

CHAPTER III

LEVEL I

LECTURE

OUTLINE

Level I

Day 3 Outline

© March 16 2017 – WeJoySing – Jo Kirk

I. *Hello Everybody Hello*

Phyllis Weikart: 4 Steps to better Movement Instruction

- 1.
- 2.
- 3.
- 4.

What Is “Split Second Motion” Instruction?

II. 2 Primary Methods of Music Instruction

1. _____ teaching: Learning a song in a _____ - _____ way, numerous _____ of each phrase. Songs are learned by _____. They are learned through many _____. The song is learned by _____.

2. _____ teaching: Implies that the students have a _____ knowledge of _____ notation – OR are building this knowledge- and _____ relationship which enable them to _____ or _____ a Melody without anyone’s _____. We often think of this as “Teaching _____”.

♥♥Jo’s desire for you as you complete these 2 weeks of Kodaly Studies is that:

Your _____ will be _____
Your _____ will be _____
Your _____ will be _____
Your _____ and _____ will be _____
and serve as a _____ for those sitting in front of you.

III. A. What is a Folk Song: (define)

A Folk Song grew out of a _____ or _____ to express something that _____ alone could not express.

Originated from the _____, the common _____ and was passed down through the _____ tradition.

B. How can we tell if a song is truly as Folk Song?

a. EASIEST - Top right hand side on song _____
If a _____ appears, it is _____

b. A COLLECTION OF SONGS (book) – if nothing is indicated on top right hand side, look in front of book -

_____ = Folk Song
_____ = Composed

- c. If song has _____ syllable on several _____.
- d. If song has strange _____, extremely _____.
- e. If song has many _____.
- f. Look at the _____. Do they _____ something or they about the _____ of life?

IV. Kodály Philosophy!

- A. AIM -
- B. BASIS of METHOD and WHY -
- C. PRIMARY SOURCE and WHY
 - 1. Rhythm –
 - 2. Melodic -
 - 3. Text (words) -
- D. BEGIN EARLY

V. What IS the Kodály Methodology?

- A. Description (wrote on Sunday)
- B. Relative Solmization
- C. Use of Solfege
- D. Use of Hand Signs
- E. Ear Training
- F. Rhythmic Training – Speech Duration Syllables – Stem Notation -
- G. Movement: Regular/Irregular

H. Training in Visual & Oral Memory Perceptions

**I. Listening: Direct
Indirect**

J. Writing –

K. Performance –

L. Creativity -

Here is a List of Songs that we **might get through** tomorrow.

1. Hello Everybody Hello p13
2. Under the Spreading Chestnut Tree p12
3. Here Are Grandma's Glasses p21
4. Patty Cake Patty Cake (not in book)
5. Two Little Dicky Birds p33
6. Shake Senora (not in book)
7. Bingo (not in book - in one of the Trinkka books)

Level I

Day 4 Outline

© March 16, 2017 –WeJoySing – Jo Kirk

I. *Bow Wow Wow*

II. What IS the Kodály Methodology? (continued)

F. Rhythmic Training:

1. Speech Duration Syllables (_____ 1804-1864)

- a. Reduces _____ problems to easily _____ patterns. Traditional rhythm methods are extremely _____ in approach.
- b. Duration Syllables show the _____ of the rhythm value.
(*Rhythmic Activity!!!*)

2. Stem Notation –

- a. Rhythmic _____ is _____ the staff.
- b. It is _____ and _____ writing.
- c. Whenever the _____ can help the _____ there is _____ taking place.

G. Movement:

- a. The child most _____ to music is to _____.
- b. The child can move:
- c. There are TWO BASIC MOVEMENTS
 - i. Regular
(*ex: One Finger One Thumb...O The Horse Stood Around*)
 - ii. Irregular
(*ex: Here Are Grandma's Glasses....
Patty Cake Patty Cake*)

H. Training in Visual & Oral Memory Perceptions:

- a. This is needed for _____ skills in both _____ & _____.
This helps the EYE and BRAIN _____ Patterns. Better readers!!
(*ex: Eraser Game*)

I. Listening: 1. _____ Listening.

2. _____ Listening

J. Writing: Music is a _____. It MUST be _____.

K. Performance:
Once _____ are gained, we must share our _____.

L. Creativity:

III. Kodály Methodology implements

3 BASIC PEDAGOGICAL PRINCIPLES or Stages of Instruction

1. _____ (graph describing stage)

2. _____ (graph describing stage)

3. _____ (graph describing stage)

Referred to as the _____

IV. ROTE TEACHING is main mode of _____ during Preparation Stage

a. Most Skillful Teachers/Models of Rote Teaching are _____.

b. WHY? 1. R _____

2. B _____

3. C _____

c. Teacher Tips for Rote Singing/Teaching

1. Best

2. Sing

3. Eye

4. Facial

5. Sing

6. DO NOT

d. RULE for ROTE TEACHING:

e. High Quality Rote Teaching should CAPTURE the child's

1. _____

2. _____

3. _____

4. _____

f. High Quality Rote Teaching provide JOYFUL _____ NOT _____.

Kodály said, "Don't do _____ thing _____ times, BUT find _____ ways to do _____ thing."

V. METHODS for TEACHING A SONG BY ROTE

- 1. Echo Method:**
- 2. Echo Method without Words (only melody):**
- 3. Echo Method with Rhythms:**
- 4. Repetition:**
- 5. Game Repetition:**
- 6. Storytelling:**
- 7. Questioning:**
- 8. Picture Books:**
- 9. Fill-In-the-Blank:**
- 10. Puppets & Visuals:**
- 11. Magic Word Game:**
- 12. “Walking” the Text with Motions:**
- 13. Through History of Song:**
- 14. Using Simple Percussion Instruments:**

Level I

Day 5 Outline

© March 16, 2017 –WeJoySing – Jo Kirk

I. *Blue Bells*

Rover

Modality Chart results.

II. Continue Day 4 outline IV.e – V.14

III. PPP Rule: PRESENT _____ thing at a time, but PREPARE _____ and PRACTICE _____ concepts in each _____.

“Make Conscious” only when you are _____ that students are ready.
DON'T _____ concepts!!

It's not how _____ you can get through concepts, but how _____ you _____ the ideas to your students.

This “3 Step Procedure (PPP's) for concept development helps to insure musical:

1. E _____
2. K _____
3. U _____

It _____ the child to _____ and learn. It is _____ centered instruction
NOT _____ centered.

IV. Kindergarten Concepts!!!!

1. Instruction is _____ in the early years, VS _____ where concepts are _____ and talked about.

The K Level is basically a CONSTA NT STAGE of _____.

We will not be _____ very many concept.

We'll just be _____.....Getting concepts in _____

2. CONCEPTS that are LABELED and IDENTIFIED in K sequence.

- a. _____
 - i. _____
 - ii. _____
 - iii. _____
- b. _____
- c. _____
- d. _____
- e. _____

V. The ART of Lesson Planning

The “secret” to the ART of Lesson Planning is the _____ of the child.

FLOW

1. _____ =
2. _____ =
3. _____ =
4. _____ =
5. _____ =
6. _____ =
7. _____ =

WHAT IS IN THE LESSON (built on the idea of “_____”)

The thing in your lesson that is:

1. _____ = we _____ and Enjoy
2. _____ = we are _____. What we don't Know yet.
3. _____ = what we just _____
4. _____ = what we know _____
5. _____ = what we _____ best. (game- joy – fun!)
6. _____ = what we will _____....say “_____”

READ information on HOMEWORK ASSIGNMENT PAGE.

Level I

Day 6 Outline

© March 16, 2017 –WeJoySing – Jo Kirk

I. ***Syncopated Clock***
Modality Chart results.

II. Continue Day 5 outline III & IV.

III. **HOW do we get their instruments (voices) TUNED - _____?**

A. Pillsbury Foundation Study of Children in Music

1. _____
2. _____
3. _____

B. Edwin Gordon's Research in early childhood vocal development

1. Children go through a _____ Stage in vocal development
2. This "tonal babble" centers around a _____.
3. This "tonal babble" also centers around the child's _____.
Therefore, it is important to begin with the _____ of _____.
Instead of _____ the child to respond to an _____ beat pattern.

C. Vocal development begins the _____ the child _____ that he is in
_____ of _____ fluctuations in his _____.

Therefore, the first step to vocal development is _____.

Pitch Exploration: (define)

D. The Sequence of Song Acquisition:

1. _____ (added by Jo Kirk)
2. _____
3. _____
4. _____
5. _____
6. _____

IV. **PREPARE – SINGING VOICE**

Pitch Exploration

1. Here Are Grandma's Glasses p21
2. Two Little Puppets p22
3. *Little Rabbit Foo Foo*
4. *She'll Be Comin' Round the Mountain*

5. Slide Whistle
6. Pipe Cleaners
7. Scarf

V. PREPARE - SPEAKING vs SINGING VOICE (4 Voices)

1. Three Little Monkeys Swinging in a Tree
2. Don't Say Ain't p40
3. Peanut, Peanut Butter & Jelly!

PRESENT - 4 VOICES

1. Don't Say Ain't p40

INITIAL PRACTICE – 4 VOICES

1. Don't Say Ain't p40

PRACTICE – 4 VOICES

1. Three Little Monkeys
2. Peanut, Peanut Butter
3. Chickamy Chickamy Craney Crow

VI. SINGING TUNEFULLY & MATCHING PITCH

A. Begin with _____ to _____ SONGS

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |

Song Examples:

Sally Go Round the Sun
 Oliver Twist
 Bye Lo Baby-O

B. Inviting the student to take turns _____ does much for the development of their _____ mind (_____) and the _____ connection.

_____ games are the _____ way to evoke a _____ and joyful _____ response from the child.

C. Song Categories that LEAD to In Tune Singing & Matching Pitch

1. _____
2. _____
3. _____
4. _____
5. _____

Level I

Day 7 Outline

© March 16, 2017 –WeJoySing – Jo Kirk

- I. *Paige's Train* K concept _____
- II. Continue Day 6 outline VI.B.
- III. Comparatives – These concepts always involve _____.
They will be taught in the following sequence (easy to hardest)
 1. _____ and _____
 2. _____ and _____
 3. _____ and _____

A. FASTER/SLOWER

1. PREPARE

Paige's Train

2 Little Dicky Birds

Bingo

Do Your Ears Hang Low (*Person with Long Ears from Carnival of the Animals* Saint Saens)

Talking Drum

Fast/Slow is related directly to the _____ of the song. We are actually asking the child to identify the _____ of the steady beat. Has the steady beat been made _____ (labeled) for them yet? !!!!!!!!

The _____ is still to _____ for them. They need to continue to _____ to this beat and _____ the _____ in _____.

2. PRESENT & INITIAL PRACTICE = Fast/Slow

Talking Drum

“Musicians call the _____ and the _____ of music _____.

3. PRACTICE = Fast/Slow - ASK QUESTIONS!!!!!!

Known material first

Engine #9

Ersko Kolo – Balloons (*From Rhythmically Moving* – Phyllis Weikart)

Tortoise and the Hare book

Tortoise (from *Carnival of the Animals* Saint Saens) & *Can Can* (Offenbach)

B. LOUDER/SOFTER This comparative is a bit more _____

1. PREPARE = Loud/Soft

Grizzly Bear a Grizzly Bear Is Sleeping in a Cave

Hey Betty Martin

Engine #9

Little Arabella Miller (*The Chicken Book*)

2 Little Sausages

Mortimer Robert Munsch

Choksy suggests to _____ the terms _____ / _____ through _____ material, therefore the _____ given by the students will _____ be _____ through their _____ voice.....NOT their _____ voice.

2. PRESENT & INITIAL PRACTICE = Louder/Softer
Hey Betty Martin

3. PRACTICE = Louder/Softer ASK QUESTIONS!!!!!!
Known Material First
Squash the Teacher
Here I Come With My Little Tom Tom
Parade (Ibert) ♪
Thump Thump Rat-A-Tat-Tat (Book by Baer)

_____ of Fast/Slow & Louder/Softer are not thoroughly _____ until students can _____ the _____ successfully.

- a. _____ with _____ =
- b. _____ with _____ =
- c. _____ with _____ =
- d. _____ with _____ =

C. HIGHER/LOWER

1. PREPARE – Higher/Lower

Two Little Puppets - _____ are H/L

Goldie and Burnie - _____ are H/L

On My Toe There Is a Flea - _____ song...goes L to H and H to L

Old King Glory on the Mountain - _____ is very wide = H/L

Jack & Jill - Hill is H/L

Higher/Lower comparative is the most _____. H/L presents a unique _____ because we _____ terminology for _____ and _____.

List some examples:

First step to _____ this _____ is:

a. to _____ Louder/Softer _____, therefore the students are already _____ L/S terms _____ and demonstrating their understanding through _____.

b. to be _____ to use only _____ terminology “_____ / _____” not _____ and _____.

2. PRESENT & INITIAL PRACTICE - Higher/Lower
Goldie & Burnie - Guess Whose Singing Now

3. PRACTICE – Higher/Lower ASK QUESTIONS!!!!

Known Material First (Old King Glory = Music has H_____ and L_____ sounds)

Handy Spandy

There Was a Little Snowman

When Dogs Wake Up in the Morning = Animals have H_____ and L_____ sounds)

s m songs in Body Movement

Little Tommy Tinker

Ballet of the Unhatched Chick (*from Pictures at an Exhibition* – Mussorgsky)

It is at this point that we can begin to introduce _____ notation...when presented in c_____ manners. Craney Crow.....Clickety Clack.....Ballet of the Unhatched Chick.

IV. TONE COLOR

Because of excellent _____ teaching techniques used, students develop an important _____ necessary for _____ literacy.....L_____ !!!

Therefore, it is not uncommon for 5-6 year olds to _____ and _____:

a. _____ b. _____ c. _____

A. Tone Color of Environmental Sounds

Prepare

Present

Practice

B. Tone Color of Singing Voice

Prepare

Turn Your Back and Close Your Eyes

Little Tommy Tittle Mouse

Mr. Fox Is Right Behind You

Present

Turn Your Back and Close Your Eyes

Practice

Known first

Who Has the Button?

C. Tone Color of Instruments

Research!!!!

Level I

Day 8 Outline

© March 16, 2017 –WeJoySing – Jo Kirk

I. At a Time Like This

II. Continue Day 7 beginning with III. C.

III. Continue Day 7 IV C. Tone Color of Instruments

A. Research has indicated that a child is first _____ to the _____ of an Instrument.

What kind of _____ does the instrument make?

How may _____ sounds can the _____ instrument _____?

They want to _____ their instrument!!! They want to _____ their instrument.

So, what does this research reveal about _____ we should approach the use of _____ in our _____?

1. That the _____ approach is _____!

2. Give _____ the same _____! It L_____ the sound p_____ and creates a better M_____ environment!

B. Teaching Tips for using Instruments in the classroom

1. The _____ must _____:

a. how the student should _____ the instrument

b. how the student should _____ for the instrument

c. a _____ of ways to _____ the instrument, producing _____ on the same instrument.

2. The _____ then receives the instrument. Through the _____ guidance and suggestion, the student begins to _____ the different s_____ possibilities of that one instrument.

1 . PREPARE – Tone Color of Instruments

One Potato Two Potato – _____

Jack & Jill - _____

Bell Horses - _____

Come and Play the Tambourine - _____

2. PRESENT & INITIAL PRACTICE – Tone Color of Instruments

Mystery Bag

3. PRACTICE – Tone Color of Instruments

The Peddler ♪

“Band” Actors

“Which One Stopped?”

Sound Stories

IV. Rhythmic & Melodic Movement

In early childhood _____ IS _____.

In s _____ and l _____ material, the student can MOVE to the:

_____ & _____ sounds = _____

_____ & _____ sounds = _____

_____ & _____ sounds = _____

_____ & _____ sounds = _____

_____, _____, all the above!!!

A. Skipping Song vs Stepping Song

(compound) 6/8 Songs – Craney Crow, One Finger One Thumb, Mulberry Bush, I Can Bow....

(simple) 2/4 or 4/4 Songs – Bounce High, Little Tommy Tinker, Busy Buzzy, Rocky Mt.

(both) 2/4 & 6/8 Song - Rig-A-Jig-Jig (As I Was Walking Down the Street)

B. Moving Rhythmically & Melodically to Recorded Music.

March – from “The Nutcracker Suite – March, Skip, Run

7 Jumps Denmark Rhythmically Moving (Phyllis Weikart)

V. Steady Beat – NOT _____ just e _____!

3 Step Sequence for developing the child’s s _____ of _____

A. Following the child’s _____.

1. Through use of _____

2. Through use of _____

B. Following the _____ steady beat. This is more difficult because it is an “_____” steady beat. But it is an _____ beat, therefore, the teacher can vary the _____.

C. Following a _____ beat. The child is now _____ to follow a steady beat which has no _____.

MOVEMENTS that are EASIEST for the child:

1. _____, 2. _____, 3. _____, 4. _____

Begin with the _____ beat then move to the _____ beat.
(combine the two)

HOW to SELECT the BEST RECORDINGS: Choose recordings that have:

1. a _____ steady beat.

2. a _____ marking of _____ to _____

VI. Rest as Silence

The children must know the Song or Verse very well before calling their attention to the _____. The _____ (rest) is discussed in very _____ terms.

It is not _____ as a _____. Some type of _____ must _____ the rest so the child _____ that the _____ continues through the _____. This is all s _____ learning.

Naughty Pussy Cat
Pease Porridge Hot
Bee Hive

VII. Rhythm as “*The Way the Words Go*”

Begins with concept of

_____ sound - _____ sound
_____ movement - _____ movement

1. PREPARE – The Way the Words Go

Long & Short Chart (sounds of instruments)

If Your Name is Henry (movement)

Hungarian Dance #5 – Brahms (movement)

7 Jumps (sounds)

Talking Drum (long=walk=Ta shorts = running = titi)

One Two Tie My Shoe

2. PRESENT & INITIAL PRACTICE – The Way the Words Go

One Two Tie My Shoe

3. PRACTICE – The Way the Words Go

Known first

Yarn Bags

Shoe Cards

Dog Puppet

VIII. Memory Training - Defined as:

A. _____ of _____ rhythms of songs

B. _____ of _____ melodic beginnings.

Memory training is a _____ which can be taught through high quality _____ teaching.

Prerequisite: Once a child has been _____ introduced to

1. _____ labeled as _____ / _____

2. _____ labeled as _____

the student is ready to _____ the _____ & _____
beginnings of WELL KNOWN _____.

Games:

IX. Inner Hearing

Good Singers are like good _____

The _____ is the _____.

The _____ is the _____.

The _____ is the _____.

Give the _____ time to _____. DO NOT _____ directly after the teacher.

Sequence: 1. Teacher demonstrates ____ beat rhythm or melodic pattern

2. Class _____ this pattern

3. Class _____ or _____ the pattern

Otherwise the student is just i _____ what he/she has heard....It is NOT being
p _____ in the brain. (refer to first Monday notes on Inner Hearing)

X. Ostinato

The student must have a strong sense of b_____ and r_____ before we can expect them to keep an Ostinato.

Very rare at 4-5 year age.

Simple Ostinati that are possible:

Level I

Day 9 Outline

© March 16, 2017 –WeJoySing – Jo Kirk

- I. Seven Jumps
- II. Continue Day 8 beginning with V.
- III. **GRADE 1 CONCEPTS!!!!**

A. Steady Beat ♥ = overhead

PREPARE....(we will be doing song material for younger and older beginners)

When I'm Marching Down the Street

Bee Bee Bumble Bee

Johnny Works with One Hammer

One Finger One Thumb

Aquaqua

My Landlord

"Chicken Scratch" (Your Mama Don't Dance & Your Daddy Don't Rockin-Roll)

The Ants Go Marching (book)

♥ **Through Visuals – Movement**

PRESENT & INITIAL PRACTICE...Steady Beat

When I'm Marching Down the Street

PRACTICESteady Beat ♥ = overhead

Known Material (examples "reading" & "questioning")

Johnny Works with One Hammer

(?) Oh My Goodness! I think Johnny's hammer has a HEART BEAT. Let's check it out. (sing & do) What do Musicians call the steady heart beat of the music? **STEADY BEAT**. Let's show Johnny the steady beat with our hammers. What was our hammer tapping? **STEADY BEAT!**

♥ **Bee Bee Bumble Bee** reading/conduct

♥ **Steady Beat Bill = When I'm Marching Down the Street** reading/conduct

Let's March the steady beat...BUT first let me put the Steady Beat On Your Shoe...Then we'll HAVE IT!!

New Material

♥ **Steady Beat Bill = No Ones in the House But Dinah** guitars

♥ **Queen Queen Caroline** read - Jo's book 1st Chapter p33

Games – "Detective Game" – lost the Steady Beat. You must find it

♥ **The Typewriter** L. Anderson Steady beat in recorded music (desk bells, sticks, scarves)

♥ **Cobbler Cobbler Mend My Shoe = TEMPO** – "the speed of the steady beat"

Jo show Available books for visuals and workbook pages.

B. Beat as Ta

PREPARE (During _____ of Ta, you will also be _____ steady beat.)

A Sailor Went to Sea

Tinker Tailor

♥ **Starlight, Star Bright** read /conduct triangles... elastic star game (also prepare to read Ta's in 1st phrase)

Blue Bird Blue Bird
Bounce High Bounce Low

PRESENT & INITIAL PRACTICE....Beat as Ta (Identify, Label - *give it a NAME*, Symbolize – *write it*)
A Sailor Went to Sea chalk or smart board writing

PRACTICE.... Beat as Ta

Known Material

♥ **Marching Mouse** writing & reading

♥ **Blue Bird Blue Bird - RHYTHM** – “the way the words go”

Beat vs Rhythm Games:

1. Red = Beat
Yellow = Rhythm
2. Rhythm Plate
Combine Rhythm & Inner Hearing Plate
3. Stick Passing Game – Yankee Doodle

♥ **Tinker Tailor**

♥ **A Sailor Went to Sea** writing & reading

♥ **Bounce High Bounce Low** writing & reading **REPEAT SIGN**

Dictation (Tinker Tailor) (100 Ways to do ONE thing!!!)

New Material

♥ **Steady Beat Bill – Frosty Weather** write TA over first two phrases of hearts...NOTE teaching TA
sing last phrase only pointing to hearts...ROTE no Ta / but St. Bt!

♥ **Snail Snail Snail Snail**

Through Recorded Music – *Joyful Joyful We Adore Thee*

C. Ti-ti - The Equally Divided Beat = TWO sounds on ONE beat

PREPARE....Ti-ti (first 6 songs are Ta Ta Ti-ti Ta songs) *NEW to children

***Blue Bells Cockle Shells**

1 – 2 Tie My Shoe (old from K concept-“the way the words go”)

Bee Bee Bumble Bee (old from Steady Beat)

***Hey Hey Look At Me**

***Rain Rain Go Away**

***See Saw Up and Down** (I typically save this for H/L (s m) in Melodic learning)

***Bobby Shafto**

***Ickle Ockle Blue Bottle**

(Songs where Ta is first phrase but second phrase has Ti-ti's)

Bounce High Bounce Low

Snail Snail

Starlight Star Bright

PRESENT & INITIAL PRACTICE of Ti-ti

- ♥ **Rain Rain Go Away** – notice: this is the first time it looks like we are going to learn a new concept through Reading....but the visual only has KNOWN material (Ta icons)....so the EYE and EAR are EASILY lead to the New concept = Ti-ti (two sounds on ONE BEAT
I USE ONLY ICONIC NOTATION AT THIS POINT....IT IS MORE CONCRETE!

PRACTICE – iconic notation of Ti-ti (2 sounds on 1 beat)

Read from Familiar Known Song Material

- ♥ **Bee Bee Bumble Bee**
- ♥ **Cobble Cobbler Mend My Shoe**
- ♥ **Queen Queen Caroline** **PHRASE** “Where the Music Breaths”

Later when filling in Stick Notation = **FORM** “Music is Put Together in a Special Way”
They often identify Phrases as SAME DIFFERENT even before I’m ready for FORM!

SYMBOLIZING Ti-ti in Stick Notation (stem notation)

- ♥ **Snail Snail Snail Snail**

Go back and write rhythm (stick notation) in the HEART found in the songs above.

- ♥ **Bounce High Bounce Low** figure out the rhythm....then check
- ♥ **Evaluation sheet**
- ♥ **Starlight Star Bright**
- ♥ **Names have Rhythms** – figure out the rhythm of your name – NAME TAGS, Line up if Name is (clap rhythm)
Pop Cycle Stick Dictation (using beat dots)
- ♥ **Dictation & Reading - Music Book Pages**
- ♥ **POOR** example of reading page

Flash Card Drill – 4 Beat Rhythm Cards

1. Provide 4 beats of rest between each card
2. No beats between each card
3. Teacher is always ONE card ahead of what students are speaking

“It’s A Mess” – Putting rhythm cards in song order

Bucket Drumming - Ta’s on SIDE of bucket, Ti-ti’s on TOP of bucket

Animal Plates – all kinds of games!!

Beach Ball with Ti-ti Rhythms

Body Percussion - Stomp Ta’s, Clap Ti’s (Bobby Shafto on board)

Ta’s in Low voice, Ti’s in High voice

Boys/Girls etc

Mystery Song – have rhythm of a well known song on the board...they guess song

Through Recorded Music

COTTON EYED JOE

Song Flash Cards

Write in:

Sand	With Yarn	Chalk Board	Dry Erase
In Book	Friend’s Back	In Air	On Overhead
Magnets	Pipe Cleaners	Under Chair	On Wall
On Floor	On Smart Board		

D. Ta Rest – A Beat of Silence

PREPARE....Ta Rest

Here Is the Bee Hive
Pease Porridge Hot
Bow Wow Wow
Old MacDonald
Naughty Pussy Cat
Old Mrs. Witch
See My Little Ducklings

PRESENT & INITIAL PRACTICE...Ta Rest = Z (identify, label, symbolize)

Naughty Pussy Cat or Pease Porridge Hot or Bow Wow Wow

♥ (Garfield)

“Take your Zoro pen” another one of those silly “Jo ideas” that they LOVE!!

PRACTICE....Ta Rest as Z

Known Material

- ♥ See My Little Ducklings
- ♥ Old Mrs. Witch
- ♥ Writing from icons (2 overheads)
- ♥ Known Material with a TWIST - Old MacDonald & Animals

New Song Material

- ♥ This Old Man
- ♥ Hot Cross Buns (plates)
- ♥ Hot Cross Buns (stick notation)
- ♥ Pease Porridge Hot
- ♥ Writing the Steady Beat under Rhythms (write – showing that Steady Beat MOVES through SILENCE!)
- ♥ Dictation & Game Page
- ♥ Part Reading
- ♥ Clapping in Round
- ♥ Two Part Exercise

Flash Card Games with Z - “Who has? I have”

Eraser Game with Z

Beach Ball with Z Rhythms

Through Recorded Music

BUNNY HOP

Through Ostinati - Are You Sleeping I Z I Z

Song Flash Cards

Level I

Day 10 Outline

© March 16, 2017 –WeJoySing – Jo Kirk

I. Cotton Eyed Joe

II. Continue Day III D. Ta Rest – A Beat of Silence

III. MELODIC CONCEPTS!!!

(IF you meet 2x-3x a week with your children & IF they have had K concepts) Rhythmic concepts can be introduced by December. The children will already have several _____ songs in their repertoire BUT don't try to _____ s m before winter break! Save for January!!

A. Practice Ta – ti-ti – Ta Rest while _____ / _____ Higher/Lower Concept.

In _____ for s m, we are _____ the _____ to Listen for _____.
Up until this point, the ear has been listening for _____.
We're turning their "channel" from the _____ channel to the _____ channel.
Through the _____ - _____ concept the ear begins to be _____ to _____.

During this Preparation of H/L as s m and Practice of H/L from K the child's ear will be directed to _____ for:

1. E _____ Sounds....Labeling the sound as _____ or _____.
2. Very High _____ and Very Low _____
3. _____ as High and _____ as Low
4. _____ as High and _____ as Low
5. _____ as High and _____ as Low

Therefore, we are _____ the ear to hear that sol is the _____ sound and mi is the _____ sound.

♥ Everything Makes Sound

♥ High and Low things and sounds

Higher Than a House – game piece on page 30 in Jo's book Chapter 1

Circus Hoops

Recorder Game – Body Movement

Simon Says High – Low (use recorder)

High Low Body Movements while SINGING s m Songs

Songs with a STRONG feel of s m are needed here....NO LA!!!...if the children "through in a La" pitch it...put it in La Songs. Here is a list of songs that I've found to be purely s m.

Tinker Tailor

Quaker Quaker

See Saw Up and Down

In & Out

Categories

Hey Hey Look at Me

Bye Low Baby-O

The FOCUS of this H/L Practice is to:

set the _____ up for _____

set the _____ up for _____

set the _____ up for _____

During H/L you will also be _____ your s m repertoire, therefore, one concept will flow directly into the other

Sing High Low with Visuals -

Quaker Hat Visual! (wsu)

♥ Rain Rain Go Away (speak rhythm but it shows something else!! – Interesting!)

♥ Teddy Bear Teddy Bear

B. PREPARE s m

(basically all Pitches are taught in this manner...PLEASE TAKE GOOD NOTES....because you will apply these basic procedures to LA!!

s m song from list above

Starlight Star Bright

I Hear a Cuckoo

C. PRESENT s m - Hand Signs - Melody

The children have been singing “H/L” to _____ s m songs using _____ & _____ movement.

♥ Rain Rain Go Away – discuss visual

1. sing Rhythm....sing H/L

2. Let’s put the H here – demo hand sign = sing “this is my High sound”

3. Let’s put the L here – demo hand sign = sing “this is my Low sound”

Hand helps my singing _____.

Musicians give _____ to the H and L sounds.

They call the High Sound _____ (show hand sign)

They call the Low Sound _____ (show hand sign)

AND they use a special _____ for each sound. (show hand sign...place on board)
(sign language – talk with hands. “Close Encounters”=Aliens

Sing Rain Rain with H sound SOL and L sound MI...use hand signs

These UMBRELLAS have EVERYTHING we NEED for MUSIC!!

Has _____ and it has H sound SOL and L sound MI

When we sing Sol and Mi in a song, Musicians Call this _____.

Let’s sing the _____ to Rain Rain.

These _____ of H/L = s m are very IMPORTANT....very special because

they _____ like a _____, One _____ after _____.

These Tones are put together to make a _____.

When _____ moves in this _____ way, musician call that _____.

♥ Steps to Musical Writing – p13 in Jo’s Book Chapter 1

C. PRACTICE s m

Students sing s m from Teacher’s hand (ssssssssmmssmmssmmmmssmm)

Students sing s m from Teacher’s MUTED Hand

Mr. Sol & Mr. Mi Puppets - sing from visual

Sing other s m charts with hand sign and s m

NEW MATERIAL

♥ Here I Come (sight read & sing!!!!)

What does this chart show us?

Rhythm ...read it

Solfege (melody - H/L – s m)

Read Word

Sing!!!!

Hey Hey Look at Me

Lemonade

DOUBLE TROUBLE = two part hand

s m Relay (pass ball over/under)

Live Piano

Simon Say s m (recorder)

♥ Partner Songs - Let’s Make a Snow Man & Rain Rain Go Away

Recorded Music – Haydn’s *Toy Symphony*

s m with Rhythm

♥ See Saw

♥ Game Squares

D. PREPARE – Writing s m on STAFF

During your s m Practice, you will be PREPARING the _____.

1. STRIPS and SQUARES

a. One Strip - several Squares

b. Two Strips - several Squares

c. Three Strips – several Squares

2. MUSIC LANE - Story leading to Intervalic Relationship of s m

How Far apart do they live?

How Far does s live from m? Let's count the LOTS = _____ & sing
 How Far does m live from s? Let's count the LOTS _____ & sing
 Musicians call the _____ between two sounds an _____
 What's the _____ between s and m? = sing it "s m that's a 3rd"
 What's the _____ between m and s? = sing it "m s that's a 3rd"

Word cards sing familiar songsSolfege, Rhythm, Steady Beat, Words...

3. PRESENT STAFF

Once the students has a _____ understanding of the _____ between s & m....labeled as _____, then they are ready to be introduced to the _____.

FELT STAFF -

(Day One) What do you _____? _____ How Many? _____
 Put Finger _____ line 1
 (gaming to get to know the staff)

What else do you _____? _____ How Many? _____
 Put Finger _____ space 1
 (gaming to get to know the staff)

(Day Two) Review Day One then:

Take out 1 Yellow _____. Put it _____ LINE 1
 Not _____ of the line.
 (gaming to get to prepare note head on staff)

Take out 1 Yellow _____. Put it _____ SPACE 1
 Don't _____ the lines.
 (gaming to get to prepare note head on staff)

Musicians use these 5 _____ and 4 _____ to _____ their music,
 So we can READ the music.
 They call these 5 lines and 4 spaces a _____.

They call these DOTS _____, so we can tell where _____ and _____ live.

4. PRESENT s m on the Staff

(Day One) S decides to lives ON a LINE (procedure)

Rule: When s lives on a LINE m _____.
 (gaming so students apply the rule to OTHER LINES)

(Day Two) S changes his mind - decides to live IN a SPACE (procedure)

Rule: When s lives ON a LINE m _____.
(gaming so students apply the rule to OTHER SPACES)

5. PRACTICE Reading & Writing

Partial Staff

- ♥ Rain Rain
- ♥ Doggie Doggie
- ♥ Snail Snail
- ♥ Lemonade

Floor staff - Jumping melody

- ♥ s m Exercise - Create Rhythm making it more interesting.
- ♥ Writing Note Head on Staff

6. PRESENT Rhythm Stems on Note Head

- ♥ s m s m on staff – Write over the letter
- Examples with s m above line 3
- Examples with s m below line 3

- a. Sing pitch as TA
- b. Boring!!! Write Rhythm above staff
- c. Sing Solfege - on staff
- d. Sing TOO FAST...Having TROUBLE because
Rhythm is clear UP there
Melody is clear DOWN here

I Know!!! LET ME WRITE IT A LITTLE BIT CLOSER.

(teacher connects rhythm stem to note head...slowly)

LOOK MRS. JO..... IT'S _____!!!!

Rule for Stems:

Third line of staff is MAGIC LINE

1. If notes are BELOW the THIRD line, the stems go UP on the RIGHT
2. If notes are ABOVE the THIRD line, the stems go DOWN on the LEFT!
3. Stems can go UP and DOWN.

E. PREPARE - La as a sound HIGHER than Sol

Teach La in sl patterns first

Lucy Locket sslssmm

Bounce High Bounce Low slsm

Naughty Pussy Cat sssls

cat begs for butter!

Clap hands on sss – Like begging saying Pleeeeeease (hand sign of Sol)

On LA place hands under chin with fingers point to floor to beg! (hand sign of La)

Ickle Ockle Blue Bottle sslism

Bell Horses ssls

Snail Snail sslism

Busy Buzzy Bumble Bee slsmsls

Here Is the Bee Hive sls

Camptown Races (older beginners) – ssmslsm

We Are Dancing in the Forest sslism

Pizza Pizza Daddy-O lsl

Next TEACH La in ml patterns first – more difficult interval

I'm the King of the Mountain ssmmlsm

It's Raining It's Pouring ssmlsm

Blue Bells ssmlism

Oliver Twist ssmlsm

F. PRESENT LA – as a sound higher than sol

Naughty Pussy Cat

Let's figure out the melody – the s and m's for Naught Pussy Cat

(sing using “disguised” sol hand sign motions above but show Mi hand sign when you sing La)

This is very strange...try it again...same thing happens.

What's going on here? Something is WRONG with that sound!!

What's wrong with that sound? (children respond – “It's HIGER!”)

I sing “sss loo” Wait I think you're right. I sing again “sss loo”

“I think we just found a NEW SOUND.

A SOUND THAT IS HIGHER THAN SOL!

Musicians call this new sound LA and the hand sign looks like this”

Sing Naughty Pussy Cat with hand signs...many of the children will

Excitingly discover that the “begging” hands sign was LA.

From this point on your follow procedure as in D.2 and D.4 and D.5 above!!

GO SPREAD YOUR JOY!!!