist & Rubrics

BEAT AND RHYTHM ASSESSMENT CHECKLIST

Name	Demonstrates beat through conducting in 2/4 and 4/4	Reads rhythm 	Reads rhythm 	Knows names, values 	Reads rhythm flashcards 	Reads rhythm flashcards 	Reads rhythm flashcards 	Writes rhythm dictation 	Writes rhythm dictation 
	yes/no	yes/no	yes/no	mark	rubric	rubric	rubric	mark	mark

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. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Accurately reads (says or claps) the rhythm	The student is not able to read the rhythm.	The student is sometimes able to read the rhythm.	The student usually reads the rhythm.	The student consistently reads the rhythm.

Classified Index

MULTICULTURAL MUSIC

African

- 73. Funga Alafia
- 74. African Drumming

African American

- 33. Green Sally Up
- 46. Follow the Drinkin' Gourd

American

- 9. Liza Jane
- 15. Alabama Gal
- 57. Tom Dooley
- 94. Boll Weevil (*Texas folk*)
- 98. The Capitals of America
- 100. Star Spangled Banner

Australian

- 67. Didgeridoo
- 66. Click Go the Shears

Canadian

- 14. Jack Was Every Inch a Sailor
- 35. On the Banks of the Don
- 39. C'est l'aviron
- 67. Brave Wolfe
- 71. Un Canadien errant
- 84. Riel's Farewell
- 99. The Capitals of Canada
- 99. O Canada

Caribbean

- 10. Four White Horses
- 11. Steel Drum
- 16. Linstead Market (*Jamaican*)
- 38. Charley Marley (*Jamaican*)
- 90. I Let Her Go (*Trinidadian*)

Chinese

- 57. Rainbow Color
- 58. Chinese Temple

English

- 3. Little Tommy Tinker

French

- 29. Ah! Si mon moine voulait danser!
- 39. C'est l'aviron
- 62. En roulant ma boule
- 71. Un Canadien errant

Hebrew

- 36. Hevenu Shalom Aleichem
- 72. Haida

Irish

- 69. Irish Jig

Japanese

- 64. Girls' Day

Jazz

- 47. When the Saints Go Marching In
- 55. Five Four Groove

Indigenous/ First Nations

- 34. Ninaskamon

Spanish

- 25. El torojil
- 40. Campana sobre campana
- 60. Al citron
- 95. La bella hortelana
- 98. Flamenco

NON-ENGLISH SONGS

#	Title	Language/Culture	#	Title	Language/Culture
25	El torojil	Spanish	62	En roulant ma boule	French
29	Ah! Si mon moine	French	64	Girls' Day	Japanese
34	Ninaskamon	Cree	71	Un Canadien errant	French
36	Hevenu Shalom	Hebrew	72	Haida	Hebrew
39	C'est l'aviron	French	73	Funga Alafia	African
40	Campana sobre	Spanish	95	La bella hortelana	Spanish
60	Al citron	Spanish	96	Flamenco	Spanish

Curriculum Links

LANGUAGE ARTS	DRAMA	SOCIAL STUDIES	SCIENCE
<p>Writing: 19. Whistle, Daughter, Whistle 75. Old Woman</p> <p>Poems: 8a. <i>Autumn</i>, Emily Dickenson 15a. <i>Something Told the Wild Geese</i>, Rachel Field 18a. <i>In a Dark Dark Wood</i> 18b. <i>Shadow March</i>, Robert Louis Stenenson 27a. <i>In Flanders Fields</i>, John McCrae 33a. <i>Beclouded</i>, Emily Dickenson 38a. <i>The First Snowfall</i>, James Russell Lowell 77b. <i>To Daffodils</i>, Robert Herrick</p>	<p>18. Ghost of Tom 20. Skin and Bones</p>	<p>Multicultural: 10. Four White Horses (<i>Caribbean</i>) 11. Steel Drum (<i>Caribbean</i>) 14. Jack Was Every Inch a Sailor (<i>Canadian Folk</i>) 16. Linstead Market (<i>Jamaica</i>) 25. El torojil (<i>Spanish</i>) 29. Ah! Si mon moine voulait danser! (<i>French</i>) 33. Green Sally Up (<i>African American street game</i>) 34. Ninaskamon (<i>Cree</i>) 35. On the Banks of the Don (<i>Canadian Folk</i>) 36. Hevenu Shalom Aleichem (<i>Hebrew</i>) 38. Charley Marley (<i>Caribbean</i>) 40. Campana sobre campana (<i>Spanish</i>) 57. Tom Dooley (<i>American Folk</i>) 57. Rainbow Color (<i>Chinese</i>) 58. Chinese Temple (<i>China</i>) 60. Al citron (<i>Spanish</i>) 64. Girls' Day (<i>Japan</i>) 67. Didgeridoo (<i>Australia</i>) 66. Click Go the Shears (<i>Australia</i>) 69. Irish Jig 72. Haida (<i>Hebrew</i>) 73. Funga Alafia (<i>Africa</i>) 74. African Drumming 90. I Let Her Go (<i>Caribbean</i>) 92. Ball Go Round (<i>Caribbean</i>) 99. The Capitals of Canada 98. The Capitals of America 99. O Canada 100. Star Spangled Banner</p>	<p>Seasons: 37. Winter Is Here 38a. <i>The First Snowfall</i>, James Russell Lowell 43. Snowflakes</p> <p>Environment: 79. Show You Care</p>

DAILY PE	DANCE	HEALTH
<p>8. Ickle Ockle 15. Alabama Gal 28. Our Old Sow 48. George Washington Bridge</p>	<p>10. Four White Horses 15. Alabama Gal 17. Ronald MacDonald 38. Charley Marley 63. Chumbara 68. Deep and Wide 69. Irish Jig 72. Haida 73. Funga Alafia 77. John Kanaka 86. Waddally Acha</p>	<p>Self Esteem: 7. When I Believe 59. You Gotta Believe 76. Strive for the Highest</p>