



HARMONICA: Start with a Strategy!

Judy Meyer Hays

As elementary music teachers we adore strategies, but it's so easy to caught up in the fun without making connections to your outcomes. Playing the harmonica is easy, exciting and energizing and you can use it to reinforce ALL of the elements of music! In this District 7 Elementary General Music session, your students will "play" through the process and hopefully learn enough to be able to continue learning at home with their Harmonica Handbook. Additional information for teachers is below and on my website.

AGENDA

- A Bit of History
- Getting Started
- Time to Explore
- Tablature and Draw vs Blow
- The Train
- How it Works
- The Blues
- Single Notes
- Harmonica Handbook

RESOURCES

<http://www.harmonica.com> (J.P. Allen)

<http://www.harmonica4kids.com> (David Gage)

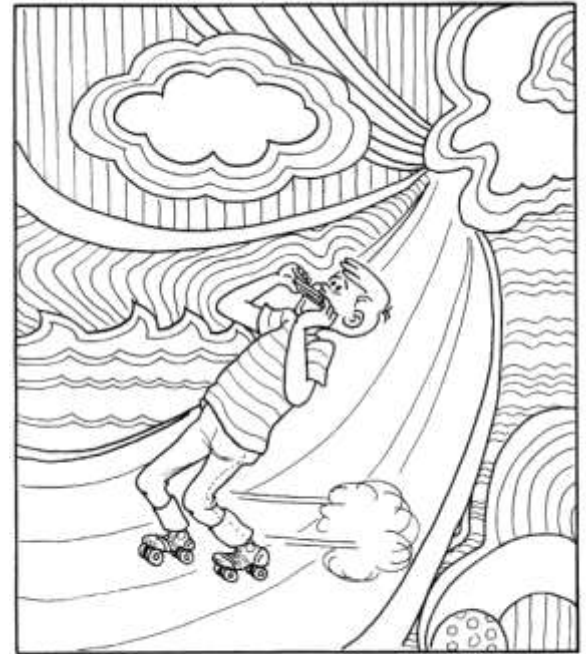
<http://www.harmonicaacademy.com>

<http://www.harmonicassuperstart.com>

Kevin Burt: [Just Play it!](#)

David Harp: [Play the Harmonica Today!](#)
[Red, White, and the Blues Harmonica Website](#)

Where to buy them for \$4 or less:
[Strings and Beyond](#) / [Musician Supply](#)



THE HARMONICA IS EASY TO PLAY UNLESS YOU'RE ON ROLLER-SKATES IN A HURRICANE



Website:

www.makejoyfulsound.org/harmonica.html

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CHILDREN'S BOOKS

[The Old Cotton Blues](#) Linda England; [The Harmonica](#) Tony Johnston; [Apt. 3](#) Ezra Jack Keats; [Hurricane Music](#) Barbara Bottner; [Lentil](#) Robert McCloskey; [Up, Up, Down!](#) Robert Munsch; [On Top of Spaghetti](#) multiple authors; [Ten in the Bed](#) or [Roll Over](#) multiple authors; [Fiddle I Fee](#) adapted by Melissa Sweet; [She'll Be Comin' Round the Mountain](#) multiple authors

SKILL OUTCOMES: singing, reading, listening, moving, creating, playing

KNOWLEDGE OUTCOMES: melody, rhythm, harmony, tone color, texture, form, expression, history/culture

3rd-5th Grade Outcomes that can be addressed with harmonicas!

Duration

- ♫ Distinguish between rhythm and beat
- ♫ Perform and write whole, half, quarter, and paired eighths notes and quarter rests
- ♫ Perform and write rhythm patterns with whole, dotted half, half, quarter, eighth, beamed sixteenth notes and quarter rests in 2/4, 3/4 and 4/4 meter

Pitch

- ♫ Label repeated notes, steps, skips and leaps in a melody
- ♫ Demonstrate the ability to sing a simple song in tune
- ♫ Read and sing simple solfege using do, re, mi, so, and la
- ♫ Read basic pitch notation on a music staff
- ♫ Perform a simple melody on recorder, keyboard, harmonica, or mallet instrument alone or in an ensemble
- ♫ Distinguish between a unison melody with or without accompaniment and a melody with harmony

Design

- ♫ Demonstrate an understanding of round/canon, ostinato, and ABA through singing,
- ♫ Apply knowledge of round/canon, ostinato, verse/refrain, ABA, and rondo forms by singing, playing, moving, or creating
- ♫ Distinguish between phrases that are identical, similar and different

Tone Color

- ♫ Aurally distinguish between a typical singing voice of a man, woman, or child
- ♫ Visually and aurally identify orchestral instruments and categorize as brass, woodwind, string or percussion
- ♫ Identify by sight and/or sound an orchestra, band or chorus

Expression

- ♫ Analyze music for changes in tempo, dynamics, and articulation
- ♫ Show an understanding of common tempo, dynamics and articulation terms through performance

Cultural Context

- ♫ Demonstrate an understanding of the difference between the musical roles of composer, conductor and performer
- ♫ Identify musical styles such as jazz, rock, rap, country and classical
- ♫ Develop an understanding of significant composers and masterworks

MUSIC VOCABULARY AND CONCEPTS

steady beat; diaphragm; breathing; audiation; ostinato; verse refrain; style; measure; bar; meter; articulation; dynamics; major-minor; chords; legato; staccato; melody, high-low; up-down; steps, skips, repeats, leaps; folk song; patriotic song; do, re, mi, so, la; blues; half, quarter and eighth notes; improvisation

