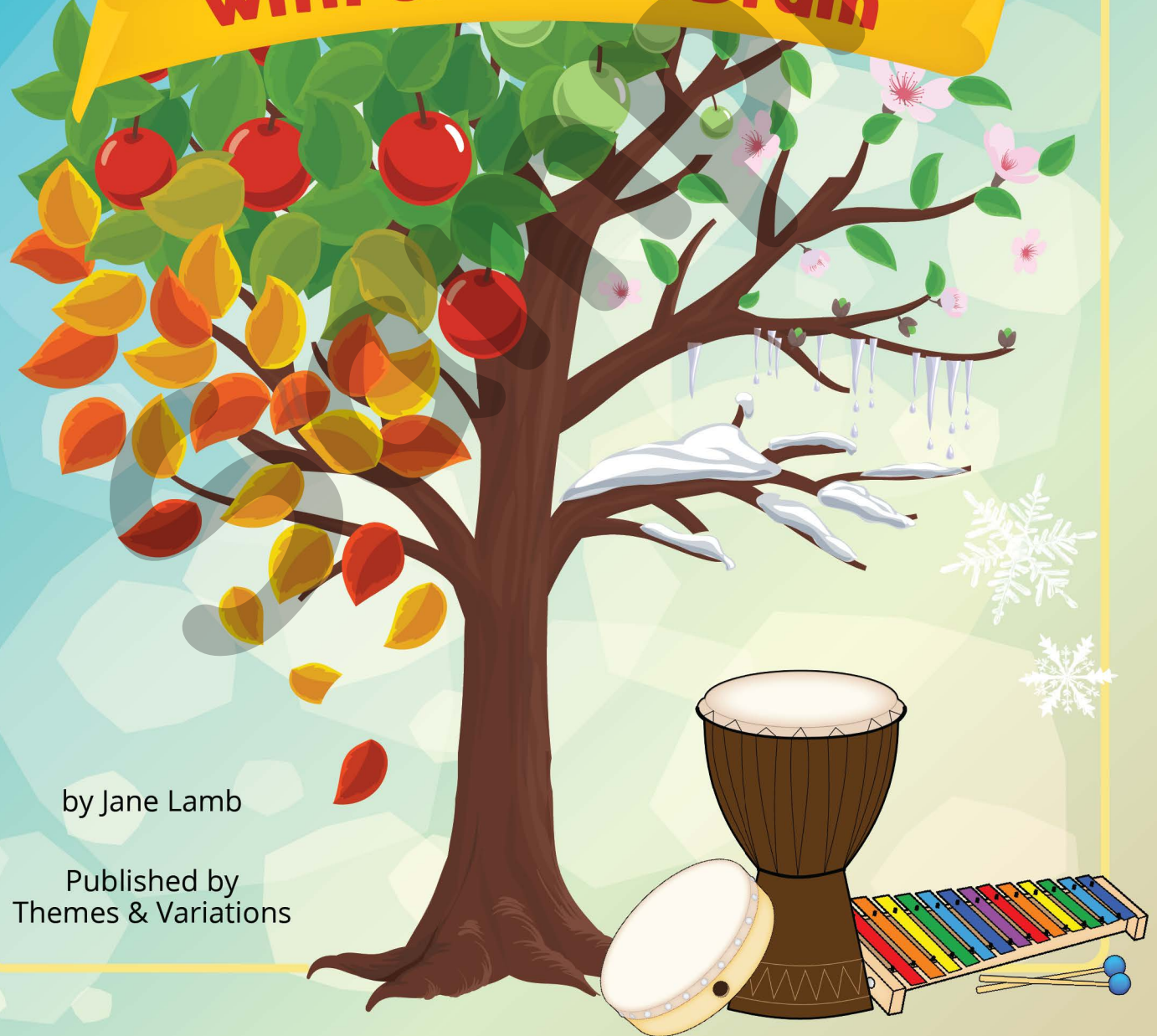




SEASONS AND SPECIAL DAYS

with Orff and Drum



by Jane Lamb

Published by
Themes & Variations

SEASONS AND SPECIAL DAYS

with Orff and Drum

Song	Page	Grade Level	Song	Page	Grade Level
FALL			VALENTINE'S DAY		
1. Leaves are Falling	2	3, 4	17. Will You Be My?	39	3, 4, 5
HALLOWEEN			18. Give Me a Sign	42	2, 3, 4, 5
2. Trick or Treat	6	3, 4, 5	19. Valentine Spell-out	44	4, 5
3. Jack-o-Lantern	8	1, 2, 3	20. One, Two, Three, Four	47	2, 3
4. Look Out!	10	3, 4, 5	21. February	49	2, 3
5. Ooooh!	13	4, 5	22. Yes, No, Maybe So	51	3, 4, 5
6. What Will You Be?	15	K, 1, 2	23. Valentine Rhythms	53	3, 4, 5
7. Halloween, Halloween	17	4, 5	ST. PATRICK'S DAY		
THANKSGIVING			24. Good Luck!	55	3, 4, 5
8. Pumpkin Pie	19	3, 4	EASTER		
9. Mister Turkey	21	2, 3	25. Easter Bunny	57	K, 1, 2
10. Turkey and Dressing	23	2, 3	26. Let's Dye Some Easter Eggs	59	3, 4
CHRISTMAS			SPRING		
11. Santa Claus	27	1, 2	27. Springtime	61	3, 4, 5
12. I've Been Good	30	1, 2	28. Spring Fever	64	4, 5
13. S-A-N-T-A	32	2, 3	29. Spring Flowers	67	3, 4, 5
WINTER			SUMMER		
14. I Wish...	33	3, 4, 5	30. Summer Days	70	3, 4
HAPPY NEW YEAR			APPENDIX		
15. Happy New Year to You!	35	2, 3		72	
16. Happy New Year Game	37	K, 1, 2			

To get your *Download Edition* for *Seasons and Special Days with Orff and Drum*, visit <https://downloads.musicplay.ca/> and type in the download code below.

If the code is covered scratch the silver label below.

DOWNLOAD CODE:

This product is intended for the purchaser. No other copying is permitted.

ISBN# 978-1-998767-45-8 Print Edition

©2023 Themes & Variations.

Printed in Canada. All Rights Reserved.

Cover by: Lana Swanson Music by: Jane Lamb

©Themes & Variations

1-888-562-4647 sales@musicplay.ca www.musicplay.ca
#3 4664 Riverside Drive - Red Deer, AB T4N 6Y5 - Canada

Canada

With the participation of the
Government of Canada.

1. Leaves are Falling

♩ = 76

Jane Lamb

Soprano and Alto Glockenspiels

Soprano and Alto Xylophones

Finger Cymbals

Bass Xylophone

Bass Bars

5

Leaves are fall - ing from the trees.

SG
AG

SX
AX

5

Finger Cymbal

BX

BB

9

Float - - ing down u - pon the breeze.

SG
AG

SX
AX

Finger
Cymbal

BX

BB

13

Yel - low, o - range, red, and brown.

SG
AG

SX
AX

Finger
Cymbal

BX

BB

13

17 *rit.*

Fall - ing down all o - ver town.

SG
AG

SX
AX

17
Finger
Cymbal

BX

BB

Level: Grades 3-4

Objectives: Singing with Orff accompaniment, meter of 6/8, descending ostinati, descending glissando, rit., and creative movement.

Teaching Suggestions:

1. Students are sitting down on the floor. The students tap three times on their right leg (RLR) and then three times on their left leg (LRL) while the teacher sings the melody. Students continue tapping and join in singing the melody with the teacher. Students may sway right and left as they pat the pattern.
2. Students pat the rhythm of the soprano and alto xylophone parts with alternating mallets. Students will pat three times on their right leg (RLR), three times on their left leg (LRL) and then pat ♪♪ and ♪. on the floor beside their left leg (RLR,L). Students read the absolute pitches needed and sing pitch names while patting the pattern. Students practice and play the part on the soprano and alto xylophones. Sing the song again with the soprano and alto xylophones.
3. Students pat the rhythm of the bass xylophone part (pat R, pat L, crossover R and pat the floor, est). Hold both mallets up in the air for the rest. Is the bass xylophone part descending or ascending? Do leaves ascend or descend when they fall? Students read the absolute pitches needed for the bass xylophone part and sing the pitch names as they pat the pattern. Practice and play the pattern on the bass xylophone. Sing again with all the xylophones. Add the finger cymbal part as indicated in the score and practice it with the bass xylophone part. These two parts have complementary rhythms and should be practiced together.
4. Students pat the rhythm of the bass bar part (pat R, rest, pat L, rest). Mallets should be in the air for the rest and alternate mallets. Students read the absolute pitch needed and sing the pitch name while patting the pattern. Students practice and play the part on the bass bar. Sing again with all the previously learned parts.
5. Teacher demonstrates how to play the glissando on the soprano and alto glockenspiels. Is the glissando descending or ascending? Students practice playing the glissandos. Let all the students practice the glissando just for fun. Sing the song again with all the parts.
6. Discuss and practice the ritard beginning in measure 19. Sing again with all the parts and the ritard in measure 19-21.

Suggested form:

1. BB, BX, and finger cymbal (2 measures)
2. Add SX/AX (2 measures)
3. Add SG/AG (2 measures)
4. Add song
5. Observe the ritard in measures 19-21.

Movement: Choose a few students to be trees and have them hold paper leaves in their hands. During the song they sway their branches to the beat. The paper leaves may fall at any point during the song but save some leaves to fall on the last glissando at the end of the song. Other students may hold scarves and pretend to be the breeze. They may make wind sounds as they move around among the trees. The students create their own falling leaf drama. Switch parts until everyone has had a turn to be either the actors, the singers, or the instrument players.



30. Summer Days

♩ = 110

Jane Lamb

Introduction

1. La - zy, cra - za sum - mer
 2. Swim - ming in the swim - ing
 3. Run and jump and swing and

Soprano and Alto Glockenspiels

Soprano and Alto Xylophones

Shakers

Triangle

Conga Drums
 T= Tone
 B= Bass

Bass Xylophone

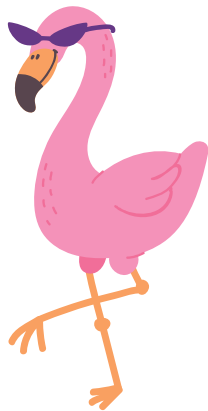
Bass Bars

Yes, I do!

Jump in the wa - ter. Jump in the wa - ter.
 B T T T T B T T T T

I like to go fish!

Swim all day.



Interlude between verses *last time only*

days. Soak - ing up the sun - shine's rays.
hole. Fish - ing with my fish - ing pole.
play. So much fun in sum - mer days.

SG
AG

SX
AX

Shakers

Triangle

Conga
Drum

BX

BB

Level: Grades 3-4

Objectives: Triple meter, partner clap game, complementary rhythms, introduction, interlude, and singing with Orff accompaniment.

Teaching Suggestions:

1. Students stand in scatter formation facing a partner and perform the following partner clap: Pat own lap, clap own hands, pat both partner's hands. Practice the pattern. Discuss the triple meter.
2. The teacher sings the song and the students continue the partner clap pattern.
3. The students sing the song and continue the partner clap pattern.
4. Students speak and pat the rhythm of the triangle and shaker part using rhythm syllables. Students practice and play the part on the appropriate instruments. Sing again with the triangles, shakers, and the partner clap. The triangle and the shakers have complementary rhythms and should be practiced together.
5. Students speak and pat the rhythm of the conga drum part using rhythm syllables. Students pat the rhythm with the text for the conga drum part. Choose students to play the conga drum and sing again with the conga drum, the triangles, and the shakers.
6. Students speak and pat the rhythm of all the other Orff parts using rhythm syllables. Students read the absolute pitches needed for each part. Students sing pitch names while patting the rhythm for each part. Students practice and play each part on the appropriate instrument. The bass xylophone and the soprano and alto xylophone parts have complementary rhythms and should be practiced together to help the students know when to play their parts. Alternate mallets whenever possible. Each time a new part is added, sing the song again with all the previously learned parts.
7. Divide the class into two groups. Group one will play the instruments and group two sing and perform the partner clap. During the interlude partners have four measures to find a new partner. Encourage students to find a new partner for every verse.
8. Switch groups and repeat the partner clap game with new instrument players. Suggested form:

1. Triangle and shakers (2 measures)	2. Add BX and BB (2 measures)	3. Add SX/AX and SG/AG (2 measures)
4. Add Conga drum (2 measures)	5. Verse one	6. Interlude
7. Verse two	8. Interlude	9. Verse three
10. Interlude	11. Interlude and last measure	

Note: Students may want to speak the text of the instrument parts that have text while playing their instruments.

Extension: Students may want to make up a fancy partner hand clap showing the triple meter.

Appendix

Orff Instruments

- SX** Soprano Xylophone
- AX** Alto Xylophone
- BX** Bass Xylophone
- BB** Bass Bars
- SG** Soprano Glockenspiel
- AG** Alto Glockenspiel
- AM** Alto Metallophone

Unpitched Percussion - Woods, metals, skins, and shakers

- Woods** wood blocks, temple blocks, guiro, vibra slap, rhythm sticks, claves, slap stick, and sand blocks
- Metals** triangle, finger cymbals, cowbell, chime tree, and Agogo bells
- Skins** hand drums, conga drums, djembe drums, low drums, and bongo drums
 - T=Tone (play on the rim of the drum)
 - B=Bass (play in the center of the drum)
- Shakers** maracas, rainstick, and tambourines

Pentatonic Scales in this book

- C pentatonic** C,D,E,G,A
- G pentatonic** G,A,B,D,E
- F pentatonic** F,G,A,C,D