

Imagine Schools *ENCORE*



*PERFORMING ARTS PROGRAM
FOR GRADES K-2*



Developing Character

Enriching Minds

Imagine Schools Presents

“Let’s Sing It Again!”



**An Encore
Performing Arts Program
For Grades K-2**

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“Let’s Sing It Again”

An Encore Performing Arts Program for Grades K-2

You are about to embark on a musical adventure that will introduce you to music that shapes cultures, expresses feelings and tells stories. Music can provide cross-curricular and experiential learning opportunities for children that inspire exploration and creative expression. Every song can be connected with literacy/language development, geography, history, multiculturalism, dance and/or the creative arts. Children teach themselves about their world by building on memories through experiencing sounds, movements and sights. This Encore program is designed to bring out the musician in your students by showing them how to “feel the rhythm and think the melody”.

The primary encore music curriculum focuses on teaching children to listen, sing, move, and reflect. Songs have been selected to provide children the opportunity to develop their singing voice. Singing is a learned and complex skill. Many exercises are provided in this curriculum to expand a child’s voice beyond the normal low speaking voice. Barking and singing high octaves are purposefully included to develop the student’s control of his/her upper voice. Students will be taught to “think” the melodies through listening skills and practice. A child will strive to sing a melody in different pitches, recall a tune in order to play it or make up new words to a song. This inner hearing ability is key to making music, both alone and in groups.

Competence in rhythm is developed through many hands-on activities. Students will strive to chant or beat rhythmic patterns correctly at different tempos or speeds. Music competence is reached when a child is both skilled in using rhythm and melody.

The following eight weeks of lesson plans have a thematic focus. Teachers are encouraged to arrange the units to correlate with their studies during the “Core” day. Four weeks of lessons will focus on a favorite child theme: animals. The other four weeks take children on a multicultural journey around the globe. The students who are with you on the ninth week will share a performance of their favorite songs and rhythms with invited guests.

The lesson plans for each week are generic. This flexibility will enable you to use your own, your students’ (or even your parents’) favorite songs, games, dances, chants and instruments. Teachers will have to make this program work for their own specific group of children. They may want to lengthen or shorten a week’s focus to meet their students’ needs. Some songs may be too long, listen to the entire song first, then work on the most difficult verses and work your way back to the chorus. Keep the purpose for teaching the song in mind when you make substitutions. Some songs teach melody, others teach rhythm and then again others teach meaning.

Several models for assessment have been included. Standards’ rubrics, observation checklists, self-assessments, peer assessments and portfolio assessments. Students will keep “Musical Notes” to record learning and reflections. As you and your students pave a path down your musical highway make memories, create musicians and above all else have fun!

Program Description

An Encore Performing Arts Program for Grades K-2

The Encore hour is broken into three blocks of time to provide a routine that will assist with both classroom management and pacing of lessons, and the blocks also create a structure upon which classroom teachers are to build. It is important to begin the year by teaching your expectations to your students and practicing the procedures that you will be using throughout the Encore program:

Listen Up!



♪ Listen Up! activities will start each Encore music lesson. They should take 10 to 15 minutes. During this time students will gain an appreciation for music, develop listening skills, identify specific musical instruments, and classify different musical genres. As students walk into the music class, they should hear music playing.

♪ Students will complete an entry in their *Musical Notepad* (see Materials and Resources section at the back of this curriculum guide) at the beginning and end of the lessons. The Listen Up! activity can be recorded there. Some Listen Up! activities are lesson-specific; some, however, can be inspired by your or your students' preference. This can also be a time when students share the song which they are composing in their private lessons. Parents and grandparents should be welcomed to come in and share a piece.

Routine:

♪ Pick a musical selection to play as the students enter your classroom.

♪ Have students listen to the piece for 5 minutes.

♪ Conduct a discussion about the selection using the following questions:

- 1) How did this piece of music make you feel?
 - a) Identify mood
 - b) Discussion should focus on melody, dynamics and rhythm.
- 2) What is the dominant instrument in this piece?
 - a) Identify the instrument and its family—brass, percussion, strings, or woodwinds.
 - b) Discuss how that instrument makes music and why it is used as the dominant piece in this selection (relate to mood in question #1).
- 3) Into what genre (form) of music would you classify this piece?
 - a) Discuss the types of music—jazz, blues, rock, country, classical, etc.
 - b) Discuss why this piece would fall into this classification.

Listen Up!

This chart can be created and posted or made into a transparency for use throughout the year. These are the types of questions you will ask as students listen to the music selections. They will record their answers and make reflections each day in their *Musical Notepad*.

Content Focus	Discussion
Selection	Insert name of piece, composer and where it is located (CD #).
Mood	Insert the mood and what sounds and rhythms created this mood.
Dominant Instrument	Insert name and family classification—strings, brass, percussion, woodwinds—of the instrument.
Genre or Form	Insert type of selection—classical, jazz, country—and the reason for its classification.

Sound Off!



Sound Off! activities comprise the main section of each lesson. They should take 30-40 minutes. During this time students will sing a culturally-diverse repertoire of songs, perform rhythmic patterns, improvise accompaniments to music through dance and movement, and compose and arrange songs and instrumental pieces.

- ♪ Lesson plans relate to the music standards.
- ♪ Units incorporate the grade level theme.
- ♪ The unit lessons end in a culminating activity.
- ♪ Lessons may take more than one day.
- ♪ Units will have lessons that focus on singing, playing, dancing and composing.

Round Up!



Round Up! activities will end each Encore music lesson. They should take 10 to 15 minutes. During this time students will summarize the lesson in creative ways and set the tone for the next day of music.

This section contains:

- ♪ Closure questioning strategies to encourage communication and reflection
- ♪ Assessment ideas for the Encore music objectives
- ♪ Activities or assessments that review the day's skills and provide a lesson link for the culminating project or performance



Musical Variety Show

A musical variety show will culminate the performing arts program. This show is to be held during the ninth week of the program. Your students will prepare a performance of their favorite pieces. Get together with the other performing arts teachers to develop your variety show. Here are a few ideas:

- ♪ Variety Show (reminiscent of Carol Burnett)
- ♪ *Name that Tune* – type game show
- ♪ A musical (needs to be coordinated at the beginning of the unit)
- ♪ Star Search or American Idol—type reality show
- ♪ Camp Songs
- ♪ Performances on a theme (e.g., patriotic)

Music background for the teacher can be found after the assessment tools at the end of this guide. There, the elements of music, the language of music, and musical forms are discussed. Give yourself some time to become familiar with the music standards for the grade levels you will be teaching. The curriculum guides contain a thorough description of what your students should know and what they should be able to do by the end of their Encore experience. Welcome to the Encore Performing Arts Program. We know your class will give an Encore performance!

"Let's Sing It Again"
Grade Level Themes and Selections

	Kindergarten	First Grade	Second Grade
	Discovering Music	The Structure of Music	Connecting Music to Memory
Animal Arrangements (A Sampling of the Songs Referenced)			
Animals in the Home Pets	"Happy Puppy, Silly Cat" Music Together Sticks	"The Sad Little Puppy" Music Together Maracas	"Bought Me A Cat" 25 Fun Animal Songs
Animals from the Farm	"Old MacDonald" Sheet Music		
	Focus and skill difficulty vary by grade levels		
Animals Small and Furry	"Pop Goes the Weasel" Music Together Sticks	"Three Blind Mice" Music Together Bells & Maracas	Fun Animal Songs & Parachute Play
Animals in the Wild	"Jack in the Box" Music Together Sticks	"Dancing with Teddy" Music Together Bells	"I Met a Bear" 25 Fun Animal Songs
Multicultural Melodies (A Sampling of Songs Referenced)			
Songs from Africa	"Fatou Yo" Music Together Sticks World Playground	"Obwisana" Music Together Bells	Songs from African Odyssey
Songs from Europe	"Boom, Boom Tarara" World Playground	"Greek Dance" Music Together Maracas	Tik, Tik, Tak World Playground
	Focus and skill difficulty vary by grade level		
Songs from Latin America and the Caribbean	"Three Little Birds" World Playground Brincan Bailan	Music Together Maracas	"La Mariposa" World Playground
	Focus and skill difficulty vary by grade levels		
Songs of North America	"Follow Me Down to Carlow" Music Together Sticks	Trot Old Joe & Mississippi Beat Music Together Maracas and Bells	"Home by Barna" World Playground

Animals in the Home



Our Pets

Animals in Our Home - Grade K

Week 1

Day One

Focus: Listening Skills/Beat

Materials:

MT *Sticks* collection “Happy Puppy, Silly Cat”

Listen Up!

- Introduce “Happy Puppy, Silly Cat” by asking children to tell what sounds cats and dogs make and to imitate the ways cats and dogs move. What kinds of pets do the children have and what are their names?
- Listen to “Happy Puppy, Silly Cat.”
- Ask children if they can identify the main instrument (recorder). *See reproducible pages for picture of recorders.

Sound Off!

Instruments

- You can use rhythm sticks to click the beat of the song.
- First, have children click the fast beat (micro beat), which is 7 small beats for each measure. They can sound out animal sounds per each beat instead of clicking or in addition to using the sticks.
- Next, demonstrate the three unequal beats in each measure by doing clap, tap, tap (see song, page 22).

Play the rhythm patterns that follow the song on the *Sticks* CD. Then, do a call and response of the rhythm without the CD.

Round Up!

Creating:

- Ask children to demonstrate movements that reflect a happy puppy versus a sad one.
- Also, how would a big dog sound compared to a small dog?
- What musical concept does this illustrate?
- Children can draw a picture of a happy and sad dog or cat. They can color the instrument page of the recorder family.

Day Two

Focus: Listening skills/Beat

Materials:

MT *Sticks*: “Spin and Stop,” “Blow the Wind Southerly,” “Starlight,” and “Russian Folk Song”

Listen Up!

Play “Spin and Stop” from *Sticks*. Ask children what they think of when they listen to the song.

Movement: Scarves, parachute

Pass out scarves and have children move to the beat of this song, or use a parachute and have children alternate directions for each phrase of the song. You can also play “Russian Folk Song” and “Blow the Wind Southerly,” which have slower tempos.

Round Up!

- Ask children what these songs have in common (a slow tempo). Play the songs and have children interpret the music as they draw.

Day Three

Focus: Listening skills/Beat

Materials:

“Stick Tune” from *Sticks*

Listen Up!

- Listen to “Stick Tune.” Notice that part of the song is a spoken chant and that the other part has a melody.
- Have children distinguish each by raising their hands during the spoken chant.

Sound Off!

Instruments

1. Provide rhythm sticks or other unpitched instruments and have children follow your beat. Then, challenge individual children to make up their own way of clicking. Do a call and response game.
2. Have children create their own chants about a pet (in keeping with the theme of the week) individually or in groups.

Round Up!

- Invite children to perform their chants for the others.

Day Four

Focus: Singing/Pitch

Listen Up!

Teacher may choose from classics, dance tunes, or other favorites. CDs are listed in the Resource section of this packet.

Sound Off!

Game Idea: "Match The Sound"

- Separate the children into groups.
- Give each child a different note to sing with a different animal sound (dogs barking, chickens clucking, etc.), but do it quietly so the other groups don't know who got which note.
- When all the children have notes to sing, gather them together in a big group. When you tell them to start, they should each sing their notes over and over again until they find another child with the same note.
- The first group to gather all their animals wins.

Round Up!

Ask children: Was it difficult keeping the same note as you heard others being sung?

Day Five

Focus: Listening Skills

Listen Up!

- Play the song selections from the week.

Sound Off!

Game Idea: "Listen, Listen For a Clue"

Recite this rhyme with a steady beat and watch as children follow the directions given in the poem.

1, 2, 1, 2, listen listen for a clue
Then you'll know just what to do.

1, 2, 1, 2, hands in the air when I say 2
1, 2, 1, 2, isn't this easy and fun to do?

Now let's try some other tricks,
Clap your hands when I say six.
123, 456, 123, 456

Now let's count to number 7
Then find me a word that rhymes with "7"
1, 2, 3, 4, 5, 6, 7 rest.

You have done your very best, now sit down and take a rest.
Rest in music means quiet time.
While you're resting, can you make up a rhyme?

See how creative the students can be, and then start all over again. You may change the beat and movements and use many different rhythm patterns while you are counting. The students will be hearing the rhythms and the beat and they will be LISTENING! Try it. You will have great fun with this!

Round Up!

See Music rubric.

Animals in Our Home - Grade 1

Week 1

Day One

Focus: Listening Skills/Beat

Materials:

MT *Maracas* collection: "The Sad Little Puppy"

Listen Up!

Introduce "The Sad Little Puppy."

Ask children who is singing the song and why this puppy is so sad. What makes the puppy happy? What kinds of pets do the children have and what are their names?

Sound Off!

In small cooperative groups, have children make up movements that correspond to the song. Or, you can do the following:

- Cup your ear to listen to the birds in the trees.
- Brush your hand through your hair or body as if scratching fleas.
- Fold your arms like wings while bobbing your head like a chicken.
- Hold your fist toward your neck, and then stretch out your arm to indicate the rope.
- Howl, howl, howl.
- Look expectant and alert in anticipation of the little girl.
- Scamper your hands out to chase chickens.
- Your anticipation grows.
- Hold your hands to your heart, and when you hear the words "set me free," fling out your arms.

Round Up!

Create: Have children draw and color pictures representing the song.

**Optional: For tomorrow, have children bring in teddy bears or their favorite stuffed animals.*

Day Two

Focus: Listening skills/Beat

Listen Up!

- Listen to “Dancing with Teddy” from *Maracas*. This song has three beats per measure, like a waltz.
- As you listen to the song, tap your thighs on the downbeat (first beat of the measure) and clap on beats two and three.
- You can also do step-clap-clap or clap-snap-snap.

Sound Off!

Movement: Scarves

- Have children move and dance to “Dancing with Teddy.”
 - Give each child a scarf or have children use their animals from home.
 - Try to keep them in the 3 beat step, like a waltz.

Round Up!

- Play the “Goodbye” song to show that this song also has three beats per measure.
- Use the same tapping or clapping style you did with “Dancing with Teddy.”

Day Three

Focus: Listening skills/Singing

Materials:

Maracas: "Tricks with Sticks"

Listen Up!

- Listen to "Trick with Sticks." Notice that part of the song is a spoken chant and that the other part has a melody.
- Have children distinguish each by raising their hands during the spoken chant.

Sound Off!

Instruments

1. Provide rhythm sticks or other unpitched instruments, and have children follow your beat. Then, challenge individual children to make up their own way of clicking. Do a call and response game.
2. Have children create their own chants individually or in groups.

Round Up!

- Invite children to perform their chants for the others.

Day Four

Focus: Singing/Pitch

Listen Up!

Teacher may choose from *Classic Dance Tune* or other favorites.

Sound Off!

Instruments

Game Idea: "Match The Sound"

- Separate the children into groups.
- Give each child a different note to sing with a different animal sound (dogs barking, chickens clucking, etc.), but do it quietly so the other groups don't know who got which note.
- When all the children have notes to sing, gather them together in a big group. When you tell them to start, they should each sing their notes over and over again until they find another child with the same note.
- The first group to gather all their animals wins.

Round Up!

Ask children: Was it difficult keeping the same note as you heard others being sung?

Day Five

Focus: Listening Skills

Listen Up!

Play the song selections from the week.

Sound Off!

Game Idea: "Listen, Listen For a Clue"

Recite this rhyme with a steady beat and watch as children follow the directions given in the poem.

1, 2, 1, 2, listen listen for a clue
Then you'll know just what to do.

1, 2, 1, 2, hands in the air when I say 2
1, 2, 1, 2, isn't this easy and fun to do?

Now let's try some other tricks,
Clap your hands when I say six.
123, 456, 123, 456

Now let's count to number 7
Then find me a word that rhymes with "7"
1, 2, 3, 4, 5, 6, 7 rest.

You have done your very best, now sit down and take a rest.
Rest in music means quiet time.
While you're resting, can you make up a rhyme?

See how creative the students can be, and then start all over again. You may change the beat and movements and use many different rhythm patterns while you are counting. The students will be hearing the rhythms and the beat and they will be LISTENING! Try it. You will have great fun with this!

Round Up!

See Music rubric.

Animals in Our Home - Grade 2

Week 1

Day One

Focus: Listening skills/Beat

Materials:

Twin Sisters CD *25 Animal Fun Songs*: “Bought Me a Cat,” “Oh Where, Oh Where Has My Little Dog Gone?” and “Mary Had a Little Lamb”

Listen Up!

- Play the suggested songs and ask children what these songs all have in common. Explain new theme.

Sound Off!

Movement: Scarves

- Play “Oh Where, Oh Where Has My Little Dog Gone?”
- Have children move scarves to the slow beat of the song as they pretend to look for their dog.
- Also, children can wave scarves to “Mary Had a Little Lamb.”

Round Up!

What kinds of animals do people have as pets?

Day Two

Focus: Listening skills/Singing

Materials: See Day One

Listen Up!

- From Twin Sisters CD, play “Bought me a Cat.” Ask children what animals were mentioned in the song. Then have children, alone or in groups, create a picture for one animal. Assign these pictures so that you will wind up with one picture of each animal mentioned in the song.

Sound Off!

- Provide a visual reference for each animal referred to in the song in the order in which they appear: Cat, Hen, Duck, Goose, Sheep, Pig, Cow, Horse, Dog. Note that after the dog, the animal sounds are sung in reverse order with the cat at the end.
- To sing this song, assign a few children to be each animal (use the same groups that made each picture). They need to listen carefully for their parts to sing as they come up in the song.
- Have children make up movements for their parts. Practice several times.

Round Up!

Ask children: Was it easy or difficult to sing on their cue?

Day Three

Focus: Singing/Pitch

Materials: See Day One

Listen Up!

- Have children warm up by singing along with “Bought me a Cat.”

Sound Off!

Game Idea: “Match The Sound”

- Separate the children into groups.
- Give each child a different note to sing with a different animal sound (dogs barking, chickens clucking, etc.), but do it quietly so the other groups don't know who got which note.
- When all the children have notes to sing, gather them together in a big group. When you tell them to start, they should each sing their notes over and over again until they find another child with the same note.
- The first group to gather all their animals wins.

Round Up!

- Ask children: Was it difficult keeping the same note as you heard others being sung?

Day Four

Focus: “Higher” and “lower” on the staff. See attached sheet music for “Mary Had a Little Lamb.”

Listen Up!

- Teacher may choose from classics, dance tunes, or other favorites.

Sound Off!

Instruments

- Explain to children that notes show how high or low pitches are. They are written on lines and spaces called a staff.
- Show examples of note heads on lines and in spaces with the treble clef. Have children tell which notes are highest and lowest.
- Practice writing note heads around lines and in spaces on the board.
- Use various pitched instruments and have children identify high and low sounds.

Round Up!

- Have children close their eyes while you play different pitches. Have children raise their hand for the lowest pitch.

Day Five

Focus: Listening Skills

Listen Up!

Play the song selections from the week.

Sound Off!

Game Idea: "Listen, Listen For a Clue"

Recite this rhyme with a steady beat and watch as children follow the directions given in the poem.

1, 2, 1, 2, listen listen for a clue
Then you'll know just what to do.

1, 2, 1, 2, hands in the air when I say 2
1, 2, 1, 2, isn't this easy and fun to do?

Now let's try some other tricks,
Clap your hands when I say six.
123, 456, 123, 456

Now let's count to number 7
Then find me a word that rhymes with "7"
1, 2, 3, 4, 5, 6, 7 rest.

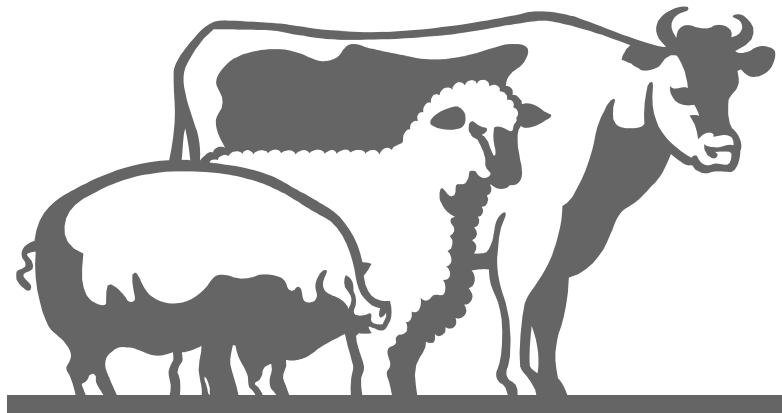
You have done your very best, now sit down and take a rest.
Rest in music means quiet time.
While you're resting, can you make up a rhyme?

See how creative the students can be, and then start all over again. You may change the beat and movements and use many different rhythm patterns while you are counting. The students will be hearing the rhythms and the beat and they will be LISTENING! Try it. You will have great fun with this!

Round Up!

See Music rubric.

Animals from the Farm



Animals from the Farm - Grade K

Week 2

Day One

Focus: Listening skills/Pitch

Materials: *See sheet music for “Old MacDonald Had a Farm.”

Listen Up!

- Introduce “Old MacDonald” by humming the tune. Use a pitched instrument to find the ‘g’ note so that you can hum the song in the correct key. Have a child find the note on the instrument and with their voice as well.
- Ask children if they can identify the song.
- Name farm animals, and write the names on the board.

Sound Off!

- Imitate the characteristic sounds of these animals as the list is reviewed.
- Sing the song while patting a steady beat and identifying the animals from those listed on the board.
- Sing the song again using additional verses mentioned on the sheet music provided.
- As you sing the song this time, have the children only think (audiate) “ee-l-ee-l-oh” instead of singing it. Choose volunteers who will practice and play the melody on a pitched instrument: B-B-A-A-G.

Round Up!

Using the notes B-B-A-A-G, play two notes and ask children which is higher and which is lower.

Day Two

Focus: Listening Skills/Rhythm/Singing on pitch

Materials: *See sheet music for “Bingo.”

Listen Up!

- Introduce “Bingo” by humming the tune. Use a pitched instrument to find the ‘d’ note so that you can hum the song beginning with the correct pitch. Have a child find the note as well.
- Ask children if they can identify the song.
- Have children help spell B-I-N-G-O so that they will have a visual reference when singing the song.

Sound Off!

- Have children sing the song, clapping for “B” on the first verse, clapping for “B,” and “I” on the second verse, and so on until they clap out the entire name “Bingo.”
- Substitute an unpitched instrument for each of the letters.
- Sing the song using instruments instead of claps.

Movement

- Have students stand in pairs side by side while forming one big circle. Walk and sing, moving in a counterclockwise direction.
- On the word “name-o,” children stop and face their partners. Then on “B-I-N-G-O,” do the following movements with a partner: “B”- stamp foot, “I”- pat legs, “N-G”- clap hands twice, “O”- clap partners’ hands.
- For the last phrase, “and Bingo was his name-o”: swing two hands half way around, making a big “O” in the air. The inside person moves to the right to join hands with a new partner.

Round Up!

- Put a few different rhythmic notations up and ask children to identify the correct one for the song “Bingo” (□□ I ♪□ II). There are 2 beats per measure with the first having 2 quarter notes and the second having 2 eighth notes followed by one quarter note.
B-I / NG-O
- Play a ‘d’ note and have children sing the note.

Day Three

Focus: Beat/Voice modulation

Materials: "Trot to Grandma's House"

Listen Up!

- Listen to "Trot to Grandma's House." Ask children what things they like to get from grandma's house. Also, have children imitate a horse's whinny in high and low voices, along with saying "whoa" while moving their voices from high to low and back again. (See song page.)

Sound Off!

- Play "Trot to Grandma's House" and have children move to the beat of the song while pretending to be horses. See song page (41) for more specific movements if desired.

Round Up!

Ask children if they know what makes the "clip-clop" sound in the song (wood blocks, tongue clicks). Have children color in the page of the wood block. *See reproducible.

Day Four

Focus: Beat/Voice Modulation and Listening Skills/Singing

Materials: *Sticks* : “Jim Along Josie”

Listen Up!

- Listen to song and have children identify the actions mentioned in the song. Then, have children create a list of farm animals, or use the list from “Old MacDonald.”
- Have children create new lyrics and movements to substitute in the song that contains the animal movements and sounds.

Sound Off!

Movement

- Have children act out their movements in keeping with the beat of the song.

Round Up!

- Assess children’s ability to move in time with the beat of the song.

Day Five

Focus: Beat/Movement

Materials: *Sticks*: “Nigun”

Listen Up!

Teacher may choose from classics, dance tunes, or other favorites.

Sound Off!

Use various unpitched instruments to play along with the beat of this song.

Movement

See song on page 25 for the circle dance movements.

Round Up!

See Music rubric.

Animals from the Farm - Grade 1

Week 2

Day One

Focus: Listening skills/Pitch

Materials: *See sheet music for “Old MacDonald Had a Farm.”

Listen Up!

- Introduce “Old MacDonald” by humming the tune. Use a pitched instrument to find the ‘g’ note so that you can hum the song in the correct key. Have a child find the note on the instrument and with their voice as well.
- Ask children if they can identify the song.
- Name farm animals, and write the names on the board.

Sound Off!

- Imitate the characteristic sounds of these animals as the list is reviewed.
- Sing the song while patting a steady beat and identifying the animals from those listed on the board.
- Sing the song again using additional verses mentioned on the sheet music provided.
- As you sing the song this time, have the children only think (audiate) “ee-I-ee-I-oh” instead of singing it. Choose volunteers who will practice and play the melody on a pitched instrument: B-B-A-A-G.

Round Up!

Using the notes B-B-A-A-G, play two notes and ask children which is higher and which is lower.

Day Two

Focus: Listening Skills/Rhythm/Singing on pitch

Materials: *See sheet music for “Bingo.”

Sound Off!

- Have children sing the song, clapping for “B” on the first verse, clapping for “B,” and “I” on the second verse, and so on until they clap out the entire name “Bingo.”
- Substitute an unpitched instrument for each of the letters.
- Sing the song using instruments instead of claps.

Movement

- Have students stand in pairs side by side while forming one big circle. Walk and sing, moving in a counterclockwise direction.
- On the word “name-o,” children stop and face their partners. Then on “B-I-N-G-O,” do the following movements with a partner: “B”- stamp foot, “I”- pat legs, “N-G”- clap hands twice, “O”- clap partners’ hands.
- For the last phrase, “and Bingo was his name-o”: swing two hands half way around, making a big “O” in the air. The inside person moves to the right to join hands with a new partner.

Round Up!

- Put a few different rhythmic notations up and ask children to identify the correct one for the song “Bingo” (□□ I ♪□ II). There are 2 beats per measure with the first having 2 quarter notes and the second having 2 eighth notes followed by one quarter note.
B-I / NG-O
- Play a ‘d’ note and have children sing the note.

Day Three

Focus: Rhythm/Voice Modulation

Listen Up!

- Play “Five Little Mice” from *Maracas*. Have children pat a steady beat as they listen. Ask them what is going on the song.

Sound Off!

- Demonstrate to the students how the cat’s voice gets lower and slower as he eats up the mice. Start out in a high squeaky voice and slow down to a deeper voice. Have children practice reciting.
- Add movements to the chant.

Round Up!

- Show rhythm notation of “Five Little Mice” and “Three Blind Mice.” Can children identify each by looking? By hearing?

Three blind mice, x Three blind mice, x See how they run, x
1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3

Day Four

Focus: Rhythm/Beat

Listen Up!

- Play “Jumpin’ Josie” from *Maracas*. Have children follow the movements suggested by the words.

Sound Off!

- Have the children create a list of farm animals either in small groups or as a whole class.
- Have them create movements and/or sounds to substitute for the words in Jumpin’ Josie. Then, have them perform the song with their new words and movements, keeping in mind that their movements should be on the beat of the song, either fast or slow.

Round Up!

- Ask children what substitutions other than farm animals they could make for the song besides farm animals.

Day Five

Focus: Beat

Listen Up!

- Play “Dum Ditty Dum,” “Bim Bam,” and “Doodle” from *Maracas*. Ask children what these songs have in common (none have real words).

Sound Off!

Instruments

- Play various instruments along with the songs. Alternate playing the fast and slow beats of the songs.
- Have children read and play the rhythm of the “words” from various chants using maracas and/or bells.

Round Up!

See Music rubric.

Animals from the Farm - Grade 2

Week 2

Day One

Focus: Listening skills/Pitch

Materials: *See sheet music for “Old MacDonald Had a Farm.”

Listen Up!

- Introduce “Old MacDonald” by humming the tune. Use a pitched instrument to find the ‘g’ note so that you can hum the song in the correct key. Have a child find the note on the instrument and with their voice as well.
- Ask children if they can identify the song.
- Name farm animals, and write the names on the board.

Sound Off!

- Imitate the characteristic sounds of these animals as the list is reviewed.
- Sing the song while patting a steady beat and identifying the animals from those listed on the board.
- Sing the song again using additional verses mentioned on the sheet music provided.
- As you sing the song this time, have the children only think (audiate) “ee-l-ee-l-oh” instead of singing it. Choose volunteers who will practice and play the melody on a pitched instrument: B-B-A-A-G.

Round Up!

Using the notes B-B-A-A-G, play two notes and ask children which is higher and which is lower.

Day Two

Focus: Listening Skills/Rhythm/Singing on pitch

Materials: *See sheet music for “Bingo.”

Listen Up!

- Introduce “Old MacDonald” by humming the tune. Use a pitched instrument to find the ‘g’ note so that you can hum the song in the correct key. Have a child find the note on the instrument and with their voice as well.
- Ask children if they can identify the song.
- Name farm animals, and write the names on the board.

Sound Off!

- Imitate the characteristic sounds of these animals as the list is reviewed.
- Sing the song while patting a steady beat and identifying the animals from those listed on the board.
- Sing the song again using additional verses mentioned on the sheet music provided.
- As you sing the song this time, have the children only think (audiate) “ee-l-ee-l-oh” instead of singing it. Choose volunteers who will practice and play the melody on a pitched instrument: B-B-A-A-G.

Round Up!

Using the notes B-B-A-A-G, play two notes and ask children which is higher and which is lower.

Day Three

Focus: Listening skills/Beat

Materials: Twin Sisters: “The Farmer and the Dell” and “Can You Name that Animal Sound?”

Listen Up!

Play “Can You Name this Sound.” Have the children pat the beat and shout the answers as the singer asks: “Can you name this sound?”

Sound Off!

Movement

- Play “The Farmer and The Dell” and explain that a dell is a small valley. Note that this version does not use the traditional lyrics.
- Have the class form a circle, and choose one child to be the farmer. This child stands in the center of the circle. Sing the song while patting or stepping the steady beat and doing the following movements:
 - The first farmer pretends to milk a cow and then chooses another child to jump in the circle and be the farmer.
 - The second farmer pretends to feed pigs and then chooses another child to jump in the circle and be the farmer, and so on. See song lyrics for the rest of the words.

Round Up!

- Ask students to think of additional verses with other animals and other jobs that a farmer might do. Can children think of jobs that are not on a farm? What job do they think would be the most difficult?

Day Four

Focus: Listening skills/Singing

Materials: *25 Fun Animal Songs*

Listen Up!

- From Twin Sisters CD, play “Bought me a Cat.” Ask children what animals were mentioned in the song. Then have children, alone or in groups, create a picture for one animal. Assign these pictures so that you will wind up with one picture of each animal mentioned in the song.

Sound Off!

- Provide a visual reference for each animal referred to in the song in the order in which they appear: Cat, Hen, Duck, Goose, Sheep, Pig, Cow, Horse, Dog. Note that after the dog, the animal sounds are sung in reverse order with the cat at the end.
- To sing this song, assign a few children to be each animal (use the same groups that made each picture). They need to listen carefully for their parts to sing as they come up in the song.
- Have children make up movements for their parts. Practice several times.

Round Up!

- Ask children: Was it easy or difficult to sing on their cue?

Day Five

Focus: Beat

Materials: *25 Fun Animal Songs*

Listen Up!

- Play the song selections from the week and have children make a feather out of paper.
- Play “Six Little Ducks” from the CD.

Sound Off!

- Say the words “quack, quack, quack” several times in rhythm.
- Have children listen to the song while seated, wobbling from side to side and quacking with their hands whenever the word “quack” occurs in the song. (They can make duck bills by placing their hands together and opening and closing them.)
- Sing the first verse while six students, representing the ducks, stand in a circle and pass a feather around the circle with the steady beat.
- Recognize the child holding the feather at the end of the verse as the one who will lead the class wobbling in a line as they sing the second verse.
- Choose six new ducks and continue the game.

Round Up!

See music Rubric.

Animals Small and Furry



Animals, Small and Furry – Grade K

Week 3

Day One

Focus: Rhythm/Beat

Materials: *Sticks*: “Pop! Goes the Weasel”

Listen Up!

- Make a list with your children:
 - How many small and furry animals can they think of?
 - Do they know any songs about a small and furry animal?

Sound Off!

Movement/Parachute

- This song is in triple meter (1-2-3, 1-2-3). Have the children skip to the beat for two or three verses, switching direction for each verse. Freeze whenever you hear “Pop!”
- The children can skip or walk to the triple meter beat as they moves the parachute around, switching direction for each verse and quickly swinging the chute up high on “Pop!” You can gradually gain speed and move twice as fast as you move around in a circle.

Round Up!

- Triple vs. duple meter beat. Have children speak the words to “Pop! Goes the Weasel” as they circle both arms in front of them, clapping on beat 1.

All a- round the cob- bl- er’s bench, The mon- key chased the wea -sel
1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1

Also, you can use “Three Blind Mice,” which is in triple meter.

Three blind mice, x Three blind mice, x See how they run, x
1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3

Compare that to a duple meter song like “Bingo.” Have children pat their knees:

There was a farm- er had a dog and Bin- go was his name- o
1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1

Day Two

Focus: Listening Skills/Beat/Tempo

Materials: *Sticks:* "I Had a Little Frog"

Listen Up!

- Introduce the rhythm chant "I Had a Little Frog." Ask children to clap the beat with you as you recite the chant.
- Ask children: What do we need to change in the song so that it will match the theme of the week? The animal! In small groups, or as a class, have children think of their own small furry animals and change the chant accordingly.

Sound Off!

- Recite the new chant, adding movements that keep with the beat.

Round Up!

- Have children tap or clap the word (rhythm) patterns or today's and yesterday's chants, and assess their ability to read and play rhythm patterns.

Day Three

Focus: Listening skills/Pitch

Listen Up!

Teacher may choose from classics, dance tunes, or other favorites. CDs are listed in the Resource section of this packet.

Sound Off!

- Have children watch as you play each pitch on the glockenspiel. Play the instrument horizontally with the lower (longer) notes on the left. Have children determine that the bars on the left are lower than the bars on the right.
- To help children remember that the long bars at the left side of the instrument are low pitched, tell them that all three words start with the letter L: long, left, and low.
- Play the highest and lowest pitches on the instrument and have children identify the bars that they heard.
- Play the “Hello Song” from *Sticks*. Sing the last line, making sure you begin and end on the right pitch. On the glockenspiel, play the beginning note and the ending note, and have children determine which note ends the song. Which note is lower?

Round Up!

Assess children’s understanding of higher and lower pitches.

Day Four

Focus: Listening skills/Musical contrast

Listen Up!

- Play “The Tailor and the Mouse.” Have children identify the nonsense words. Every verse of the song is divided in half so that one part represents the little mouse scampering about while the other half represents the old tailor. Have the children identify which part best suits the characters and why.
- Ask children: How does the tempo change in the song?

Sound Off!

Movement

- To further illustrate the short and long notes you can demonstrate small movements while playing the instrument to represent the song characters. (*See the songbook for details.)
- Have children make up movements in groups of two, with one being the mouse and the other the tailor.

Round Up!

- Play song again and have children tap the beat.

Day Five

Focus: Beat/Rhythm

Listen Up!

- Recite a chant from the past week(s) while tapping or clapping the beat. Have children identify the beat and the rhythm.

Sound Off!

Instruments

- Have some children keep the beat with hands or instruments while others recite a chant of their choosing. Then have the children switch so that all will play beats and recite rhythms.

Round Up!

See music rubric.

Animals, Small and Furry – Grade 1

Week 3

Day One

Focus: Rhythm/Beat

Materials: MT *Maracas* and *Bells*

Listen Up!

- Make a list with your children: How many small and furry animals can they think of? Do they know any songs about a small and furry animal?

Sound Off!

Movement/Parachute

- Have children step right to left and left to right on the beat of various songs.

Round Up!

- What are some other songs children may know about small furry animals?

Day Two

Focus: Listening Skills/Beat/Tempo

Sound Off!

1. Say the chant “Three Blind Mice,” which is in triple meter.

Three blind mice, x Three blind mice, x See how they run, x
1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3

Ask children to clap the beat, and see if they can determine if this is a triple (123) meter or duple (12) meter chant.

2. Compare that to a duple meter song like “Bingo.” Have children pat their knees:

There was a farm- er had a dog and Bin- go was his name- o
1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1

Round Up!

- Have children read and recite these chants. Can they determine if this is 1-2-3 or 1-2 meter?

Day Three

Focus: Listening skills

Listen Up!

- Play “Hop Ol’ Squirrel” from *Maracas*.
- Have children identify the nonsense words in the song.
- Have children identify what the squirrel is doing in each verse.

Sound Off!

Movement

- Have children make up some large movements using their whole bodies to correspond with the lyrics of the song, and/or have children think of another small furry animal and make up movements for that animal.

Round Up!

Review skills for the week.

Day Four

Focus: Listening skills/Pitch

Listen Up!

- Review high and low pitches as you assess children's understanding.

Sound Off!

- Have children watch as you play each pitch on the glockenspiel. Play the instrument horizontally with the lower (longer) notes on the left. Have children determine that the bars on the left are lower than the bars on the right.
- To help children remember that the long bars at the left side of the instrument are low pitched, tell them that all three words start with the letter L: long, left, and low.
- Play the highest and lowest pitches on the instrument and have children identify the bars that they heard.
- Play the "Hello Song" from *Sticks*. Sing the last line, making sure you begin and end on the right pitch. On the glockenspiel, play the beginning note and the ending note, and have children determine which note ends the song. Which note is lower?
- Play the "Hello Song" from *Maracas* or *Bells*. Sing the last line, making sure you begin and end on the right pitch. On the glockenspiel, play the beginning note and the ending note and have children determine which note ends the song. Which note is lower?
- Play "I'm a Bell" from *Maracas*. On each downbeat (first beat of the measure), alternate playing A and D on the glockenspiel. Then play each note and have children identify which is the lower note.

Round Up!

- Assess children's understanding of higher and lower pitches.

Day Five

Focus: Beat/Rhythm

Listen Up!

- Review high and low pitches as you assess children's understanding.

Sound Off!

Instruments

- Play "Play the Drum" from *Maracas* and the play-along songs "Foolin' Around" and "Goin' for Coffee" from both *Maracas* and *Bells*.
- Have children choose an instrument, and have them follow the beat.
- On "Play the Drum," play the rhythm of the "Boom, boom..." verse with an unpitched instrument and ask children if this is the rhythm or beat of the song. As you play along have some children play the rhythm (the "boom" part) as others stay with the steady beat of the song.

Round Up!

See music rubric.

Animals, Small and Furry – Grade 2

Week 3

Day One

Focus: Rhythm/Beat

Materials: *25 Fun Animal Songs* CD: “Five Little Skunks,” “Betty Bunny,” “Hickory Dickory Dock,” and “Parachute Play”

Listen Up!

- Make a list with your children: How many small and furry animals can they think of? Do they know any songs about a small and furry animal?

Sound Off

Movement/Parachute

- Use selected songs from *Fun Animal Songs* and *Parachute Play*.
- Have children step right to left and left to right on the beat of various songs.

Round Up!

What are some other songs children may know about small furry animals?

Day Two

Focus: Listening Skills/Beat/Tempo

Listen Up!

Teacher may choose from classics, dance tunes, or other favorites. CDs are listed in the Resource section of this packet.

Sound Off!

1. Say the chant "Three Blind Mice," which is in triple meter.

Three blind mice, x Three blind mice, x See how they run, x
1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3

Ask children to clap the beat, and see if they can determine if this is a triple (123) meter or duple (12) meter chant.

2. Compare that to a duple meter song like "Bingo." Have children pat their knees:

There was a farm- er had a dog and Bin- go was his name- o
1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1

Round Up!

- Have children recite these chants. Can they determine if they are in 1-2-3 or 1-2 meter?

Day Three

Focus: Beat

Listen Up!

- Play “Five Little Skunks.” Ask children what happened in the song. (One skunk disappears at a time, just like the five little mice in the previous chant.)
- Have children sing along after hearing it. This song has many verses that are the same as each skunk disappears.

Sound Off!

Movement/Scarves

- Have children walk in a circle waving a scarf back and forth on the beat. When there are no more skunks, the tempo slows down. Have children make up movements that fit the tempo, like looking for a skunk, etc. The tempo speeds back up as the skunks return.

Round Up!

- Ask children: Where do you think the skunks had gone? Why were the people running?

Day Four

Focus: Beat

Listen Up!

- Review pitched versus unpitched instruments.

Sound Off!

Instruments

- Play “Betty Bunny” and other animal songs. Have children choose an unpitched instrument and try different ways to play it. Create an accompaniment for the song by playing to the beat of the selected songs.

Round Up!

- Play various pitched and unpitched instruments while children close their eyes. Have them raise their hands when they hear a pitched instrument.

Day Five

Focus: Beat/Rhythm

Listen Up!

- Recite a chant from the past week(s) while tapping or clapping the beat. Have children identify the beat and the rhythm.

Sound Off!

Instruments

- Have some children keep the beat with their hands or with instruments while others recite a chant of their choosing. Then, have the children switch so that all will play beats and recite rhythms.

Round Up!

See music rubric.

Animals in the Wild



Animals in the Wild – Grade K

Week 4

Day One

Focus: Rhythm, rests

Listen Up!

- Introduce “rests” in music. (Look at “May All Children” and “Jack-in-the-Box” for quarter note rests.)

Sound Off!

- Place four chairs in a row. Optional: also use cards with quarter and eighth notes and rests.
- Begin by taping the chairs in a steady beat. Say, “beat, beat, beat, beat...”
- Have students sit in the chairs. Count them as you would quarter notes.
- Remove a student or two. Ask, “How would it be counted now?” Point out that the chairs are still there and that even though they are empty of people, they still take up space. Say that the empty chairs are called quarter rests.
- Have six students try to figure out how to sit on the chairs. Soon they will double up and share seats. This will give the class a visualization of eighth note pairs.
- Have other children clap out the rhythm, and then have another group of children (use a different number of children this time) find ways to sit in the chairs.
- Provide children with rhythmic notations showing quarter rests. Use “Jack-in-the-Box” and “I Had a Little Frog” from MT *Sticks*.

Round Up!

- Assess the children’s understanding of quarter notes and rests. Divide the class into groups of six and give each group a note card with a four beat rhythm pattern. Have them position themselves in the chairs to represent the rhythm.

Day Two

Focus: Rhythm, half note

Listen Up!

- Play “May All Children” from *Sticks* and have children tap the steady beat.

Sound Off!

Rhythm Sticks

- Draw a four beat measure using two quarter notes and one half note. *See “May All Children” in the *Sticks* songbook. A half note is a sound that lasts two beats. Using the chair idea from yesterday, divide the class into groups of four to six and have them come up with a way to represent a half note. One child on two chairs would accurately reflect a half note.
- Have children come up with their own four beat rhythm patterns using half, quarter, and eighth notes as you record the rhythmic notation on the board. The other students clap or tap the rhythm represented by the group in the chairs. They can use rhythm sticks to show patterns as well.

Movement

- Do a walk as you say “step, touch” for quarter notes, and skate for half notes.
- The skate movement is made by sliding the foot forward for two beats. It should be one continuous movement that begins with the step, and moves through space to the next step.

Round Up!

- Give students examples of different rhythm patterns, using quarter, eighth, and half notes in four beats and have them identify the half notes.

Day Three

Focus: Listening skills

Listen Up!

- Play “Mary Wore a Red Dress.” Have children add new lyrics that describe wild animals. For example: “A lion has a furry mane, furry mane, furry mane...” or “A giraffe has a long neck, long neck, long neck...”

Sound Off!

Instruments

- Have some children shake eggs, jingle bells, or maracas (all unpitched instruments) to the microbeat (fast beat) while others use different instruments, such as drums, blocks, etc. to play on the macrobeat (slow beat).

Round Up!

- Review and assess knowledge of half, quarter, and eighth notes and quarter note rests.
- Put up two or three examples of four beat rhythm patterns on the board and have children identify the rhythm they hear.
- Have them read simple rhythm patterns and clap for quarter notes, slide hands on legs for half notes, and do other movements that you choose for eighth notes and quarter note rests.

Day Four

Focus: Listening skills/Beat

Listen Up!

Teacher may choose from classics, dance tunes, or other favorites. CDs are listed in the Resource section of this packet.

Sound Off!

Recite "5 Little Monkeys."

Five little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor and the doctor said
No more monkeys jumping on the bed!

- Have children follow along while keeping a steady beat by clapping or tapping.

Round Up!

- Put children in small groups. Prepare children for tomorrow's lesson by having them think of and agree on a subject or animal to write a rhythm chant about.

Day Five

Focus: Beat/Rhythm

Listen Up!

Teacher may choose from classics, dance tunes, or other favorites. CDs are listed in the Resource section of this packet.

Sound Off!

- Have children follow a simple format as they make up their words. For example, given a simple rhythm pattern, and have them fill two four beat lines. You may want to give them the rhythm pattern to start with and let them modify it, if needed, to fit their words.
- Have each group perform their work for the rest of the class.

Round Up!

See music rubric.

Animals in the Wild – Grade 1

Week 4

Day One

Focus: Rhythm, rests

Materials: MT *Maracas*: “Peas Porridge Hot” and “Su La Li.” *Bells*: “Obwisana”

Listen Up!

- Song Suggestions:
 - Play “Obwisana.” Do the children remember the type of song it is? Use call and response.
 - Play “Dancing with Teddy.” This song is a 1-2-3 song called a waltz.
 - Play “Lucky’s Boat” from *Bells*.

Sound Off!

- Place four chairs in a row. Optional: also use cards with quarter and eighth notes and rests.
- Begin by taping the chairs in a steady beat. Say, “beat, beat, beat, beat...”
- Have students sit in the chairs. Count them as you would quarter notes.
- Remove a student or two. Ask, “How would it be counted now?” Point out that the chairs are still there and that even though they are empty of people, they still take up space. Say that the empty chairs are called quarter rests.
- Have six students try to figure out how to sit on the chairs. Soon they will double up and share seats. This will give the class a visualization of eighth note pairs.
- Have other children clap out the rhythm, and then have another group of children (use a different number of children this time) find ways to sit in the chairs.
- Provide children with rhythmic notation showing quarter rests. Use “Peas Porridge Hot” from MT *Maracas*.

Round Up!

- To assess children’s understanding of quarter note rests, divide the class into groups of six and give each group a note card with a four beat rhythm pattern from “Peas Porridge Hot.” Have them position themselves in the chairs to represent the rhythm.

Day Two

Focus: Rhythm, half notes and whole notes

Listen Up!

- Play “Su La Li” from *Maracas* and have children tap the steady beat.

Sound Off!

Rhythm Sticks

- Draw a four beat measure using two quarter notes and one half note. *See “Su La Li” in the *Maracas* songbook. A half note is a sound that lasts two beats. Using the chair idea from yesterday, divide the class into groups of four to six and have them come up with a way to represent a half note. One child on two chairs would accurately reflect a half note.
- A whole note is a sound that lasts all four beats. How could one child represent a whole note with the four chairs? Note that “Su LA Li” ends on a whole note.
- Have children come up with their own four beat rhythm patterns using whole, half, quarter, and eighth notes as you record the rhythmic notation on the board and the other students clap or tap the rhythm represented by the group in the chairs. They can use rhythm sticks to show patterns as well.

Movement

- Walk as you say “step, touch” for quarter notes and skate for half notes.
- The skate movement is made by sliding the foot forward for two beats. It should be one continuous movement that begins with the step and moves through space to the next step.

Round Up!

- Give students examples of different rhythm patterns, using quarter, eighth, and half notes in four beats, and have them identify the half notes.

Day Three

Focus: Listening skills

Listen Up!

Play “Brincan y Bailan” from *Maracas*. Ask children if they remember the song (from week 3.) Do they remember what the song is about? *See song on page 61.

Sound Off!

Instruments

- Have some children shake eggs, jingle bells, or maracas to the microbeat (fast beat) while others use different instruments such as drums, blocks, etc. to play on the macrobeat (slow beat.)

Round Up!

- Review and assess knowledge of whole, half, quarter, and eighth notes and quarter note rests.
 - Put up two or three examples of four beat rhythm patterns on the board and have children identify the rhythms they hear.
 - Have them read simple rhythm patterns and clap for quarter notes, slide hands on legs for half notes, Use arms to make a wide circle for whole notes, and choose other movements for eighth notes and quarter note rests.

Day Four

Focus: Listening skills/Beat

Listen Up!

Teacher may choose from classics, dance tunes, or other favorites. CDs are listed in the Resource section of this packet.

Sound Off!

Movement

- Play “Doodle” and “Wiggle.” In small groups, have children imagine what animal that swims in the water either song could represent. Have them make up movements, and have the rest of class try to guess what the animal may be. Movements should be in keeping with the beat of the song.

Round Up!

- Keep children in these groups or make up new groups. Prepare children for tomorrow’s lesson by having them think of and agree on a subject or animal to write a rhythm chant about. Play “I Had a Little Frog” from *Maracas*.

Day Five

Focus: Beat/Rhythm

Listen Up!

Teacher may choose from classics, dance tunes, or other favorites. CDs are listed in the Resource section of this packet.

Sound Off!

- Have children follow a simple format as they make up words. For example, given a simple rhythm pattern, have them fill four four beat lines. You may want to give them the rhythm pattern to start with and let them modify it, if needed, to fit their words.
- Have each group perform their work for the rest of the class.

Round Up!

See music rubric.

Animals in the Wild - Grade 2

Week 4

Day One

Focus: Rhythm, rests

Materials: *25 Fun Animal Songs* CD: “I Met a Bear,” “The Tiger’s Loose,” “Do You Know What Has a Trunk?,” “Did You Know That Monkeys Like to Swing?,” “Hungry Alligators,” and “King of the Beasts”

Listen Up!

- Play “I Met a Bear.” Do the children notice the different singers? This is a call and response song that can be fun to sing. Ask children if they remember other call and response songs and from which continent many animals come (Africa).

Sound Off!

- Place four chairs in a row. Optional: also use cards with quarter and eighth notes and rests.
- Begin by taping the chairs in a steady beat. Say, “beat, beat, beat, beat...”
- Have students sit in the chairs. Count them as you would quarter notes.
- Remove a student or two. Ask, “How would it be counted now?” Point out that the chairs are still there and that even though they are empty of people, they still take up space. Say that the empty chairs are called quarter rests.
- Have six students try to figure out how to sit on the chairs. Soon they will double up and share seats. This will give the class a visualization of eighth note pairs.
- Have other children clap out the rhythm, and then have another group of children (use a different number of children this time) find ways to sit in the chairs.
- Provide children with rhythmic notation showing quarter rests. Use “Peas Porridge Hot” from MT *Maracas*.

Round Up!

- To assess children’s understanding of quarter note rests, divide the class into groups of six and give each group a note card with a four beat rhythm pattern from “Peas Porridge Hot” or other chants covered over the weeks. Have them position themselves in the chairs to represent the rhythm.

Day Two

Focus: Rhythm, half notes, and whole notes

Listen Up!

Teacher may choose from classics, dance tunes, or other favorites. CDs are listed in the Resource section of this packet.

Sound Off!

Rhythm Sticks

- Draw a four beat measure using two quarter notes and one half note. A half note is a sound that lasts two beats. Using the chair idea from yesterday, divide the class into groups of four to six and have them come up with a way to represent a half note. One child on two chairs would accurately reflect a half note.
- A whole note is a sound that lasts all four beats. How could one child represent a whole note with the four chairs?
- Have children come up with their own four beat rhythm patterns using whole, half, quarter, and eighth notes as you record the rhythmic notation on the board and the other students clap or tap the rhythm represented by the group in the chairs. They can use rhythm sticks to show patterns as well.

Movement

- Walk as you say “step, touch” for quarter notes and skate for half notes.
- The skate movement is made by sliding the foot forward for two beats. It should be one continuous movement that begins with the step and moves through space to the next step.

Round Up!

- Give students examples of different rhythm patterns, using quarter, eighth, and half notes in four beats, and have them identify the half notes.

Day Three

Focus: Listening skills

Listen Up!

- Play “King of the Beasts,” and try to identify the percussion instruments used.
- Ask children some facts about lions that are mentioned in the song. (Name 3 other kinds of cats in the big cat family. Do lions purr? What is the fur called around a lion’s neck? How much can a lion weigh? What is a lion’s family called?)

Sound Off!

Instruments

- Have some children shake eggs, jingle bells, or maracas to the microbeat (fast beat) while others use different instruments such as drums, blocks, etc. to play on the macrobeat (slow beat.)

Round Up!

- Review and assess knowledge of whole, half, quarter, and eighth notes and quarter note rests.
- Put up two or three examples of four beat rhythm patterns on the board and have children identify the rhythm they hear.
- Have them read simple rhythm patterns: clap for quarter notes, slide hands on legs for half notes, use arms to make a wide circle for whole notes, and choose other movements for eighth notes and quarter note rests.

Day Four

Focus: Listening skills/Beat

Listen Up!

- Before you play “Did You Know That Monkeys Like to Swing?,” have children get prepared to record all the animals mentioned in the song and what each one likes to do.

Sound Off!

Movement

- Put children in small groups and assign each group an animal without letting them know what the other groups’ animals are.
- Have children make up the animal movements that correspond with the lyrics. Then, have each group perform their movements while the others guess what animal the group is acting out.
- Play the song and have each group perform their parts to the beat of the song.

Round Up!

- Keep children in these groups or make up new groups. Prepare children for tomorrow’s lesson by having them think of and agree on a subject or animal to write a rhythm chant about.

Day Five

Focus: Beat/Rhythm

Listen Up!

Teacher may choose from classics, dance tunes, or other favorites. CDs are listed in the Resource section of this packet.

Sound Off!

- Have children follow a simple format as they make up words. For example, given a simple rhythm pattern, have them fill four four beat lines. You may want to give them the rhythm pattern to start with and let them modify it, if needed, to fit their words.
- Have each group perform their work for the rest of the class.

Round Up!

See music rubric.

A Collection
Of
Multicultural
Musical Expressions



Feel the Rhythm, Think the Melody

"Let's Sing It Again"

Through Africa



A Collection of
African
Songs & Rhythms

Songs from Africa – Grade K

Week 5

Day One

Focus: Listening Skills

Materials: Music Together *Sticks* Song Collection and Putumayo *World Playground* (WP)

Listen Up!

- Introduce “Fatou Yo,” an African song from Senegal (WP). Have children find Africa on the world map.
- Listen to the song.
- Ask children: Do they think just one person is singing? Is there just one instrument being played?
- Identify the different singers taking turns and then singing together. Explain that the echoing method, “call and response,” is a typical form of communication in African music with the drum as the central heartbeat and leader.

Sound Off!

- Clap the beat (Call and Response).
- Suggestions: Echo clap (call and response format) the steady beat as follows:
 - Teacher as leader, class as group, and/or
 - Choose student leader, class as group, and/or
 - Divide class half and half

And/or: Sing the song (call and response format) or just sing the chorus (*see song lyric page)

- Teacher as leader, class as group and/or
- Choose student leader, class as group and/or
- Divide class half and half

Round Up!

- Self-Assessment: Ask students what was more difficult: singing the words or clapping out the beat.
- Creating: Was it difficult singing unknown words? What other words would you use? If appropriate, apply students’ responses to the next day’s movement lesson, or use the ones above.

Day Two

Focus: Steady Beat/Movement

Listen Up!

- Listen to “Fatou Yo,” and “Boom Boom Tarara” (WP). Point out that the main drum, the conga, is originally from Africa.

Sound Off!

Movement, with or without CD

- Suggestions:
 - Make up simple body movements to “Fatou Yo.” For example: during the chorus, tap chest as a way of introducing oneself.
 - Have children walk to the beat of the song.
 - Assign a leader, or divide the class in half, and copy movements as a “call and response” exercise while maintaining the beat.

Round Up!

- Assess children’s ability to keep a steady beat in body movement.

Day Three

Focus: Beat/Movement

Listen Up!

- Listen to “Fatou Yo” and “Boom Boom Tarara.” Clap a steady beat.

Sound Off!

Instrument Play/Movement

Suggested songs: “Play Along, Too” and “Mix it Up” from *Sticks*.

- Use egg shakers (two for each child) or drums to highlight the beat of the song. You can do fast or slow beats and alternate. You can move and play instruments simultaneously.

Round Up!

Assess children’s ability to keep a steady beat using instruments.

Day Four

Focus: Pitch/Voice modulation

Listen Up!

- Teacher may choose from classics, dance tunes, or other favorites. CDs are listed in the Resource section of this packet.

Sound Off!

- Play “echo me” games using pitch.
- What is pitch? Provide illustrations of higher or lower, use the voice to make sounds that are higher and lower, and/or act out higher or lower. (Example: low “meow” or “ribbit” representing a big fat cat or frog vs. a high voice representing a small cat or frog)
- Use various pitched instruments to compare two pitches.
- Sing, play, or act out short improvised melodies using two pitches. Do the melodies go up, go down, or stay the same?

Movement

- Have students create ways to move like animals while expressing high and low pitches. For example, a big fat frog would have a low pitch, and a tiny mouse would have a high pitch. Divide students in pairs and have the remaining group identify the kind of animal (or car horn, etc.) and the high and low pitches.

Round Up!

- Review skills for the week.
- Ask students: “What is the musical term for high and low sounds?” (pitch)

Day Five

Focus: Pitch/Beat

Listen Up!

- Play selected songs from the week. Play various pitched instruments and have children identify high and low pitches.

Sound Off!

- What is rhythm?
 1. Have children think of a friend's name and then take turns saying that name four times while patting a steady beat.
 2. Names like Kate and Joe have one sound with each beat. Others have more, like Jordan or Michael. Hearing if a beat has one or more sounds helps you read and write rhythms.
 3. Find words and beats with one and two sounds in "Fatou Yo" (*See song lyrics.) Children can also use their own names: "I am Mi-chael." Have children clap a steady beat while they sing or say the name.
 4. Additional suggestions: Clap or pat a steady beat, distinguishing beat from rhythm, while speaking familiar chants like "Pat-a-Cake" or "One Potato, Two Potato" (or make up your own). Or, play the rhythm chants from *Sticks*: "I am Freezing" and "Jack-in-the-Box."

Round Up!

See music rubric.

Songs from Africa - Grade 1

Week 5

Reference Materials: Music Together *Bells* and *Maracas* song collections; Putumayo *African Odyssey*

Day One

Focus: Listening Skills

Materials: Music Together *Bells* Song Collection, "Obwisana"

Listen Up!

- Introduce "Obwisana," an African song from Ghana (*Bells*).
- Identify the African continent on map and find the country of Ghana.
- Listen to the song.
- Identify the main instrument used: kalimba (or thumb piano).
- Identify the different singers taking turns and then singing together.

Sound Off!

(with or without CD)

- Clap the beat
 - Slow (or macrobeat): Ob-wi-sa-na sa-na-na, Ob-wi-sa-na sa

Suggestions: Echo clap (call and response format) the steady beat as follows:

- Teacher as leader, class as group or
- Divide class half and half

Sing the song (call and response format) as follows:

- Teacher as leader, class as group and/or
- Divide class half and half

Round Up!

- Self-Assessment: Ask students what was more difficult, singing the words or clapping out the beat.
- Creating: Was it difficult singing unknown words? What other words would you use? If appropriate, apply students' responses to the next day's movement lesson or use the ones above.

Day Two

Focus: Steady Beat/Movement

Listen Up!

- Listen to “Obwisana.”

Sound Off!

(with or without CD - this song can be sung easily without the CD.)

Echo-clap and sing the song:

- Teacher as leader, class as group and/or
- Divide class in half

Movement (with or without CD)

- Introduce body movements using traditional words.
- Have children walk to the beat of the song mimicking various animal movements. Assign a leader, or divide the class in half, and copy movements as a “call and response” exercise while maintaining the beat.

Round Up!

Self-assessment: Was it easy or difficult keeping a steady beat while moving?

Creating: What other movements could you make as you move to the beat of the song?

Day Three

Focus: Beat/Tempo

Listen Up!

- Listen to “Obwisana” (clap and sing along).
- Introduce other African songs: *African Odyssey* compilation by Putumayo. (Have children find Africa on map.)

Movement (with or without CD)

- Apply students’ suggestions from yesterday’s Round Up! to today’s movements.
- Allow for different leaders and groups.
- Divide class into smaller call and response groups using their own word creations.
- Allow each small group to perform for others if time allows.

Sound Off!

Instrument Play

Suggested songs: “Obwisana,” “Deedle Dumpling” from MT *Bells* collection, and “Dum Ditty Dum” and “Bim Bam” from *Maracas* collection.

- Use egg shakers (two for each child) or drums to highlight the beat of the song. You can do fast or slow beats and alternate. You can move and play instruments simultaneously.

Round Up!

- What part of the learning process did students enjoy or dislike: learning new words, singing, movement, creating new words or movements?
- What did they find the most difficult?
- What came easy to them?

Day Four

Focus: Pitch

Listen Up!

- African songs: *African Odyessey* compilation by Putumayo. (Have children find Africa on map.)
- Listen to “Obwisana” (and sing along).

Sound Off!

- Play “echo me” games using pitch. (*Reference TE p. 22, p. 138*)
- What is pitch? Provide illustrations of higher or lower, use the voice to make sounds that are higher and lower, and/or act out higher or lower. For example, a low “meow” or “ribbit” to represent a big fat cat or frog vs. a high voice to represent a small cat or frog.
- Sing, play, or act out short improvised melodies using two pitches. Do the melodies go up, go down, or stay the same?

Movement

- Have students create ways to move like animals while expressing high and low pitches. For example, a big fat frog would have a low pitch and a tiny mouse would have a high pitch. Divide students into pairs and have the remaining group identify the kind of animal (or car horn, etc.) and high and low pitches.

Round Up!

- Review skills for the week.
- Ask students: “What is the musical term for high and low sounds?” (pitch)
- Listen to “Obwisana” to identify high and low pitches.
- Sing and perform body movements to “Obwisana.”

Day Five

Listen Up!

- Listen to “Obwisana” and other African songs. Identify high and low pitches.

Sound Off!

Instrument Play

- “Stone passing” game. *See “Obwisana” song page. Reinforces ability to keep steady beat while singing pitch.

Round Up!

See music rubric.

Songs from Africa - Grade 2

Week 5

Day One

Focus: Listening Skills

Materials: Putumayo *World Playground* (WP) and *African Odyssey*

Listen Up!

- Identify the African continent on the map.
- Introduce “Fatou Yo,” an African song from Senegal (WP). Find Senegal in West Africa, bordering the Atlantic Ocean.
- Listen to the song.
- Ask children if they think just one person is singing. Is there just one instrument being played?
- Identify the different singers taking turns and then singing together. Explain that the echoing method, “call and response,” is a typical form of communication in African music with the drum as the central heartbeat and leader.

Sound Off!

- Clap the beat (call and response)
Suggestions: Echo clap (call and response format) the steady beat as follows:
 - Teacher as leader, class as group and/or
 - Choose student leader, class as group and/or
 - Divide class half and half*Sing the song (call and response format)*
 - Teacher as leader, class as group and/or
 - Choose student leader, class as group and/or
 - Divide class half and half

Round Up!

- Self-Assessment: Ask students: “What was more difficult, singing the words or clapping out the beat?”
- Creating: Was it difficult singing unknown words? What other words would you use? If appropriate, apply students’ responses to the next day’s movement lesson, or use the ones above.

Day Two

Focus: Steady Beat/Movement

Listen Up!

- Listen to “Fatou Yo” and “Boom Boom Tarara” (WP). Point out that the main drum, the conga, is originally from Africa.

Sound Off!

(with or without CD –this song can be sung easily without the CD)

Echo-clap and sing the song:

- each as leader, class as group and/or
- Choose student leader, class as group and/or
- Divide class

Movement (with or without CD)

Suggestions:

- Make-up simple body movements to “Fatou Yo.” For example: during the chorus, tap chest as a way of introducing oneself.
- Have children walk to the beat of the song.
- Assign a leader, or divide the class in half and copy movements as a “call and response” exercise while maintaining the beat.

Round Up!

- Self-assessment: Was it easy or difficult keeping a steady beat while moving?
- Creating: What other movements could you make as you move to the beat of the song?

Day Three

Focus: Steady Beat/Tempo

Listen Up!

- Listen to “Fatou Yo” and clap a steady beat.
- Introduce other African songs: *African Odyssey* CD or *World Playground* CD compilation by Putumayo. Have children find Africa on the map.

Movement (with or without CD)

- Apply students’ suggestions from yesterday’s Round Up! to today’s movements.
- Allow for different leaders and groups. Divide the class into smaller call and response groups using their own word creations. Allow each small group to perform for others if time allows.

Sound Off!

Instrument Play

- Follow along with various African songs while using egg shakers (2 for each child) or drums to highlight the beat of the song. You can do fast or slow beats and alternate. You can move and play instruments simultaneously.

Round Up!

- What part of the learning process did students enjoy or dislike: learning new words, singing, movement, creating new words or movements? What did they find the most difficult? What came easy to them?

Day Four

Focus: Pitch

Listen Up!

- Listen to more African songs: *African Playground CD* or *World Playground CD* compilation by Putumayo. (*Have children find Africa on map.*)

Sound Off!

- Play “echo me” games using pitch.
- What is pitch? Provide illustrations of higher or lower, use the voice or a pitched instrument to make sounds that are higher and lower, and/or act out higher or lower. For example, a low “meow” or “ribbit” to represent a big fat cat or frog vs. a high voice to represent a small cat or frog.
- Sing, play (using various pitched instruments), or act out short improvised melodies using two pitches. Do the melodies go up, go down, or stay the same?

Movement

- Have students create ways to move like animals while expressing high and low pitches. For example, a big fat frog would have a low pitch and a tiny mouse would have a high pitch. Divide students in pairs and have the remaining group identify the kind of animal (or car horn, etc.) and high and low pitches.

Round Up!

- Review skills for the week.
- Ask students: “What is the musical term for high and low sounds?” (pitch)
- Use various pitched instruments and have children identify high and low pitches.

Day Five

Focus: Rhythm/Beat

Listen Up!

- Play selected songs from the week. Play various pitched instruments and have children identify high and low pitches.

Sound Off!

- What is rhythm?
 1. Have children think of a friend's name and then take turns saying that name four times while patting a steady beat.
 2. Names like Kate and Joe have one sound with each beat. Others have more, like Jordan or Michael. Hearing if a beat has one or more sounds helps you read and write rhythms.
 3. Find words and beats with one and two sounds in "Fatou Yo" (*See song lyrics.) Children can also use their own names: "I am Mi-chael." Have children clap a steady beat while they sing or say the name.
 4. Additional suggestions: Clap or pat a steady beat, distinguishing beat from rhythm, while speaking familiar chants like "Pat-a-Cake" or "One Potato, Two Potato" (or make up your own).

Round Up!

See music rubric.

“Let’s Sing it Again”
Through Europe



A collection of
European Music & Rhythms

Songs from Europe – Grade K

Week 6

Day One

Focus: Listening Skills/Beat

Materials: Putumayo *World Playground* (WP)

Listen Up!

- Introduce “Tik Tik Tak” (WP), a festive dance song from Greece.
- Listen to the song.
- Ask children: When and why do people dance? Explain that people dance everywhere for many of the same reasons, although the music may sound different.
- Listen for the words “tik tik tak.” Explain that these words refer to a heart beating like a drum.
- What words do we use in our culture to refer to the beating of a heart?

Sound Off!

Movement/Props (scarves)

- Explain that a common dance from Europe has groups of people dancing in circles with their arms linked or draped around each other’s shoulders. Show children on a map in which part of the world Europe is. Point out that it is across the Atlantic Ocean.
- Gather children in a circle and have them march to a steady beat in place. Then, students should alternate turning and moving to the right and left as they wave scarves to the beat while listening to “Tik Tik Tak.”
- *Have students experiment the various ways they can wave the scarves. They can wave them slowly to the macrobeat or faster to the microbeat, up and down, side to side, etc.

Round Up!

- Assess students’ ability to keep a steady beat while moving to the song or clapping, tapping, etc. while seated.

Day Two

Focus: Steady Beat/Movement

Listen Up!

- Introduce “Bongo Bong.” (WP) (Identify France on the map and note that France is another country in Europe.)
- Explain that although this song is from France where the main language spoken is French, the words to this song are in English.
- Explain that “Bongo Bong” is about a monkey who plays bongo drums to tell a tale about multiculturalism (many different ways of life), acceptance and having an open mind (being tolerant of others and liking people although they may be different).
- Explain: Bongos are two little drums connected to each other. One drum has a low pitch, and the other has a high pitch. *See Reproducible Passport Pages from Putumayo Activity Kit. Have students color the appropriate page.

Sound Off!

Instrument Play

- Play “Bongo Bong” and “Tik Tik Tak” from WP (and other selections if time permits).
- Allow children to choose various percussion instruments and play along with a steady beat. There are pitched and unpitched instruments.

Round Up!

- Read the lyrics (*see Lyrics page from Putumayo Activity Kit) aloud and have children think about the message behind the story of the monkey who feels so happy when he plays his drums even though others do not appreciate his music.
- Have children fill in sentences as you say them aloud: I feel happy when_____. Something that makes me special is _____. I am happy when I am _____.
- Children can color in the “Bongo Bong” page.

Day Three

Focus: Singing/ small movements

Listen Up!

- Have children find Europe and France on the map.
- Ask children if they know any other songs from France.
- Introduce “Frere Jacques.”
- Sing the song (see sheet music provided).
- Ask children to tell the languages in which this song is sung (French, English).

Sound Off!

- Have children sing the song in French and/or English a few times.
- Divide class in half and do call and response. Have one group sing and then the other.
- Sing while tapping the beat.
- Do four movements for your class as they sing the four phrases and have children copy:
 - “Frere Jacques, Frere Jacques” – hold hands on either side of the mouth as if calling to brother
 - “Dormez-vous” – pretend to sleep
 - “sonnez les matines” – pretend to hear the bells by cupping a hand to an ear
 - “ding, dang, dong” – pretend to ring bells, moving on the beat

Round Up!

- Review the concept of multiculturalism.
- Trace each child’s hand on a large piece of paper with their names inside to make a mural of all the special people in your group.

Day Four

Focus: Singing/Ostinato

Listen Up!

- Listen to and/or sing “Freres Jacques” in one or two languages and review small movements.

Sound Off!

- Ostinato – a simple repeated phrase like “ding dong ding.”
- Have the class sing this phrase repeatedly while moving like a bell. They can stand and sway back and forth for large movements or pretend to pull a chord to the beat.

Round Up!

- Have children find France on the map.
- *See Reproducible Passport Pages from Putumayo Activity Kit. Color the map and flag of France.

Day Five

Focus: Concept review – Beat, Pitch

Listen Up!

- Listen to selections from the week while keeping a steady beat.

Sound Off!

- Review beats.
- Sing and move to “Freres Jacques,” keeping a steady beat.
- Review high and low pitches. Have students identify high and low sounds using picture representations, notation, and various pitched instruments.
- Play a call and response game using two pitches, and have children identify which is higher.

Round Up!

See music rubric.

Songs from Europe - Grade 1

Week 6

Day One

Focus: Listening Skills/Beat

Materials: Music Together, *Maracas* and *Bells Song Collections*

Listen Up!

- Introduce "Tsakonkis," (*Maracas*), a Greek Dance.
- Listen to the song.
- Identify the main instruments used (guitar, tambourine).
- Recognize that the song is sung with "vocables" and not real words.
- Identify the rhythm of the vocables.

Sound Off!

Movement/Props (scarves)

- Explain that a common dance from Europe has groups of people dancing in circles with their arms linked or draped around each other's shoulders.
- Play "Tsakonkis."
- Gather children in a circle and have them march to a steady beat in place. Then have them alternate turning and moving to the right and left as they wave scarves to the beat.
- *Have students experiment the various ways they can wave the scarves. They can wave them slowly to the macrobeat or faster to the microbeat, up and down, side to side, etc.

Round Up!

- Self-assessment: Was it easy or difficult keeping a steady beat while moving?
- Creating: What other movements could you make as you move to the beat of the song?

Day Two

Focus: Steady Beat/Movement

Listen Up!

- Listen to “Tsakonkis.” (Have students find Europe and Greece on the map.)

Sound Off!

Movement

For more expressive movements and to highlight the 5th beat of each measure:

Spin around for four beats, then stop and clap on the 5th beat

Move: Tap clap clap, Tap clap

Sing: Dum da dee-da dum

Move: Step step step step LIFT

Sing: Dum da dee-da dum

Round Up!

Create: Have students make up their own words to fit the rhythm of the vocals.

Day Three

Focus: Singing/ small movements

Listen Up!

- Have children find Europe and France on the map.
- Ask children: Do they know any other songs from France?
- Introduce “Frere Jacques.”
- Listen to song (*Maracas* CD).
- Ask children the languages in which this song is sung: French, English, and Spanish (if using *Maracas* CD)

Sound Off! (with or without CD)

- Have children sing the song in French and/or English a few times.
- Divide class in half and do call and response. Have one group sing and then the other.
- Sing while tapping the beat.
- Do four movements for your class as they sing the four phrases and have children copy:
 - “Frere Jacques, Frere Jacques” – hold hands on either side of the mouth as if calling to brother
 - “Dormez-vous” – pretend to sleep
 - “sonnez les matines” – pretend to hear the bells by cupping a hand to an ear
 - “ding, dang, dong” – pretend to ring bells, moving on the beat

Round Up!

- Ask children if they found singing this song easy or difficult. How many children were familiar with song before today?

Day Four

Focus: Singing/Ostinato

Listen Up!

- Listen to and/or sing “Freres Jacques” in one or two languages and review small movements.
- Also listen to “The Bells of Westminster” on *Bells* song collection.

Sound Off!

- Ostinato – a simple repeated phrase like “ding dong ding.”
- Have the class sing this phrase repeatedly while moving like a bell. They can stand and sway back and forth for large movements or pretend to pull a chord to the beat.
- While they sing, encourage them to keep singing in tune while the teacher and/or another group of students sings the four phrases.

Round Up!

Review map locations.

Day Five

Focus: Concept review – Beat, rounds

Listen Up!

- Listen to selections from the week while keeping a steady beat.

Sound Off!

Movement

- Use selections from the week as well as others from the song collections to see if children can find the beat of the songs while doing various movements like stepping in a circle, moving with scarves, tapping, etc.
- Divide class and sing songs from the week in a round or using ostinato.

Round Up!

See music rubric.

Songs from Europe - Grade 2

Week 6

Day 1

Focus: Listening Skills/Beat

Materials: Putumayo *World Playground* (WP)

Listen Up!

Introduce “Tik Tik Tak” (WP), a festive dance song from Greece. (Identify the European Continent and the country of Greece on the map)

- Listen to the song.
- Ask children: When and why do people dance? Explain that people dance everywhere for many of the same reasons, although the music may sound different.
- Listen for the words “tik tik tak.” Explain that these words refer to a heart beating like a drum.
- What words do we use in our culture to refer to the beating of a heart?

Introduce “Tsakonkis.” (maracas) another Greek Dance.

- Listen to the song
- Identify the main instruments used (guitar, tambourine)
- Recognize that the song is sung with “vocables” and not real words.
- Identify rhythm of vocables

Sound Off!

Movement/Props (scarves)

- Explain that a common dance from Europe has groups of people dancing in circles with their arms linked or draped around each other’s shoulders. Show children on a map in which part of the world Europe is. Point out that it is across the Atlantic Ocean.
- Gather children in a circle and have them march to a steady beat in place. Then, students should alternate turning and moving to the right and left as they wave scarves to the beat while listening to “Tik Tik Tak.”
- *Have students experiment the various ways they can wave the scarves. They can wave them slowly to the macrobeat or faster to the microbeat, up and down, side to side, etc.
- Review rhythm. Can students distinguish beat from rhythm? Write out a line from the chorus (see song lyric page), and have students clap out and say the lyrics. Then, have them keep a beat while speaking the rhythm. Suggestion: Have some students keep a steady beat while others clap or say the rhythm with words.

Round Up!

Self-assessment: Was it easy or difficult keeping a steady the beat while moving?

Creating: What other movements could you make as you move to the beat of the song?

Day Two

Focus: Steady Beat/Movement

Listen Up!

- Listen to “Tik Tik Tak,” (Have students find Europe and Greece on the map.)
- Introduce “Bongo Bong” (WP). (Identify France on the map and note that France is another country in Europe.)
 - Explain that although this song is from France where the main language spoken is French, the words to this song are in English.
 - Explain that “Bongo Bong” is about a monkey who plays bongo drums to tell a tale about multiculturalism (many different ways of life), acceptance, and having an open mind (being tolerant of others and liking people although they may be different).
 - Explain that bongos are two little drums connected to each other and that one drum has a low pitch and the other has a high pitch. *See Reproducible Passport Pages from Putumayo Activity Kit.

Sound Off!

Instrument Play

- Play “Bongo Bong” and “Tik Tik Tak” from WP.
- Allow children to choose various percussion instruments and play along with a steady beat.
- *Make sure that everyone is playing the beat and not the rhythm of the songs.

Round Up!

- Read the lyrics (*see lyrics page from Putumayo Activity Kit) aloud, and have children think about the message behind the story of the monkey who feels so happy when he plays his drums even though others do not appreciate his music.

Day Three

Focus: Singing melodies and rounds

Listen Up!

- Have children find Europe and France on the map.
- Ask children if they know any other songs from France.
- Introduce Frere Jacques.”
- Sing song (see sheet music provided).
- Ask children what languages this song is sung in (French, English). Provide words to the song.
- Explain: “Freres Jacques” is a French song about monks (religious men) waking up in time for early morning services. This song is known all over the world.

Sound Off!

- Have children sing the song in French and/or English a few times.
- Divide class in half and do call and response. Have one group sing and then the other.
- Explain what a “round” is. A round is a song that goes “around” again and again, with several voices singing the same tune but at different times. This is the way “Row, Row, Row Your Boat” is often sung.
- To actually sing a round the teacher may have to be the second voice. Some children may not be able to hold their own part. Try singing “Row, Row, Row Your Boat” first.

Round Up!

- Ask children if they found singing this song easy or difficult. How many children were familiar with song before today?

Day Four

Focus: Singing/Ostinato

Listen Up!

- Sing “Freres Jacques” in one or two languages.

Sound Off!

Movement

- Do four movements for your class as they sing the four phrases, and have children copy them:
 - “Frere Jacques, Frere Jacques” – hold hands on either side of the mouth as if calling to brother
 - “Dormez-vous” – pretend to sleep
 - “sonnez les matines” – pretend to hear the bells by cupping a hand to an ear
 - “ding, dang, dong” – pretend to ring bells, moving on the beat

Ostinato – a simple repeated phrase like “ding dang dong.”

Have the class sing this phrase repeatedly while moving like a bell. Then, divide the class and have some children sing all four phrases while the others just sing this phrase throughout the song and move like a bell to the beat.

Round Up!

- Review
- Ask students if they found singing two parts difficult. Is singing an ostinato more or less difficult than singing a round?

Day Five

Focus: Concept review – Rhythm, Beat, Pitch

Listen Up!

Listen to selections from the week while keeping a steady beat.

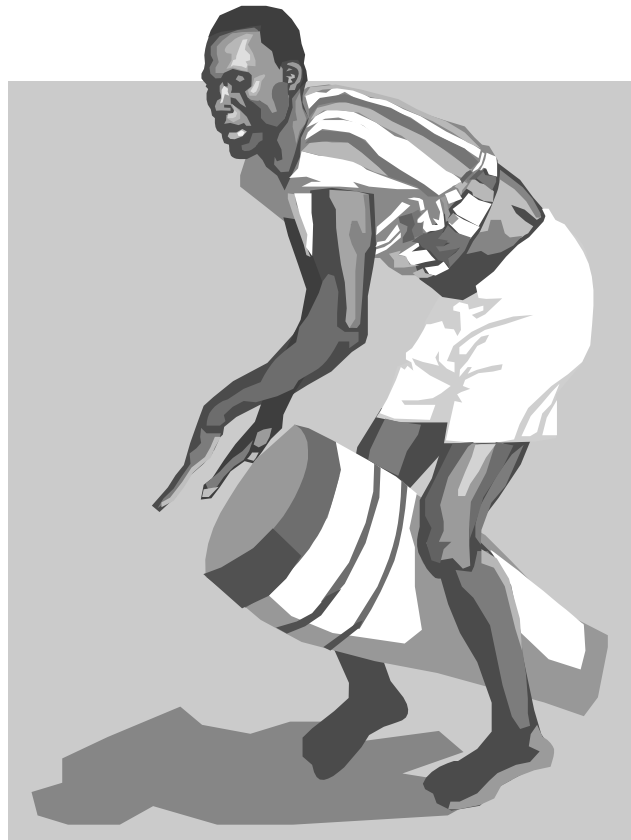
Sound Off!

- Review rhythm versus beat.
- Have students make up their own rhythm patterns using quarter and eighth notes. Have students work in cooperative groups. They can draw pictures of patterns and add words. Using rhythm sticks, they can make up a pattern and play it to the class (you can have the class imitate – call and response game).
- Review high and low pitches. Have students identify high and low sounds using picture representations, notation, sound, and movements as done in previous lessons.
- Play a call and response game using two pitches and have children identify which is higher.

Round Up!

See music rubric.

"Let's Sing It Again"
Through Latin America and the Caribbean



A collection of
Latin American and Caribbean
Songs and Rhythms

Songs from Latin America and the Caribbean – Grade K

Week 7

Day One

Focus: Listening Skills/Beat

Materials: Putumayo *World Playground* (WP)

Listen Up!

- Introduce “La Mariposa” (lah mah-ree-POH-sah) or “The Dance of the Butterfly.”
- Locate South America on the map, and find the country of Bolivia.
- This song is played and danced in the carnival celebrations every February.
- Listen for the “zampona,” a pipe made from bamboo.
 - *See Reproducible Passport Pages from Putumayo Activity Kit for illustration.
- Listen to the song.
- Ask the students: Can you guess what language this song is sung in? (Spanish)
Can anyone identify some words used in the song?
- Review some Spanish words from the song: (*see lyrics page)
 - manos (hands)
 - pies (feet)
 - mariposa (butterfly)

Sound Off!

Movement

Begin by tapping the beat, and then do the following for the following lyrics:

- “con las manos” = clap, clap, clap
- “con los pies” = stomp, stomp, stomp
- “la morenada” = raising/lowering arms in smooth movements to imitate butterfly

Round Up!

Self-assessment: Was it easy or difficult hearing the Spanish words being sung?

Creating: What other movements could you make as you move to the beat of the song?

Day Two

Focus: Rhythm/Pitch

Listen Up!

- Listen to “La Mariposa.” (Have students find South America and Bolivia on the map.)
- Review Spanish vocabulary. Repeat song while performing movements from yesterday’s lesson.
- Ask children to identify the main instrument. Does it have a high or low sound? What is the word that describes high and low sounds? (pitch)

Sound Off!

Instrument Play

- Introduce children to the xylophone, glockenspiel, or any other pitched instrument you may have.
- Use the xylophone, glockenspiel, or any pitched instrument to play high and low pitches.
- Have children identify high and low sounds. Play some pitches the same to see if children can tell that the pitch is unchanged.

Game idea: “Same or different?”

- *Word of wisdom - if you have time, put about eight different colored gumdrops on each plate and about 16 toothpicks. It will save time!*
- Sit the students in a circle. Give each child a prepared plate.
- Teacher will play one sound, followed by another sound, on a piano, recorder, or xylophone. If the sounds are the same, the students will place two gumdrops of the same color side by side on the plate. If the sounds are different, the students will use two different colored gumdrops side by side.
- The teacher will play many sounds, some the same and some different. See how challenging you can make this for the students!
- After the lesson, allow the students to create anything they want by connecting the toothpicks together to form some sort of structure on the paper plate. At the end of class, allow some of the students to tell the others what shapes are contained in their structures.
- Tell the students that creating music is much the same as creating sculptures because music is made up of many sounds connected together.

Round Up!

- Ask children: What instruments can play high and low pitches? (xylophone, glockenspiel, bells)
- What instruments cannot play pitches? (egg shakers, maracas, hand drums, rhythm sticks)

Day Three

Focus: Listening skills/Following Directions

Listen Up!

Play “La Mariposa” and other Latin American songs.
Identify other Latin American countries on the map.

Sound Off!

Create your own instrument.

- You will need seven straws per child, yarn (optional), and scissors.
- Give children seven straws each and have them cut six of them into different lengths, ranging from small to long. The 7th straw should remain uncut.
- Wrap a little tape over the cut side of each straw to create a closed end. Do the same for the 7th straw.
- Lay a piece of tape approximately 8 inches long sticky side up, and place straws on it in size order so that all the open ends are even along the top.
- Wrap extra tape around the top so they lie securely flat. *You can attach yarn to make a pan flute necklace.
- Play the flute by blowing into the top (open ended) side of the instrument as if you are blowing into the top of a bottle. Each straw should create a different pitch.
- Accompany the flutes in the song with your new homemade zamponas.
- *Other creative ideas: Have children create their own butterflies, or cut out a doll figures and label their body parts in Spanish.

Round Up!

- Ask students if the zampona is a pitched or unpitched instrument. Can they name other pitched instruments? What are some unpitched instruments?
- Have a student play two notes on his/her instrument and have others identify high and low sounds.

Day Four



Listen Up!


- Introduce "Three Little Birds," track #3 on WP CD.
- Locate Jamaica in the Caribbean Sea. Kingston is the capital and the largest city.
- This is a reggae song written by Bob Marley about three little birds that sing a song of hope. It talks about how sometimes when things don't look so bright, you can look forward to a new day when you will have a chance to make everything all right.
- The most popular kind of music in Jamaica is reggae.

Sound Off!

- Provide illustrations of quarter and eighth notes. Review and reinforce with children. You can pair children for a visual representation of the eighth notes and use one student to represent the quarter note.

Game idea: You will need to make four-beat rhythm flashcards:

For example: two eighth notes followed by two quarter notes and two more eighth notes- 


Or four quarter notes -  (The line underneath represents the beat.)

- Students form a standing circle. Lying on the floor in front of each child is a four-beat rhythm flashcard. As you play the WP CD, children walk slowly around the circle, much like in a "cake walk" at a carnival.
- When the music stops, each child looks at his/her rhythm card as the teacher taps a four-beat rhythm. All students echo tap the rhythm. The child who is standing behind that rhythm must recognize that he/she has the rhythm just tapped and raise his/her hand.
- Music begins again and the game is repeated.

Round Up!

- Post different rhythmic notations with four beats each.
- Assess children's ability to pick the correct notation as you tap out rhythm patterns.

Day Five

Focus: Listening Skills

Listen Up!

- Listen to selections from the week while keeping a steady beat by tapping or clapping. Play additional reggae music if you have it.
- Review location of South America and the Caribbean (Jamaica). Do they know some of the other islands? (Puerto Rico, Cuba, etc.)

Sound Off!

- *Game Idea:* Guess What The Song Is!

Have children sit in a circle and explain to them that they are going to play a guessing game. This is not to see who can win but just to have fun as a group! The teacher will then hum or whistle songs that the children would know.

Some examples might be:

- "Frere Jacques"
 - "Row, Row, Row Your Boat"
 - "London Bridge"
 - "Bingo"
 - "Mary Had a Little Lamb"
 - "Down on Grandpa's Farm"
 - "If You're Happy and You Know It"
- Hum some of a song, and then stop and see if any of the kids can guess what it is. If not, hum a little bit more of the song. If necessary, give them a hint about the song.
 - Ask children if anyone wants to try and hum a tune and have the rest of the class guess what it is. The kids will love playing this game and trying to guess the song!

Round Up!

See music rubric.

Songs from Latin America and the Caribbean - Grade 1

Week 7

Day One

Materials: *Maracas, Bells*

Focus: Listening Skills/Beat/Rhythm

Listen Up!

Movement

- Listen to “Brincan y Bailan” from *Maracas*
- Ask children if they can identify the two languages in the song.
- Create the feeling of a fish swimming by moving your hands and forearms, telling children, “Here’s the fish in the water. Let’s make them swim.”

Sound Off!

- Introduce rhythm
- To assist with visualization of rhythms in 4/4:
- Place four chairs in a row. Optional: also make cards with quarter and eighth notes and rests.
- Begin by tapping the chairs in a steady beat. Say “beat, beat, beat, beat...”
- Have students sit in the chairs. Count them as you would quarter notes.
- Remove a student or two. Ask, “How would this be counted?” Point out that the chairs are still there, even though they are empty of people, and that they take up space. Show that the empty chairs represent quarter rests.
- *Have 6 students try to figure out how to sit on the chairs. Soon they will double up and share seats. This will give the class a visualization of eighth note pairs.

Round Up!

- Self-assessment: Was it easy or difficult hearing the Spanish words being sung?
- Creating: What other movements could you make as you move to the beat of the song? Have them demonstrate their ideas.

Day Two

Focus: Rhythm

Listen Up!

- Listen to selection from yesterday. Introduce various chants from *Bells*: “Rhythms and Rhymes” and “Splishing and Splashing.”

Sound Off!

Instrument Play



- Recite chants while keeping a steady beat to distinguish the difference between rhythm and beat. Repeat. See songbook for additional ideas on presentation.

Exercise:

- Have children think of a friend’s name and then take turns saying that name four times while patting a steady beat.
- Names like Kate and Joe have one sound with each beat. Others have more, like Jordan or Michael. Hearing if a beat has one or more sounds helps you read and write rhythms. Also explain that rhythm can be spoken while beat is steady throughout a song.

Round Up!

Assess children’s understanding of beat and rhythm using the chairs to represent beats (4) while giving them a simple illustration (along with singing) of a 4 beat rhythm using words of notation.

For example: two eighth notes followed by two quarter notes and 2 eighth notes  and four quarter notes -  (The line underneath represents the beat.)

Or: Are you sleep- ing, are you sleep- ing

Day Three

Focus: Pitch (High, Low, and Same)

Listen Up!

Listen to “De Colores” from *Bells*. Ask children to identify the language in which it is sung.

Sound Off!

Instrument Play

- Introduce children to the xylophone, glockenspiel, or any other pitched instrument you may have.
- Use xylophone, glockenspiel, or any pitched instrument to play high and low pitches.
- Have children identify high and low sounds. Play some pitches the same to see if children can tell that the pitch is unchanged.

Game idea: “Same or different?”

- Word of wisdom - if you have time, put about eight different colored gumdrops on each plate and about 16 toothpicks. It will save time!
- Sit the students in a circle. Give each child a prepared plate.
- Teacher will play one sound, followed by another sound, on a piano, recorder, or xylophone. If the sounds are the same, the students will place two gumdrops of the same color side by side on the plate. If the sounds are different, the students will use two different colored gumdrops side by side.
- The teacher will play many sounds, some the same and some different. See how challenging you can make this for the students!
- After the lesson, allow the students to create anything they want by connecting the toothpicks together to form some sort of structure on the paper plate. At the end of class, allow some of the students to tell the others what shapes are contained in their structures.
- Tell the students that creating music is much the same as creating sculptures because music is made up of many sounds connected together.

Round Up!

- Ask children: What instruments can play high and low pitches? (xylophone, glockenspiel, bells)
- What instruments cannot play pitches? (egg shakers, maracas, hand drums, rhythm sticks)

Day Four


Focus: Beat/Rhythm

Sound Off!

Provide illustration of quarter and eighth notes. Review and reinforce with children. You can pair children for a visual representation of the eighth note and use one student to represent the quarter note.

Game idea:

(You will need to make four-beat rhythm flashcards.)

For example: two eighth notes followed by two quarter notes and two eighth notes - 

Or: four quarter notes -  (The line underneath represents the beat.)

Students form a standing circle. Lying on the floor in front of each child is a 4-beat rhythm flashcard. As you play the WP CD, children walk slowly around the circle, much like in a "cake walk" at a carnival. When the music stops, each child looks at his/her rhythm as the teacher taps a four beat rhythm. All students echo tap the rhythm. The child who is standing behind that rhythm must recognize that he/she has the rhythm just tapped and raise his/her hand. Music begins again and the game is repeated.

Round Up!

Post different rhythmic notations with four beats each. Assess children's ability to pick the correct notation as you tap out rhythm patterns.

Day Five

Focus: Listening Skills/Singing

Listen Up!

- Listen to selections from the week while keeping a steady beat by tapping or clapping.

Sound Off!

- *Game Idea:* Guess What The Song Is!

Have children sit in a circle and explain to them that they are going to play a guessing game. This is not to see who can win but just to have fun as a group! The teacher will then hum or whistle songs that the children would know.

Some examples might be:

"Frere Jacques"

"Row, Row, Row Your Boat"

"London Bridge"

"Bingo"

"Mary Had a Little Lamb"

"Down on Grandpa's Farm"

"If You're Happy and You Know It"

Hum some of a song, and then stop and see if any of the kids can guess what it is. If not, hum a little bit more of the song. If necessary, give them a hint about the song.

Ask children if anyone wants to try and hum a tune and have the rest of the class guess what it is. The kids will love playing this game and trying to guess the song!

Round Up!

See music rubric.

Songs from Latin America and the Caribbean - Grade 2 Week 7

Day One

Materials: Putumayo *World Playground* (WP)

Focus: Listening Skills/Beat

Listen Up!

- Introduce “La Mariposa” (lah mah-ree-POH-sah) or “The Dance of the Butterfly”
- Locate South America on the map and find the country of Bolivia.
- This song is played and danced in the carnival celebrations every February.
- Listen for the “zampona,” a pan flute made from bamboo. *See Reproducible Passport Pages from Putumayo Activity Kit for illustration.
- Listen to the song.
- Ask children: Can you guess the language in which this song is sung? (Spanish)
Can anyone identify some words used in the song?
- Review some lyrics that correspond with the song: (*see lyrics page)
- con las manos (with our hands)
- con los pies (with our feet)
- una mariposa (a butterfly)
- la morenada (the name of the rhythm of this song)

Movement

Begin by tapping the beat, and then do the following for the following lyrics:

“con las manos” = clap, clap, clap

“con los pies” = stomp, stomp, stomp

“la morenada” = raising/lowering arms in smooth movements to imitate butterfly

Round Up!

- Self-assessment: Was it easy or difficult hearing the Spanish words being sung?
- Creating: What other movements could you make as you move to the beat of the song? Have them demonstrate their ideas. Split them up into cooperative groups to choreograph movements.

Day Two

Focus: Pitch (High, Low, Same)

Listen Up!

- Listen to “La Mariposa.” (Have students find South America and Bolivia on the map.)
- Review Spanish vocabulary. Repeat the song while performing movements from yesterday’s lesson.
- Ask children to identify the main instrument. Does it have a high or low sound? What is the word that describes high and low sounds? (pitch)

Sound Off!

Instrument Play

- Introduce children to the xylophone, glockenspiel, or any other pitched instrument you may have.
- Use xylophone, glockenspiel, or any pitched instrument to play high and low pitches.
- Have children identify high and low sounds. Play some pitches the same to see if children can tell that the pitch is unchanged.

Game idea: “Same or different?”

- Word of wisdom - if you have time, put about eight different colored gumdrops on each plate and about 16 toothpicks. It will save time!
- Sit the students in a circle. Give each child a prepared plate.
- Teacher will play one sound, followed by another sound, on a piano, recorder, or xylophone. If the sounds are the same, the students will place two gumdrops of the same color side by side on the plate. If the sounds are different, the students will use two different colored gumdrops side by side.
- The teacher will play many sounds, some the same and some different. See how challenging you can make this for the students!
- After the lesson, allow the students to create anything they want by connecting the toothpicks together to form some sort of structure on the paper plate. At the end of class, allow some of the students to tell the others what shapes are contained in their structures.
- Tell the students that creating music is much the same as creating sculptures because music is made up of many sounds connected together.

Round Up!

- Ask children: What instruments can play high and low pitches? (xylophone, glockenspiel, bells)
- What instruments cannot play pitches? (egg shakers, maracas, hand drums, rhythm sticks)

Day Three

Focus: Listening skills/Following Directions

Listen Up!

- Play “La Mariposa” and other Latin American Songs.
- Identify other Latin American countries on the map.

Create your own instrument.

- You will need seven straws per child, yarn (optional), and scissors.
- Give children seven straws each and have them cut six of them into different lengths, ranging from small to long. The 7th straw should remain uncut.
- Wrap a little tape over the cut side of each straw to create a closed end. Do the same for the 7th straw.
- Lay a piece of tape approximately 8 inches long sticky side up, and place straws on it in size order so that all the open ends are even along the top.
- Wrap extra tape around the top so they lie securely flat. *You can attach yarn to make a pan flute necklace.
- Play the flute by blowing into the top (open ended) side of the instrument as if you are blowing into the top of a bottle. Each straw should create a different pitch.
- Accompany the flutes in the song with your new homemade zamponas.
- *Other creative ideas: Have children create their own butterflies, or cut out a doll figures and label their body parts in Spanish.

Round Up!

- Ask students if the zampona is a pitched or unpitched instrument. Can they name other pitched instruments? What are some unpitched instruments?
- Have a student play two notes on his/her instrument and have others identify high and low sounds.

Day Four

Focus: Rhythm


Listen Up!

- Introduce "Three Little Birds," track #3 on WP CD.
- Locate Jamaica in the Caribbean Sea. Kingston is the capital and the largest city.
- This is a reggae song written by Bob Marley about three little birds that sing a song of hope. It talks about how sometimes when things don't look so bright, you can look forward to a new day when you will have a chance to make everything all right.
- The most popular kind of music in Jamaica is reggae.


Sound Off!

Provide illustrations of quarter and eighth notes. Review and reinforce with children. You can pair children for a visual representation of the eighth notes and use one student to represent the quarter note.

Game idea: You will need to make four-beat rhythm flashcards:

For example: two eighth notes followed by two quarter notes and two more eighth notes- 



Or four quarter notes -  (The line underneath represents the beat.)

Students form a standing circle. Lying on the floor in front of each child is a four-beat rhythm flashcard. As you play the WP CD, children walk slowly around the circle, much like in a "cake walk" at a carnival. When the music stops, each child looks at his/her rhythm card as the teacher taps a four-beat rhythm. All students echo tap the rhythm. The child who is standing behind that rhythm must recognize that he/she has the rhythm just tapped and raise his/her hand. Music begins again and the game is repeated.

Round Up!

Post different rhythmic notations with four beats each. Assess children's ability to pick the correct notation as you tap out rhythm patterns.

Day Five

Focus: Listening Skills/Singing

Listen Up!

- Listen to selections from the week while keeping a steady beat by tapping or clapping. Play additional reggae music if you have it.
- Review location of South America and the Caribbean, including Jamaica. Do they know some of the other islands? (Puerto Rico, Cuba, etc.)

Sound Off!

Game Idea: Guess What The Song Is!

Have children sit in a circle and explain to them that they are going to play a guessing game. This is not to see who can win but just to have fun as a group! The teacher will then hum or whistle songs that the children would know.

Some examples might be:

"Frere Jacques"

"Row, Row, Row Your Boat"

"London Bridge"

"Bingo"

"Mary Had a Little Lamb"

"Down on Grandpa's Farm"

"If You're Happy and You Know It"

Hum some of a song, and then stop and see if any of the kids can guess what it is. If not, hum a little bit more of the song. If necessary, give them a hint about the song.

Ask children if anyone wants to try and hum a tune and have the rest of the class guess what it is. The kids will love playing this game and trying to guess the song!

Round Up!

See music rubric.

"Let's Sing It Again"
Through North America



A Collection of
American Music and Rhythms

Songs of North America - Grade K

Week 8

Day One

Focus: Listening Skills/Beat

Materials: MT *Sticks* collection: "Follow Me Down to Carlow" and "The Tailor and the Mouse"

Listen Up!

- Listen to "Follow Me Down to Carlow" and "The Tailor and the Mouse." Identify the instrument common to both songs (violin). *See Reproducible pages for picture of a violin.

Sound Off!

Movement

- Both songs have a fast beat which lends itself to hopping and skipping.
- Have students stand in a circle and hop or put hands on hips while bending knees to the beat. Then, have them turn right, then left and skip or walk in a circle to the beat. They can do a Follow the Leader game, making up movements.

Round Up!

- Creating: What other movements could you make as you move to the beat of the song? Have them demonstrate their ideas. Split them up into cooperative groups to choreograph movements.

Day Two

Focus: Listening skills/Singing

Materials: MT *Sticks* collection: "When the Saints Go Marching In"

Listen Up!

"Follow Me Down to Carlow"

Ask students to locate the United States and identify the continent on which it is.

Listen to "When the Saints Go Marching In." Identify guitar, harmonica, and drums.

Sound Off!

Instrument Play

Game Idea: "Find the Sound"

Materials needed:

A chair in the middle of the room

Various percussive and/or pitched instruments

A blindfold

Game:

1. Choose a student to sit in the chair and blindfold him/her.
2. Choose an instrument and go to a certain place in the classroom.
3. Begin to play the instrument with a continuous rhythmic pattern.
4. Ask the blindfolded student to stand up and walk toward the sound. (Make sure that his/her hands are outstretched to assist them in finding the sound.)
5. Once the student has found you, have him/her name the instrument being played. If he/she names it correctly, then he/she gets to choose an instrument to play and a student to be the next one blindfolded. I guarantee that the students will love it!

Round Up!

- Show children pictures of instruments to see if they can identify them and tell whether they are pitched or unpitched. Give children copies to color in while listening to music from the past weeks. *See attached reproducible pages.

Day Three

Focus: Listening skills/Rhythm

Listen Up!

Teacher may choose from classics, dance tunes, or other favorite. CDs are listed in the Resource section of this packet.

Sound Off!

Instruments

Mississippi Beat

Learn to spell Mississippi while clapping a beat and speaking a rhythm. Or, try using rhythm sticks to click the beat while speaking.

Speak: Mi - ss - is - si - pp - i
Clap x x x x x x

Other rhythm chants: *See MT *Sticks* Collection: "I Had a Little Frog," "I'm Freezing," and "Jack-in-the-Box"

Round Up!

Ask children: Is it easier or more difficult to spell Mississippi using a rhythm and a beat than using no beat and rhythm? Ask them to share chants they may know that they have used in play or to help them learn.

Day Four

Focus: Tempo/Dynamics: Slow to Fast, Fast to Slow, Loud and Soft

Materials: MT *Sticks* Collection: “The Tailor and the Mouse” and “Don Alfredo Baila”

Listen Up!

- Play “The Tailor and the Mouse” and “Don Alfredo Baila.” Ask children what they notice about the speed or tempo of the song. (Both songs slowly get faster and faster.)

Sound Off!

Instruments

- “Getting Warmer”
You will need a tuned (preferably) musical instrument or lots of table thumping children (slow/fast beats only).

Aim: Teaching musical concepts such as: - soft to loud, low to high, slow to fast.

Choose one child to stand facing a corner with hands over his/her eyes. While he/she is doing this, choose a student to be “it” by pointing at a child or touching him/her on the top of the head so that the rest of the class can see who is chosen.

The child with closed eyes in the corner must now find the student chosen as “it” member in the class. As he/she walks closer to “it,” play sounds which are higher (or faster, or louder) and as he/she walks further away from “it,” play lower (or slower, or softer).

Variation: Have the children seated at their desks thumping a beat collectively faster or slower as the child gets nearer or further to “it.” (Children can also use various instruments.)

Additional Suggestion:

Have children shake jingle bells or eggs to the beat of “Don Alfredo Baila,” speeding up as they follow the song.

Round Up!

- Assess children’s ability to identify loud/soft and fast slow.

Day Five

Focus: Dynamics/Fast and Slow

Listen Up!

Listen to song selections from the week, pointing out the dynamics.

Sound Off!

To reinforce fast and slow, have children listen as you play with the beat at a faster and then slower tempo on various percussive instruments. Then, have children respond in one of the following ways:

- Tap two fingers in their palms to match the tempo.
- Pat on knees, matching the tempo.
- Walk in place during the slower tempo and jog in place during the faster tempo.
- Move through shared space, matching the tempo.
- To informally assess children, have them close their eyes and listen again to the song selections from the week, raising their hands during slow verses.

Round Up!

See music rubric.

Songs North America - Grade 1

Week 8

Day One

Focus: Listening Skills/Beat

Materials: "Trot, Old Joe" and "Mr. Rabbit" from *Bells*.

Listen Up!

- Listen to songs and have children imagine movements that can go with the song, like rabbits hopping, horses trotting, etc.
- In keeping with the theme, have children identify North America on the map. Can they find the U.S.?

Sound Off!

Movement

- These songs lend themselves to hopping and skipping. Have students stand in a circle and hop or put hands on hips while bending knees to the beat. Then, have them turn right and then left and skip or walk in a circle to the beat. They can do a Follow the Leader game making up movements.

Round Up!

- Creating: What other movements could you make as you move to the beat of the song? Have them demonstrate their ideas. Split them up into cooperative groups to choreograph movements.

Day Two

Focus: Listening skills

Listen Up!

- Play various pitched and unpitched instruments and have children identify which are pitched and which are not. You can review high and low sounds here as well.
- Review the location of North America and the United States. What is the country above the United States on the map? Below?

Sound Off!

Instrument Play

Game Idea: "Find the Sound"

Materials needed:

A chair in the middle of the room

Various percussive and/or pitched instruments

A blindfold

Game:

Choose a student to sit in the chair and blindfold him/her.

Choose an instrument and go to a certain place in the classroom.

Begin to play the instrument with a continuous rhythmic pattern.

Ask the blindfolded student to stand up and walk toward the sound. (Make sure that his/her hands are outstretched to assist them in finding the sound.)

Once the student has found you, have him/her name the instrument being played. If he/she names it correctly, then he/she gets to choose an instrument to play and a student to be the next one blindfolded. I guarantee that the students will love it!

Round Up!

- Show children pictures of instruments to see if they can identify them and tell whether they are pitched or unpitched. Give children copies to color in while listening to music from the past weeks. *See attached reproducible pages.

Day Three

Focus: Listening skills/Rhythm

Listen Up!

Teacher may choose from classics, dance tunes, or other favorite. CDEs are listed in the Resource section of this packet.

Sound Off!

Instruments

Mississippi Beat

Learn to spell Mississippi while clapping a beat and speaking a rhythm. Or, try using rhythm sticks to click the beat while speaking.

Speak: Mi - ss - is - si - pp - i

Clap x x x x x x

Other rhythm chants: *see MT *Maracas* and *Bells* collections.

Round Up!

Ask children: Is it easier or more difficult to spell Mississippi using a rhythm and a beat than using no beat and rhythm? Ask them to share chants they may know that they have used in play or to help them learn. You can use selections from *Bells* or *Maracas* to reinforce rhythm and beat.

Day Four

Focus: Tempo/Dynamics: Slow to Fast, Fast to Slow, Loud and Soft

Listen Up!

- Play “William Tell Overture.” Ask children what they notice about this song. (The dynamics change from loud to soft.)
- Also play “William Tell’s Ride” and “Bim Bam” from *Maracas*.

Sound Off!

Instruments

“Getting Warmer”

You will need a tuned (preferably) musical instrument or lots of table thumping children (slow/fast beats only).

Aim: Teaching musical concepts such as: - soft to loud, low to high, slow to fast.

- Choose one child to stand facing a corner with hands over his/her eyes. While he/she is doing this, choose a student to be “it” by pointing at a child or touching him/her on the top of the head so that the rest of the class can see who is chosen.
- The child with closed eyes in the corner must now find the student chosen as “it” member in the class. As he/she walks closer to “it,” play sounds which are higher (or faster, or louder) and as he/she walks further away from “it,” play lower (or slower, or softer).
- Variation: Have the children seated at their desks thumping a beat collectively faster or slower as the child gets nearer or further to “it.” (Children can also use various instruments.)

Additional Suggestion:

Have children shake jingle bells or eggs to the beat of “Bim Bam,” following the song.

Round Up!

- Assess children’s ability to identify loud/soft and fast slow.

Day Five

Focus: Dynamics/Fast and Slow

Listen Up!

- Review map and continent and country locations from the past week, including the primary languages spoken.
- Listen to song selections from the week, pointing out the dynamics.

Sound Off!

- To reinforce fast and slow, have children listen as you play with the beat at a faster and then slower tempo on various percussive instruments. Then, have children respond in one of the following ways:
- Tap two fingers in their palms to match the tempo.
- Pat hands on knees, matching the tempo.
- Walk in place during the slower tempo and jog in place during the faster tempo.
- Move through shared space, matching the tempo.
- To informally assess children, have them close their eyes and listen again to the song selections from the week and raise their hands during slow verses.

Round Up!

See music rubric.

Songs North America - Grade 2

Week 8

Day One

Focus: Listening Skills/Beat

Materials: Putumayo *World Playground* (WP) track #5, “Home by Barna”

Listen Up!

- Introduce “Home by Barna” by Teresa Doyle, track #5.
- This song is from Canada, the second largest country in the world. What is the largest? (Russia) Canada is made up of many cultures from all over the world, including many indigenous cultures (North American Indians: Inuit, Iroquois, and Algonquin tribes) This song has Celtic roots. The Celts are an ancient people whose culture and language still exist in Europe, mainly in Ireland, Scotland, and Wales.
- This spooky song is about walking home late at night with imaginary creatures like swooghs (pronounced “swoos”), banshees, and fairies hiding in the dark. A swoogh is a mythical spirit that looks like a little cloud.
- A Celtic drum called a bodhran (pronounced “BOW-rah”) is played in this song. *See Reproducible Passport Pages from Putumayo Activity Kit for illustration.
- Listen to “Home by Barna.”
- Locate North America, Canada, Europe, Ireland, and Scotland on the map. Explain how a song from Canada can have roots in Europe.
- Explain that a swoogh is a superstition, and then ask children to tell other superstitions, such as walking under a ladder, black cats, etc.

Sound Off!

Movement

This song has a fast beat, which lends itself to hopping and skipping.

Have students stand in a circle and hop or put hands on hips while bending their knees to the beat. Then, have them turn right and then left and skip or walk in a circle to the beat.

They can do a Follow the Leader game, making up movements.

Round Up!

- Creating: What other movements could you make as you move to the beat of the song? Have them demonstrate their ideas. Split them up into cooperative groups to choreograph movements.
- You could also have students draw a swoogh and other mythical creatures.

Day Two

Focus: Listening skills/Singing

Materials: Putumayo *World Playground* (WP) track #5, "Home by Barna" and track #6, "Mardi Gras Mambo"

Listen Up!

- Listen to "Home by Barna." Have students locate North America, Canada, Europe, and Ireland on the map.
- Ask students to locate the United States and identify on which continent it is.
- Introduce "Mardi Gras Mambo," track #6. This song comes from the state of Louisiana. Its largest city is New Orleans, and the musical style is called Zydeco. The accordion is one of the most well known instruments used in Zydeco music. Mardi Gras means "Fat Tuesday" in French and is the last day before Lent, the season of prayer and fasting observed before Easter Sunday. During Mardi Gras, people dance in costumes and masks.
- Listen to "Mardi Gras Mambo," and locate Louisiana and the city of New Orleans on the map.
- Ask students what instruments they can identify in the song. (trombone, saxophone, accordion, drums)

Sound Off!

Instrument Play

Game Idea: "Find the Sound"

Materials needed:

A chair in the middle of the room

Various percussive and/or pitched instruments

A blindfold

Game:

1. Choose a student to sit in the chair and blindfold him/her.
2. Choose an instrument and go to a certain place in the classroom.
3. Begin to play the instrument with a continuous rhythmic pattern.
4. Ask the blindfolded student to stand up and walk toward the sound. (Make sure that his/her hands are outstretched to assist them in finding the sound.)
5. Once the student has found you, have him/her name the instrument being played. If he/she names it correctly, then he/she gets to choose an instrument to play and a student to be the next one blindfolded. I guarantee that the students will love it!

Round Up!

- Show children pictures of instruments to see if they can identify them and tell whether they are pitched or unpitched. Give children copies to color in while listening to music from the past weeks. *See attached reproducible pages.

Day Three

Materials: Putumayo *World Playground* (WP) track #12, “Just Keep Going On”

Focus: Listening skills/Rhythm

Listen Up!

Introduce “Just Keep Going On,” track #12

- This song is from the Mississippi Delta, which is made up of the following southern states: Mississippi, Tennessee, Texas, and Louisiana. The Mississippi runs along the Mississippi River.
- This song is known as a spiritual, which comes from the days when African slaves were forced to undergo harsh conditions. This kind of song allowed for a bit of relief from hard labor and provided an uplifting message to help people get through the day.
- The main instruments used are the guitar, harmonica, and mandolin, a small guitar.
*See reproducible pages.

Listen to the song.

Ask children: What kind of message is the singer trying to get across? Has there been a time when anyone felt like it was hard to keep going on with something? What did you do to get through the challenge?

Sound Off!

Instruments

Mississippi Beat

Learn to spell Mississippi while clapping a beat and speaking a rhythm. Or, try using rhythm sticks to click the beat while speaking.

Speak: Mi - ss - is - si - pp - i
Clap x x x x x x

Round Up!

- Ask children: Is it easier or more difficult to spell Mississippi using a rhythm and a beat than using no beat and rhythm? Ask students to share chants they may know that they have used in play or to help them learn.

Day Four

Focus: Tempo/Dynamics: Slow to Fast, Fast to Slow, Loud and Soft

Materials: *100 Classics for Kids*: “William Tell Overture”

Listen Up!

- Play “William Tell Overture.” Ask children what they notice about this song. (The dynamics change from loud to soft.)

Sound Off!

Instruments

“Getting Warmer”

You will need a tuned (preferably) musical instrument or lots of table thumping children (slow/fast beats only).

Aim: Teaching musical concepts such as: - soft to loud, low to high, slow to fast.

Choose one child to stand facing a corner with hands over his/her eyes. While he/she is doing this, choose a student to be “it” by pointing at a child or touching him/her on the top of the head so that the rest of the class can see who is chosen.

The child with closed eyes in the corner must now find the student chosen as “it” member in the class. As he/she walks closer to “it,” play sounds which are higher (or faster, or louder) and as he/she walks further away from “it,” play lower (or slower, or softer).

Variation: Have the children seated at their desks thumping a beat collectively faster or slower as the child gets nearer or further to “it.” (Children can also use various instruments.)

Round Up!

- Assess children’s ability to identify loud/soft and fast slow.

Day Five

Focus: Listening Skills

Listen Up!

- Listen to WP CD.
- Have children identify some song titles and main instruments used as you listen.
- Can they identify the countries or continents from which some of the songs come?

Sound Off!

World Playground Trivia Game

Sample questions are below. To make the game easier you may want to make it multiple choice or matching and/or put children in small groups.

On which continent is the country Senegal found?

What is call and response?

What does la mariposa mean?

From where does Reggae music come?

What does Mardi Gras mean?

Where in the United States is the big Mardi Gras celebration held every year?

What is a Bongo?

What is the name of the song that says we must keep all hope up and think positively?

Name an instrument from Bolivia.

What kind of animal played the bongo song in the French song "Bongo Bong?"

What song uses an instrument called the accordion?

What song uses the harmonica?

Can you name a pitched instrument?

Can you name an unpitched instrument?

On which continent is Greece found?

What song is Zydeco music?

From which country in Europe do the Celts come?

What is a swoogh?

What is a superstition?

What is multiculturalism?

Round Up!

See music rubric.

Musical Notes For Primary Listen Up!!

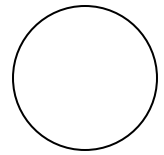
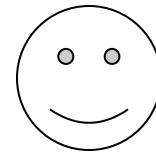
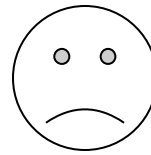
Students make these into a music journal to write reflections, take notes, and share thoughts during their LISTEN UP!! in the Performing Arts Encore Program. Five per student (front to back) to be folded into a booklet for the week's unit.

Listen Up!

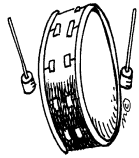
Impression shared by _____

Listen Up!

How does the music make you feel?



What instruments can you hear in this music?



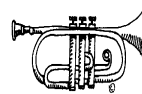
Percussion



Woodwind



String



Brass

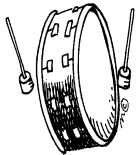


Keyboard

Listen Up!

How does the music make you feel?

What instruments can you hear in this music?



Percussion



Woodwind



String



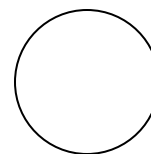
Brass



Keyboard

Listen Up!

How does the music make you feel?



What instruments can you hear in this music?



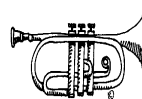
Percussion



Woodwind



String



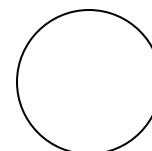
Brass



Keyboard

Listen Up!

How does the music make you feel?



What instruments can you hear in this music?



Percussion



Woodwind



String



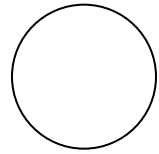
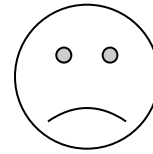
Brass



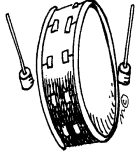
Keyboard

Listen Up!

How does the music make you feel?



What instruments can you hear in this music?



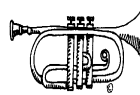
Percussion



Woodwind



String



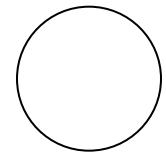
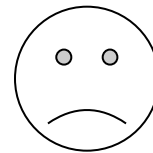
Brass



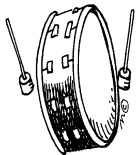
Keyboard

Listen Up!

How does the music make you feel?



What instruments can you hear in this music?



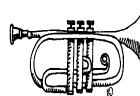
Percussion



Woodwind



String



Brass



Keyboard

Music Glossary

<i>Music Term</i>	<i>Definition</i>
Augmentation	Changing a rhythm by making it twice as long
Aurally	Relating to the ear or sense of hearing
Barred Instrument	Percussion instrument containing metal or wood bars (e.g. xylophone)
Chest Tone	Medium or low pitched sound produced in the chest (also called <i>chest voice</i> or <i>natural voice</i>); opposite of head voice
Diatonic	Notes that occur naturally in a scale without being modified, once the key of the piece or line has been established
Diminution	Lowering or reducing (esp. a note or key)
Duplet	A group of two notes which are performed in the time of three notes of the same kind (e.g., two quarter notes performed with three beats)
Dynamics	The degrees of loudness or softness of a musical work and the symbols that represent them
Head Tone	The upper register of the singing voice (also called <i>falsetto</i>)
Legato	Smooth, flowing or connected notes / sounds in a piece or line of music
Ornamentation	Extra pitches or groups of pitches added to a melody to “decorate” it
Ostinato	A rhythmic or melodic pattern that repeats over and over
Pitch	The highness or lowness of a sound
Pitched Instrument	An instrument which produces a definite musical sound (e.g., piano, trumpet)
Rondo Form	Music in which certain sections are repeated with contrasting section between (also called <i>ABACA Form</i>)
Staccato	Separate; sounded in a short, detached manner (opposite of legato)
Syncopation	Stressing sounds occurring between the beats instead of on the beats of a rhythm pattern
Tempo	The speed of the beat of a piece or line of music
Timbre	The quality of a musical tone which distinguishes voices and instruments
Triad	A chord consisting of three notes
Triple	A group of three notes which are performed in the time of two notes of the same kind (see also duplet)
Unpitched Instrument	An instrument which does not produce a definite musical sound (e.g., drum, cymbals)

Dance Glossary

Moving from one place to another is called locomotion. Most of our moving is done with our feet. Basic locomotor movements that use alternate feet include walking, running, and leaping. Basic locomotor movements that do not alternate feet include: hopping and jumping. Other common forms of locomotion combine two of the basic forms and are set apart by their rhythm, such as galloping, skipping, sliding, and step-hopping.

Every dance has a traditional spatial arrangement called a formation. The formation will determine how the dancers will stand or sit as the dance commences. Some common formations include circle, double circle, concentric circles, line, and contra dance lines.

Term	Meaning
Arch	The spine bends backwards.
Body percussion	The sounds created when body parts are used as percussion instruments. Examples: pat, clap, snap, rub. stamp
Circle dance	A dance done in circle formation without partners.
Contra dance formation	Two facing lines
Counterbalance	A balance created when two persons holding hands and leaning away from each other. The partners depend on one another for balance.
Echo	Copy a leader's movement.
Elbow Swing	A turn with a partner done by linking right and left elbows.
Formation	A design or spatial arrangement of a group.
Gallop	A combination of a step and a leap done in 6/8 time. The step gets the quarter-note value; the leap gets an eighth-note value. The same foot always leads in a gallop.
Hop	A non-alternating basic locomotor form performed by first standing on one foot. That foot then leaves the ground and the same foot returns to the ground.
Jog	A slow run.
Jump	A non-alternating basic locomotor form in which both feet leave the ground at the same time and land on the ground at the same time.
Leap	A basic loco motor movement where weight is transferred from one

	foot to the other, with a moment in which neither foot is on the floor. A leap differs from a run because it is done for either height or distance, not speed.
Lunge	A large step-like movement forward or to the side that feels like a fall. The back foot does not leave the ground and weight is divided between the two feet.
March	A walk variation in $\frac{3}{4}$ or $\frac{1}{4}$ time that uses quick, military-style steps. Alternate knees are raised and lowered with each step, and there is one step for each underlying beat.
Minuet	Seventeenth-century social dance in $\frac{3}{4}$ time.
Pantomime	Gestures used to simulate an activity without the objects that would usually be present.
Partners	Two people who move with coordinated movements in a dance or game.
Pat	When both hands tap thighs.
Pat-clap	Tap thighs with both hands and then clap hands together.
Sashay	A slide or sideways gallop, often done facing a partner and holding hands.
Skaters' hold	A traditional position for dance in which partners stand side by side with the same body facing, holding right hand with right hand and left hand with left hand.
Skip	A locomotor movement involving a step and a hop in $\frac{6}{8}$ time.
Slide	A sideways gallop.
Slow motion	Moving more slowly than one would normally move, without sudden starts or stops.
Sway	Shift weight from one foot to the other without taking feet from the ground.
Swing	Dance step in which partners join hands or elbows and turn each other around.
Tiptoe	A walk variation done on the balls of the feet, often with a light quality of movement.
Trot	A series of small leaps in which knees are bent to simulate the movement of a horse.

Turn	A continuous change of body facing.
Twirl	A form of turning like spinning but performed on one foot.
Unison movement	At least two people moving identically.
Walk	A series of steps by alternating feet. The common walk forms are giant step/baby step, tiptoe, sneak/strut, crab walk, and scurry.
Wiggle	Shake gently with no particular direction, focus, or control.

Assessment and Communication

The following supplements are provided to assist you in assessing your students learning in the performing arts program. The course will be graded on a Satisfactory and Unsatisfactory basis. Each week teachers should record how students are doing and evaluate the effectiveness of the lessons. A portfolio should be kept for each student, which will contain examples of their learning and growth in the program. Examples for the portfolio could include musical notes, audiotapes, video tapes, interest inventory, self and peer assessments, teacher observation checklists, activity pages, reports and/or group projects. A portfolio evaluation form should accompany all work samples.

The lessons in the Performing Arts Encore Module are standards-based and reflect the skills and concepts students should know and be able to do in a music class. Each unit will culminate with students showing what they have learned in a performance, which will be assessed by the teacher and the student's peers.

This section contains the following assessment supplements:

Standards-based rubrics	Skills and Concepts Assessment
Music Notes	Listening and Reflection Notes
Portfolio Evaluation Forms	Teacher and Student Evaluation
Self-Assessment Sheet	Student Self-Assessment
Peer Assessment Sheet	Collaborative Group Ratings
Interest Inventory	Portfolio Entry
Class Record Chart	Class Participation Rating
Student Record Chart	Student Weekly Records
Parent Communication Forms	Progress, Information and Invitation

Standards-based Rubrics

Directions: Teachers use these rubrics to assess daily skill and concept work. These are the six types of rubrics referenced in the music lesson plans:

Rubric A = Singing
 Rubric B = Rhythm
 Rubric C = Music Appreciation

Rubric D = Music Classification
 Rubric E = Music Language

Music Rubric A

To be used to assess SINGING MU1, MU3 (Melody and Harmony)

Score	Representation	Criteria
3	Exceeded the standard	Sings melodic patterns and songs, alone and with others demonstrating accurate pitch, rhythm, and tone quality as well as enhancing the music, using phrasing, dynamic contrast and tempo change.
2	Met the standard	Sings melodic patterns and songs, alone and with others demonstrating accurate pitch, rhythm, and tone quality
1	Attempted the standard	Unsuccessfully attempts to sing melodic patterns and songs, alone and with others demonstrating accurate pitch, rhythm, and tone quality.
0	Did not attempt standard	Did not attempt to sing melodic patterns and songs, alone and with others demonstrating accurate pitch, rhythm, and tone quality.

Music Rubric B

To be used to assess RHYTHM MU2, MU3 (tempo)

Score	Representation	Criteria
3	Exceeded the standard	Independently performs and improvises complicated patterns and melodies on rhythmic and melodic instruments and maintains a steady beat while accompanying, dancing and moving.
2	Met the standard	Independently performs and improvises simple patterns and melodies on rhythmic and melodic instruments and maintains a steady beat while accompanying, dancing and moving.
1	Attempted standard	Unsuccessfully attempts to independently perform and improvises simple patterns and melodies on rhythmic and melodic instruments and maintains a steady beat while accompanying, dancing and moving.
0	Did not attempt standard	Did not attempt to independently perform and improvises simple patterns and melodies on rhythmic and melodic instruments and maintains a steady beat while accompanying, dancing and moving.

Music Rubric C
To be used to assess MUSIC APPRECIATION MU4, MU6

Score	Representation	Criteria
3	Exceeded the standard	Describes how expressive qualities are used to convey feelings, images, moods, and events through music and creates superior compositions or performances to do the same.
2	Met the standard	Describes how expressive qualities are used to convey feelings, images, moods, and events through music and creates compositions or performances to do the same.
1	Attempted standard	Unsuccessfully attempts to describes how expressive qualities are used to convey feelings, images, moods, and events through music and creates compositions or performances to do the same.
0	Did not attempt standard	Did not attempt to describe how expressive qualities are used to convey feelings, images, moods, and events through music and creates compositions or performances to do the same.

Music Rubric D

To be used to assess MUSIC CLASSIFICATION MU5, MU 6, MU7

Score	Representation	Criteria
3	Exceeded the standard	Describes and reproduces various styles of music representing diverse cultures, historical settings and seasonal applications. Identifies the instruments that produce a unique sound and uses appropriate terminology to explain musical performances.
2	Met the standard	Describes various styles of music representing diverse cultures, historical settings and seasonal applications. Identifies the instruments that produce a unique sound and uses appropriate terminology to explain musical performances.
1	Attempted standard	Unsuccessfully attempts to describe various styles of music representing diverse cultures, historical settings and seasonal applications. Attempts to identify the instruments that produce a unique sound and tries to use appropriate terminology to explain musical performances.
0	Did not attempt standard	Does not attempt to describe various styles of music representing diverse cultures, historical settings and seasonal applications. Cannot identify the instruments that produce a unique sound or use appropriate terminology to explain musical performances.

Rubric E
To be used to assess MUSIC LANGUAGE MU6

Score	Representation	Criteria
3	Exceeded the standard	Reads complex rhythmic and melodic notation, using traditional and nontraditional symbols and can demonstrate pitch direction by using visual representation.
2	Met the standard	Reads simple rhythmic and melodic notation, using traditional and nontraditional symbols and can demonstrate pitch direction by using visual representation.
1	Attempted standard	Unsuccessfully attempts to reads simple rhythmic and melodic notation, using traditional and nontraditional symbols and can demonstrate pitch direction by using visual representation.
0	Did not attempt standard	Does not attempt to read complex rhythmic and melodic notation, using traditional and nontraditional symbols and can demonstrate pitch direction by using visual representation.

Observation Checklist



Prepare a table set (5 students) of these and staple them together. Keep them on a clipboard and conduct table observations when appropriate.

Table _____ Student's Name _____

Criteria	-	+	Comments
Does the student know what to do?			
Does the student get right to work?			
Is the student organized?			
Can the student do the required task independently?			
Can the student do the required task with peer assistance?			
Can the students do the required task with teacher assistance?			
Has the student done the task accurately?			
Can the student explain the work?			
How does the work look?			
Does the student work well with others?			
Does the student use time wisely?			
Other			



Observation Checklist




Prepare a table set (5 students) of these and staple them together. Keep them on a clipboard and conduct table observations when appropriate.

Table _____ Student's Name _____


Criteria	-	+	Comments
Does the student know what to do?			
Does the student get right to work?			
Is the student organized?			
Can the student do the required task independently?			
Can the student do the required task with peer assistance?			
Can the students do the required task with teacher assistance?			
Has the student done the task accurately?			
Can the student explain the work?			
How does the work look?			
Does the student work well with others?			
Does the student use time wisely?			
Other			

Portfolio Evaluation Form

Directions: Teacher and student discuss the contents of his/her portfolio and assign a score of 0-3 for each criterion. A satisfactory or unsatisfactory rating will result from the average of the scores.



_____’s Encore Evaluation



Encore Program _____

Evaluation of Contents	Write in the earned score and total at the bottom to calculate the student’s report card grade.			
	Unsatisfactory Did not Attempt Goals	Satisfactory Attempted Goals	Good Met Goals	Excellent Exceeded Goals
	0	1	2	3
1. Completeness: Meets portfolio requirements. (Use Portfolio Table of Contents)				
2. Variety: Tries new things. (Use portfolio selection form)				
3. Quality: Sets high standards for completed work. (Use rubrics)				
4. Effort: Sets goals and works on them. (Use portfolio selection form)				
5. Reflection: Defines strengths and weaknesses. (Use self-assessment form)				
6. Growth: Shows improvement over time. (Use portfolio selections)				
7. Cooperation: Works well with others. (Use peer form)				
8. Other:				
Criteria Score (add the columns)				
Total Score (add the column totals)				
Average Score (Total /7)				
Achieved the program standards Average of 0 = Unsatisfactory (U) Average of 1-3 = Satisfactory (S)				

Portfolio Evaluation Forms

Directions: Students and teachers complete this portfolio form and attach to the work to be placed in the portfolio. At least four items should be selected for the Encore Portfolio. (For example: beginning and end of each 4-week module).

Portfolio Selection Form for

(Name)

(Unit) _____
(Date)

Student Evaluation:

Student Goal:

Teacher's Comments:

This form is a template for a portfolio selection. It features a central rectangular area with rounded corners, flanked by two large, downward-pointing arrow shapes. Each arrow shape contains a small illustration of two hands, one palm up and one palm down, with a black cuff on the wrist. The central form has a header section with the text 'Portfolio Selection Form for' followed by a horizontal line and the label '(Name)'. Below this is another horizontal line with the label '(Unit)' on the left and '(Date)' on the right. The main body of the form contains three sections: 'Student Evaluation:', 'Student Goal:', and 'Teacher's Comments:', each followed by a blank space for text entry.

Portfolio Selection Form for

(Name)

(Unit) _____
(Date)

Student Evaluation:

Student Goal:

Teacher's Comments:

This form is a duplicate of the one above, serving as a second template for a portfolio selection. It features the same layout: a central rectangular area with rounded corners, flanked by two large, downward-pointing arrow shapes containing hand illustrations. The central form has a header section with the text 'Portfolio Selection Form for' followed by a horizontal line and the label '(Name)'. Below this is another horizontal line with the label '(Unit)' on the left and '(Date)' on the right. The main body of the form contains three sections: 'Student Evaluation:', 'Student Goal:', and 'Teacher's Comments:', each followed by a blank space for text entry.

Self-Assessment Sheet

Directions: Students reflect on their strengths and weaknesses.

When I draw I feel...

When I show my art work to others I feel.....



I have gotten better in:

I still need work on:

I am proud of:

Name of Performer:



Peer Assessment Sheet



Directions: Students ask their classmates to give them feedback on their collaborative projects and performances.

You helped our group by:

Signed by:


I like the way you:

Signed by:

Name of Performer:

Interest Inventory

Directions: Students fill this out on their first visit to your class and keep as a portfolio entry.



Music Interest Inventory

Rate your feelings about the following on a scale of 0-4
0= not particularly fond of and 4=your favorite thing to do

Listen to Music _____	Play Music _____
Sing Songs _____	Make up Music _____
Perform for Others _____	Move to Music _____

Do you play an instrument or sing in a choir? _____ If yes, what instrument and how long have you been playing or singing? _____


If no, would you like to play an instrument? Why or why not? _____

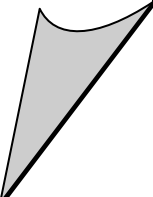
That instrument would you like to play? Why? _____

What is your favorite kind of music? _____ Why? _____

Who is your favorite musician? _____ Why? _____

What would you like to know more about in music? _____





Parent Communication Form

Directions: Fill out a parent communication form to introduce each unit and request supplies or give other information (field trips, guest speakers etc)

Performing Arts Encore Program Parent Communication:

Dear Parents,

In the Performing Arts Encore program we are about to begin our unit on _____
_____. We would like to request _____

Thank you so much,

Performing Arts Encore Program Parent Communication:

Dear Parents,

In the Performing Arts Encore program we are about to begin our unit on _____
_____. We would like to request _____

Thank you so much,

Performing Arts Encore Program Parent Communication:

Dear Parents,

In the Performing Arts Encore program we are about to begin our unit on _____
_____. We would like to request _____

Thank you so much,

Parent Communication Form

Directions: Fill out a parent communication form to invite parents and guests to your culminating Encore Performance.

Performing Arts Encore Program Parent Communication:

Dear _____,

We would like to cordially invite you to attend our culminating Encore performance
scheduled for _____

We hope you will be able to attend.

Sincerely,

Performing Arts Encore Program Parent Communication:

Dear _____,

We would like to cordially invite you to attend our culminating Encore performance
scheduled for _____

We hope you will be able to attend.

Sincerely,

Performing Arts Encore Program Parent Communication:

Dear _____,

We would like to cordially invite you to attend our culminating Encore performance
scheduled for _____

We hope you will be able to attend.

Sincerely,

Materials and Resources
for
Encore Performing Arts
Curriculum



Musical CD and Instrument Guide

Table of Contents

This guide lists the music collections that have been purchased for your school. They are categorized by the lesson plans that have referenced them. This does not mean that primary teachers cannot access the other CDs or vice versa. A description of each CD follows so that you may more easily incorporate them into your plans.

Primary Materials and Resources

25 Fun Animal Songs

<http://www.amazon.com/Fun-Animal-Songs-Various-Artists/dp/B000042OJ4>

Music Together: Maracas, Sticks, Bells

http://www.amazon.com/s/ref=nb_sb_noss_1?url=search-alias%3Dstripbooks&field-keywords=music+together&rh=n%3A283155%2Ck%3Amusic+together

Putumayo World Playground

<http://www.amazon.com/World-Playground-Putumayo-Kids-Presents/dp/B00000JT4P>

Reggae for Kids

<http://www.amazon.com/Reggae-Kids/dp/B000000Q2D>

African Odyssey

http://www.amazon.com/s/ref=nb_sb_ss_i_2_11?url=search-alias%3Dpopular&field-keywords=african%20odyssey%20putumayo&srefix=african+ody%2Cpopular%2C163

A World of Parachute Play

http://www.amazon.com/World-Parachute-Play-Kimbo/dp/B00000DAS0/ref=sr_1_1?s=music&ie=UTF8&qid=1430715753&sr=1-1&keywords=a+world+of+parachute+play

All Time Favorite Dances

http://www.amazon.com/All-Time-Favorite-Dances-Kimbo/dp/B00000AF6E/ref=sr_1_1?s=music&ie=UTF8&qid=1430715776&sr=1-1&keywords=all+time+favorite+dances

100 Classics for Kids

<http://www.amazon.com/Classics-Mozart-Sleepytime-Party-Imagination/dp/B001ANV2XK>

Primary Encore Performing Arts Animal Unit

Song Collections

Title: 25 Fun Animal Songs

Whether going on a picnic with the “Five Little Skunks”, or guessing the animal in “Can You Name That Animal Sound?”, children of all ages will enjoy these whimsical songs and authentic sound effects! Rhyming lyrics and repetitive rhythms encourage children to learn basic pre-reading skills! Running time: 60:00 Ages: 2 – 9

Title: Music Together

The Center for Music and Young Children (CMYC) has developed many song collections containing fun, simple, musically interesting songs, both movement traditional and original, that will appeal to the whole family. The music is pitched in just the right range for children's voices and includes songs, (with and without words), rhythmic chants, tonal and rhythm development for patterns, and instrumental "play-alongs," all in a rich variety of tonalities and meters.

Outstanding instrumentalists are recorded playing a variety of instruments, including guitar, oboe, flute, keyboards and percussion. The song collections, including songbooks, CDs and tapes, are designed to be used consecutively, one each semester. The other primary collections are suitable for mixed-age groups, so that daycare centers and families with children of different ages can enjoy the same music.

Primary Encore Music Multicultural Unit

The World Playground Activity Kit and the Latin Playground Activity Kit feature fun and educational multicultural activities for children and families. These musical adventures continue Putumayo's commitment to fostering multicultural awareness through music.

This unit is recommended for ages 4-12 years old and elementary schools. The activity Kits support National Standards. All Kits feature a full-length CD, Sing-a-long lyrics and translations, more than 50 hands-on activities, reproducible pages, "cut, color and paste" artwork and a Children's Passport Journal. World Playground, African Odyssey and Reggae for Kids will all be resources for this unit.

A World of Parachute Play

Songs from all over the world set the stage for unique and creative activities for 4 to 8 year olds. Improve skills and coordination with activities. Guide with lyrics and instructions. (Manipulatives - Parachutes)

SONGS:

1. He's Got the Whole World in His Hands
2. Hakuna Matata
3. Macarena
4. In Munchen Steht
5. Casatchok
6. Hava Nagila
7. Tumbalalaika
8. La Luna Mezzu O Mari
9. Chinese New Year
10. When the Saints Go Marching In
11. Unicorn - Galloping
12. Hoki Hoki/Nga Waka
13. Skaters' Waltz
14. Star Trek
15. Amigos Para Siempre

Classical Instrumental Music for Listening and Learning

Time Life

100 Classics for Kids

Classical Music: <http://www.pandora.com/music/classical/classical>

Order Time-Life *100 Classics for Kids* Compact Disc Series

Guide to Classical Music Selections

<http://www.amazon.com/Classics-Mozart-Sleepytime-Party-Imagination/dp/B001ANV2XK>

**Classical music children will love from
Mozart, Tchaikovsky, Brahms and more. 5 CD Set.**

Disc 1 : Party Time

Track Listing	Artist/Composer	Time
1  Guilluame Tell (William Tell), Overture, Tbilisi Symphony Orchestra, Conductor: Vakhtang Kakhidze	Rossini	03:10
2  Hungarian Dances, No. 5, "New Philharmonia" Orchestra, Conductor: Alexander Titov	Brahms	02:57
3  Festival Overture 1812, Op. 49, Tbilisi Symphony Orchestra, Conductor: Jansug Kakhidze	Tchaikovsky	03:43
4  Symphony No. 5 In C Minor, Op. 67, I. Allegro Con Brio, Tbilisi Symphony Orchestra, Conductor: Jans	Beethoven	02:52
5  Carmen Suite No. 1, Les Toreadors, St. Petersburg Chamber Orchestra "Canon", Conductor: Alexander T	Bizet	02:18
6  Music For Royal Fireworks, La Rejouissance (Joy). Allegro, St. Petersburg Radio And TV Orchestra, C	Handel	02:14
7  Night On The Bare Mountain, Tbilisi Symphony Orchestra, Conductor: Jansug Kakhidze	Mussorgsky	09:05
8  Symphony No. 94 In G Major Surprise Menuetto. Allegro Molto, New Philharmonia Orchestra, Conductor:	Haydn	05:47
9  Symphony No. 3 In A Minor (Scottish), Op. 56, Vivace Con Troppo, Tbilisi Symphony Orchestra, Conduc	Mendelssohn	04:35
10  The Flight Of The Bumblebee From: The Tale Of The	Rimsky-	01:36




	Tsar Saltan: Camerata Rhenania-Conductor: Hanspet	Korsakov	
11	Toccata And Fugue In D Minor, BWV 565, Jurgis Grinkiavichius: Organ	Bach	02:53
12	Symphony No. 9 In D Minor Op. 125 Choral, Molto Vivace, Tbilisi Symphony Orchestra, Conductor: Jans	Beethoven	04:48
13	Overture To "Die Fledermaus" Tbilisi Symphony Orchestra, Conductor: Vakhtang Kakhidze	Strauss	01:41
14	The Sleeping Beauty, Op. 66, Excerpts From The Ballet, Act I, No. 6 Valse (Waltz), St. Petersburg R	Tchaikovsky	02:11
15	The Valkyrie - Ride Of The Valkyries, Southwest Studio Orchestra, Conductor: Carlos Ungar	Wagner	02:36
16	Tritsche-Tratsch Polka, Tbilisi Symphony Orchestra, Conductor: Vakhtang Kakhidze	Strauss	02:43
17	Two Marches In D Major, K. 335, No. 1, St. Petersburg Musical Theatre "Zazerkalye" Chamber Orchestr	Mozart	04:17
18	Slavonic Dance No. 1 In C Major, St. Petersburg Radio And TV Orchestra, Conductor: Stanislav Gorkov	Dvorak	04:20
19	The Damnation Of Faust, Op. 24 Sylphides' Dance, Tbilisi Symphony Orchestra, Conductor: Vakhtang Ka	Berlioz	02:40
20	Bolero, Tbilisi Symphony Orchestra, Conductor: Jansug Kakhidze	Ravel	08:48

Disc 2 : Imagination Classics

Track Listing	Artist/Composer	Time
1 Wedding March From A Midsummer Night's Dream, Symphonic Orchestra Bamberg, Conductor: Christian Rai	Mendelssohn	02:39
2 Fur Elise (For Elise), Eliso Bolkvadze: Piano	Beethoven	04:21
3 Canon In D Major, Stuttgart Chamber Orchestra, Conductor: Bernhard Guller	Pachelbel	04:44
4 Waltz In D Flat Major Op. 64/1 "Waltz By Minutes", Peter Schmalfluss: Piano	Chopin	01:52
5 Serenade In G Major K. 525 "Eine Kleine Nachtmusic" Allegro, St. Petersburg Musical Theatre, "Zazer	Mozart	05:51
6 Kinderszenen, Op. 15 (Children's Scenes) Von Fremden Landern Und Menschen (Of Foreign Lands And Peo	Schumann	01:29

7	 <u>Mazurka In F Minor Op. 68, Now. 4, Eliso Bolkvadze: Piano</u>	Chopin	04:08
8	 <u>Brandenburg Concerto No. 2 In F Major, BWV 1047, Allegro Moderato, Vladimir Aleshkov: Trumpet, Alex</u>	Bach	05:21
9	 <u>The Blue Danube (Waltz) Op. 314, Tbilisi Symphony Orchestra, Conductor: Vakhtang Kakhidze</u>	Strauss	02:39
10	 <u>Sinfonia In G Major, I. Allegro, Chamber Orchestra "Renaissance", Conductor: Leo Korchin</u>	Albinoni	03:11
11	 <u>Barber Of Seville, Overture, Tbilisi Symphony Orchestra, Conductor: Vakhtang Kakhidze</u>	Rossini	05:15
12	 <u>Water Music Suite No. 3 In G Major Rigaudon (Attacca) & Untitled Proceeding Piece, St. Petersburg R</u>	Handel	03:11
13	 <u>Carmen Suite No. 2, Habanera, St. Petersburg Chamber Orchestra "Canon", Conductor: Alexander Titov</u>	Bizet	02:05
14	 <u>Choral Prelude In E Flat Major, BWV 645, Jurgis Grinkiavichius: Organ</u>	Bach	04:22
15	 <u>Swan Lake, Op. 20 (Excerpts From The Ballet) Pas D'action. Andante-Andante Non Troppo-Allegro, Tbil</u>	Tchailovsky	04:22
16	 <u>Suite Bergamasque-Clair De Lune, Peter Schmalfluss: Piano</u>	Debussy	05:10
17	 <u>The Nutcracker Op. 71, Var. II: Dance Of The Sugar-Plum Fairy, Tbilisi Symphony Orchestra, Conducto</u>	Tchaikovsky	02:23
18	 <u>Walzer Op. 39/15, In A Flat Major, Isabel Jourao: Piano</u>	Brahms	01:55
19	 <u>Rosamunde, Entr'acte And Ballet Music, D 797 Op. 26, Entr'acte Music No. 2. Andantino-Minore I-Mino</u>	Schubert	02:39
20	 <u>Flute Concerto, RV 108:I.Allegro, Collegium Del L'Arte, Conductor: Leo Korchin, Alexander Kiskachi:</u>	Vivaldi	03:40

Disc 3 : Sleepytime Classics

Track Listing	Artist/Composer	Time
1  <u>The Four Seasons. Concerto No. 1 In E, RV 269 "Spring" Allegro, Bela Vanfalvi: Violin, Budapest Str</u>	Vivaldi	03:39
2  <u>Moonlight Sonata, Adagio Sostenuto, Evelyne Dubourg: Piano</u>	Beethoven	05:26
3  <u>The Tales Of Hoffman (Barcarolle), Budapest</u>	Offenbach	03:33

	<u>Philharmonic Orchestra, Conductor: Janos Sandor</u>		
4	<u>Lullaby, Budapest Strings</u>	Brahms	01:47
5	<u>12 Variations K. 265 "Ah, Vous Dirai-Je, Maman", Margarete Babinsky: Piano</u>	Mozart	12:15
6	<u>Morning (From "Peer Gynt"), Budapest Philharmonic Orchestra, Conductor: Janos Sandor</u>	Grieg	03:33
7	<u>Carnival Of The Animals The Swan, Miklos Perenyi- Cello; Zoltan Kocsis-Piano: Franz Liszt Chamber Or</u>	Saint-Saens	03:06
8	<u>A Midsummer Night's Dream, Fairies' March, Budapest Philharmonic Orchestra, Conductor: Adam Fischer</u>	Mendelssohn	01:51
9	<u>Pastorale (Greensleeves), (From Partita In D Flat Major) Andrea Vigh: Harp</u>	Anonymous	03:06
10	<u>Water Music Suite No. 1 In F Adagio (E Staccato), Wind Ensemble, Budapest Strings</u>	Handel	02:30
11	<u>Serenade Op. 3, No. 5, Budapest Strings</u>	Haydn	04:41
12	<u>Nocturne In C Sharp Minor Op. Posth., Evelyne Dubourg: Piano</u>	Chopin	04:02
13	<u>Violin Romance No. 1 In G Major Op. 40, Miklos Szenthelyi-Violin, Hungarian National Philharmonic O</u>	Beethoven	04:39
14	<u>Carmen Suite No. 1, Intermezzo, Budapest Philharmonic Orchestra, Conductor: Janos Sandor</u>	Bizet	02:43
15	<u>Ave Maria (Instrumental), Budapest Strings</u>	Schubert	02:31
16	<u>The Sleeping Beauty, Panorama, Symphonieorchester Des Bayerischen Rundfunks, Conductor: Hans Vonk</u>	Tchaikovsky	03:03
17	<u>Mandoline Concerto, Budapest Strings, Lajos Meyer: Mandoline, Conductor: Bela Banfalvi</u>	Vivaldi	02:20
18	<u>Impromptu No. 4 Op. 66 - Fantasy, Halina Czerny- Stefanska</u>	Chopin	05:07
19	<u>Serenade For String Orchestra, 1st Movement, Berlin Chamber Orchestra, Conductor: Peter Wohlert</u>	Dvorkak	04:03
20	<u>Air (From Orchestral Suite No. 3), German Bach Soloists, Conductor: Helmut Winschermann</u>	Bach	04:28

Disc 4 : Mozart For Kids

Track Listing

Artist/Composer Time

1	 <u>Serenade In G Major K. 525 "Eine Kleine Nachtmusik" Romance. Andante, St. Petersburg Musical Theatr</u>	Mozart	05:03
2	 <u>Sonata No. 15 In C Major K. 545, I. Allegro, Peter Schmalfluss: Piano</u>	Mozart	03:20
3	 <u>The Marriage Of Figaro Overture, Tbilisi Symphony Orchestra, Conductor: Vakhtang Kakhidze</u>	Mozart	04:09
4	 <u>Violin Sonata In E Minor KV 304, Allegro, Igor Ioff: Violin, Igor Uljash: Piano</u>	Mozart	03:18
5	 <u>Piano Sonata In A Major, K. 331, Finale (Alla Turca), Eliso Bolkvadze: Piano</u>	Mozart	03:25
6	 <u>Symphony No. 40 In G Minor, K. 550, Molto Allegro, Tbilisi Chamber Orchestra, Conductor: Vakhtang K</u>	Mozart	04:05
7	 <u>Rondo For Piano In A Minor, K. 511, Andrei Ivanovitch, Piano</u>	Mozart	04:48
8	 <u>Divertisment No. 137, St. Petersburg Chamber Orchestra, Conductor: Vitas Antonavichius</u>	Mozart	03:42
9	 <u>Serenade In D Major ("Posthorn"), K. 320, II. Menuetto. Allegretto, St. Petersburg Musical Theatre</u>	Mozart	01:16
10	 <u>Piano Concerto No. 21 In C Major "Elvira Madigan" K 467, Andante, Svetlana Stanceva, Piano, Mozart</u>	Mozart	05:37
11	 <u>Concerto For Piano And Orchestra No. 24 In C Minor K. 491, Larghetto, Tbilisi Symphony Orchestra, C</u>	Mozart	05:30
12	 <u>Symphony No. 35 In D Major: ("Haffner"), K. 385, I. Allegro Con Spirito, Lithuanian Chamber Orchest</u>	Mozart	05:08
13	 <u>Serenade No. 6 In D Major "Serenata Notturna", K. 239, Menuetto, Pavlovsk Symphony Orchestra, Condu</u>	Mozart	01:40
14	 <u>Serenade No. 6 In D Major "Serenata Notturna", K. 239 Rondo. Allegretto-Adagio-Allegro, Pavlovsk Sy</u>	Mozart	02:24
15	 <u>Symphony No 41 In C Major, K. 551 "Jupiter" I. Allegro Vivace, St. Petersburg Radio And TV Symphony</u>	Mozart	07:32
16	 <u>Quartet For Oboe, Violin, Viola & Violoncello In F Major, KV 370, Moscow Virtuosi-Principles</u>	Mozart	04:11
17	 <u>Piano Concerto No. 20 In D Minor, K. 466, II Romanze, Andante, Svetlana Stanceva: Piano, Mozart Fes</u>	Mozart	03:51
18	 <u>Violin Concerto No. 4 In D Major With Cadenza By Fritz Kreisler, K. 218, I. Allegro, Lithuanian Cha</u>	Mozart	01:52
19	 <u>Clarinet Concerto In A Major K. 622, Adagio, Tbilisi</u>	Mozart	02:42

[Symphony Orchestra, Conductor: Vakhtang Kakhid](#)

20 [Rondo For Violin And Orchestra K. 373 \(Arranged For Flute\) Lithuanian Chamber Orchestra, Conductor:](#) Mozart 01:17

Disc 5 : Let's Play

Track Listing

	Artist/Composer	Time
1 Sabre Dance (From Gayaneh), Hungarian State Orchestra, Conductor: Adam Fischer	Khatchaturian	02:30
2 Turkish March, Evelyne Dubourg: Piano	Mozart	03:39
3 Light Cavalry, Hungarian National Philharmonic Orchestra, Conductor: Janos Sandor	Suppe	06:48
4 The Nutcracker, No. 13 Waltz Of The Flowers, Berlin Symphony Orchestra	Tchaikovsky	05:34
5 Symphony No. 6 In F Major "Pastorale" IV. Allegro - The Storm, Dresden Philharmonic, Conductor: Her	Beethoven	04:14
6 Minuet, Budapest Strings	Beethoven	02:31
7 Rhapsody In Blue, Budapest Symphony Orchestra, Jeno Jando: Piano, Conductor: Janos Sandor	Gershwin	05:50
8 Hungarian Rhapsody No. 2, Budapest Symphony Orchestra, Conductor: Andras Korodi	Liszt	05:16
9 Peer Gynt Suite No. 1, Op. 46, In The Hall Of The Mountain King, Budapest Philharmonic Orchestra, C	Grieg	02:38
10 Dance Of The Hours (From "La Gioconda"), Budapest Philharmonic Orchestra, Conductor: Andras Korodi	Ponchielli	01:59
11 Also Sprach Zarathustra (Opening Fanfare), Hungarian National Philharmonic Orchestra, Conductor: Ja	Strauss	01:34
12 Spring Song In A Major, Jeno Jando: Piano	Mendelssohn	02:26
13 Pomp And Circumstance, March No. 1, Dresden Philharmonic Orchestra, Conductor: Herbert Kegel	Elgar	06:04
14 Peter And The Wolf - 9:39 - 10:00 + Grandfather Locking Door 10:12 - 10:42, Prague Festival Orchest	Prokofiev	01:04
15 The Nutcracker No. 2 March, Berlin Symphony Orchestra, Conductor: Peter Wohlert	Tchaikovsky	02:48
16 Ragtime, Franz Liszt Kammerorchester	Joplin	03:37
17 The Nutcracker: Dance Of The Toy Flutes, Staatskapelle Dresden Conductor: Hans Vonk	Tchaikovsky	02:39

- | | | | |
|----|--|-----------|-------|
| 18 |  <u>Hollengalopp, Das Kolner Rundfunkorchester,
Conductor: Pinchas Steinberg</u> | Offenbach | 01:42 |
| 19 |  <u>Symphony No. 9 Op. 125 D Minor/D-moll "Choral",
Presto-Allegro Assai, Hungarian Philharmonic Orches</u> | Beethoven | 11:02 |
| 20 |  <u>Washington Post, The Parade Brass & Symphony
Orchestra, Conductor: Bedros Papazian</u> | Sousa | 02:30 |

Instruments

(Number of sets varies depending on the size of your school.)

Rhythm Sticks (set of 12)
 Chicken Eggs (set of 12)
 Wrist Bells
 6 note Boom whackers
 5" Cymbals pair
 Snare Boy (drum)
 Tambourine
 Glockenspiel
 Sand Block
 Crow Sounder
 Maracas Dozen
 Kazoos 72 pcs
 Line Master Whiteboard Staff Liner
 6' Parachute