

"A Musical Potpourri: Teaching Concepts through Movement, Instruments and Games"

Presented by Tricia Kidd
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"La Raspa" (AB Form)

Equipment needed: rhythm sticks and maracas/shakers

Process:

--Have the students sit in a circle. Listen to the music. "What do you hear?"
After discussion, have students identify the two sections in the music by raising their hand when the second section appears.

--Once they are familiar with the music have them pulse the beat on their legs.

--A section - assign half the group to play rhythm sticks with the following pattern: ta ta ta rest

--B section - assign the other students to play maracas/shakers (lots of shaking with no particular pattern)

--After success on their part, switch instruments.

--Extend the lesson by teaching the dance.

"Wishy Washy" (Verse/Chorus)

Equipment needed: none

Traditional

The image shows three staves of musical notation for the song "Wishy Washy". The notation is written in a single treble clef with a key signature of one flat (Bb) and a common time signature (C). The first staff begins with a whole note G4, followed by a quarter note F4, and then a series of eighth notes: G4, A4, Bb4, C5, Bb4, A4, G4. The second staff continues with eighth notes: G4, A4, Bb4, C5, Bb4, A4, G4, F4, E4, D4, C4. The third staff continues with eighth notes: G4, A4, Bb4, C5, Bb4, A4, G4, F4, E4, D4, C4, and ends with a double bar line.

*Oh, we are three sailors lately come from sea,
And if you want another one then come along with me.
Oh, wishy washy wishy washy wishy washy we,
And if you want another one then come along with me.*

Process:

--Research has shown that students will learn best when hearing a song multiple times before joining in. I ask the students not to sing for at least 5 repetitions of the song.

--Teacher chooses a partner and sings the verse and then the chorus ("Wishy Washy") while teaching the movement (arm push-pull). Repeat the verse and chorus/movement at least 1-2 more times with your original partner.

--Teacher and first partner break apart (during verse) to each find a new partner. Practice chorus/movement together. Each couple breaks apart to find new partners, etc.

--Signal the students when you are ready for them to join in the singing.

--Change movement - *pat-sch-clap-pat partner's hands-clap, etc.

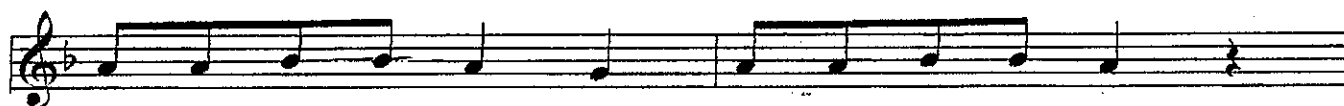
Or *right elbow swing, left elbow swing

--Extend the lesson by having the students create new verses and new movement for the chorus.

"Witches, Ghosts and Goblins" (ABA Form)

Equipment needed: rhythm cards, xylophones/glockenspiels, small unpitched percussion

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Witch es, ghosts and gob - lins run - ning down the street.



Eek - ing, shriek - ing eer - i - ly screech - ing yel - ling Trick - or Treat.

Process:

- Teach the song through numerous repetitions and then echo sing the phrases. Add small percussion (ratchets, scrapers, cabasas, etc.) to create an introduction.
- Set up xylophones in F pentatonic (remove E's and B's).
- Add a levels bordun on D & A (half note pattern).

B Section:

Poem: Witches are ev'rywhere.
 Witches are ev'rywhere.
 Flying here, flying there,
 flying high up in the air.

- Repeat numerous times until the students have learned it well. Clap the rhythm of the poem. Pat the rhythm on the floor while moving in different directions as you would on the xylophones. Audiate the words while playing it on the floor. Transfer rhythm to the xylophones.
- Consider adding movement to the B section.

--Final form: ABA

- Extension: On day two (class two), display the rhythm cards that match the rhythm of the B Section poem in incorrect order. Ask the students to clap and speak the cards. "Are they in the right order?" Ask a student to put them in the correct order. Check to see if students can identify the syncopation in lines 1 & 2.

Have the students create their own poem for the B section using "ghosts" or "goblins." If able, have them diagram the rhythm. Continue the process of playing their new poem's rhythm as the B section.

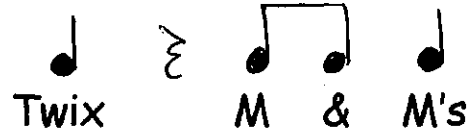
"Witches, Ghosts and Goblins" (Rondo Form)

Equipment needed: xylophones, small unpitched percussion

Process:

- Use the directions above for ABA form. Your students may enjoy returning to this song another year to create an ABACA rondo.

--Intro/Opening: "Everyone likes candy! What kind of candy do you like?" (Make a list on the board). Do these candy names have rhythm?" (Have students speak the names/rhythms and diagram them). Create some 4-beat patterns using the list.



--"Do you remember 'Witches, Ghosts and Goblins' that we sang last year? Let's sing it again."

--"We could use our candy rhythms in a section of rondo form. Let's call the new section "C".

--Have students select 4 candy rhythms and decide the order. Practice speaking and clapping the rhythms. Ask the class: "Are you happy with the sound of our C section or do you want to make changes?"

--Transfer C section to unpitched percussion.

--Final form: ABACA

"Tempo Tag" (Tempo game)

Equipment needed: hand drum and yarn mallet

Process:

--Scatter students around the room.

--Teacher plays a variety of tempos on the drum in steady beat. Have the students practice walking to the beat in the tempo given.

--Add different tempos:

--very slow beat ("dinosaur walk" -- very large steps with high leg lift for LARGO)

--slow, steady beat (walking tempo for ANDANTE)

--medium beat (walking a little quicker for MODERATO)

--medium fast beat (walking quickly for ALLEGRO)

--fast beat (jogging for VIVACE)

--very fast beat (running for PRESTISSIMO). Safety is always a top priority!

--Have students display or identify tempo signs to match what you are playing. This can be a quick visual check/assessment to show they can identify tempo markings by sound.

Extension:

--Alter the rules of the game to fit what you want to emphasize.

--Make it into a game:

--Students must move to the beat/tempo of the drum.

--I give one, two or three beats on the drum and they must walk the correct number of beats in the tempo given.

--After lots of practice, I make the "one" beat a backward step.

--You can make this an elimination game for those students who do not take a backward step on "one" beat. When a student is eliminated they can move to an area with rhythm sticks and they will copy your beats after you as the remaining students are still moving about the room.

"Stop Sign" (Beat/Rhythm game)

Equipment needed: Beat/Rhythm stop sign

Process:

--Choose a familiar song the students know well.

--I consistently use clapping for rhythm and patting the legs for beat.

--Ask the students to do "rhythm" or "beat" according to the side of the stop sign that is showing. As they improve, you can switch it more frequently.

--Challenge them to a game. "I bet I can trick you." The class becomes the

winner if they can correctly move between beat or rhythm without making a mistake.

"Alien Head" (Vocal Production)

Equipment needed: alien head on a stick (Available at school book fairs and toy stores).

Process:

--This is a fun tool to get your Kindergarteners to open their mouths for singing. Use it for warm-up with the entire class, eventually using it for challenging individual students to sing on their own.

--Choir setting - great for using with the solfege scale to drop the jaw on "ah" sounds (fa, la). For your older students, you can replace the alien head with hand movements to emphasize mouth shape ("Oh," narrow shape, "Ah" shape).

--Extension: Have students use the alien head in your place.

"Alphabet Soup" (Sequencing)

Equipment needed: sound system, any jig recording will work

"Alphabet Soup" - a mixer dance (from *Step Lively: Dances for Schools and Families*, collected and arranged by Marian Rose, Community Dance Project, Vancouver, BC V5N 1H7)

Process:

--Explain to students that sequencing is a skill used in daily life (i.e. telling stories, making a picture, baking a cake, preparing a report, etc.). Doing steps in the right order is sometimes a necessity! Ask them for tasks that require sequencing.

--Listen to the recording while having the students imitate your movements to the 8-beat phrases.

--Circle formation with partners side by side (boy on the left, girl on the right)

--Teach the mixer dance in sequence:

1. All join hands and circle left (8 beats)
2. Circle right (8 beats)
3. Do-si-do your partner (8 beats)
4. Do-si-do your corner (8 beats) - the person on the other side
5. Extend right hand to your partner and do a grand right and left while

saying "A", "E", "I", "O", "U". On the "U" do a right elbow swing with your new partner (8 beats) and promenade for 12 beats.

6. While holding promenade hands, the boy backs into the circle on beats 13-16.

7. Repeat entire sequence.

Extension: Jigs are great for creating mixer dances. With experience in folk dancing, the students will be able to create their own dances using previously learned steps.

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