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# Back from Summer!



This piece could also be used immediately after a vacation or school holiday.

## Level: Grades 3-6

### Focus

Vocal warm-ups  
Body percussion  
Collaborative group creation

### Process

- Invite students to share their summer experiences with the class. Pull out the key words, phrases, or sounds from their experiences and combine them into a rhythmic phrase or ostinato. Write all ideas on the board.
- In addition to the vocal sounds, each adventure needs a simple body percussion gesture to accompany its sound. Possibilities include: roller coaster with both hands moving up and down; chug-a-chug with two hands moving like a train; etc.
- After you have picked four or five of these ideas, arrange the class into groups and assign one of the ideas/parts to each group. Encourage students to add movement and gestures as desired. When possible, specific pitched motives may be added. Adding unpitched percussion is optional.
- Allow for simultaneous practice. Remind students to work on a final point. Encourage students to hold their final pose for five seconds.
- Begin the piece with a simple aural narration by saying, "And now, we will tell you about the summer of [year]."
- Layer in the parts and conclude with an appropriate coda. Share with class.

### Extension

Combine and create an order of the different groups. Perform at a school program, parent program, or invite an administrator into your room.

### Assessment

- All students must be active participants.
- Intro must be expressive and spoken together as a group.
- Speech must be expressive and audible.
- Be sure your audience can see you.
- Hold and freeze your beginning position and final point for five seconds.



# Body Percussion Competition

This is a great activity to use at the end of class and works for all ages!

## Level: Grades K–6

### Focus

- Experience steady beat
- Perform body percussion with multiple partners
- Perform echo imitation
- Socialize with classmates
- Reinforce listening skills
- Make it a game and have fun

### Process

- Label each student as either salt or pepper. Salts sit; peppers remain standing. Salts find a partner by standing in front of a pepper.
- After partners are finalized, the game begins. All students stand and face their partner. Students are asked to “say and do” after teacher. For example, the teacher speaks: stomp, stomp, clap, clap, clap. Partners echo teacher. Note: all claps are to be played by clapping partner’s hands. Other actions to try: nod, wiggle, walk, hook elbows, walk in a circle, etc.
- As you call out the many rhythmic possibilities, play a simple accompaniment on drum/piano/guitar/ukulele during this exercise.
- Take time to change partners often.

### Body Percussion Rhythm Possibilities

### Body Percussion Competition

The image shows five lines of musical notation, each representing a different body percussion rhythm. Each line starts with a treble clef and a 4/4 time signature. The rhythms are as follows:

- Line 1: Stomp stomp clap clap clap    Clap clap snap    Pat clap stomp stomp    Pat clap rest clap
- Line 2: Nod wig-gle step in place    Pat clap turn a-round clap    Hook R el-bows walk in a cir-cle
- Line 3: Hook L el-bows walk in a cir-cle    Pat clap clap pat stomp
- Line 4: Stomp clap clap clap stomp    Turn a-round turn a-round turn a-round jump
- Line 5: Walk with a part-ner walk with a part-ner walk with a part-ner pat pat clap

### Extension

Make it a game; then, turn this fun game into a competition. When a partner misses the correct command, each partner is asked to sit quietly and wait to see who remains standing. That couple is the winner. When you get down to the final four or five winning partners, start the game again.

# Building Blocks Group Project




This activity should be used after the students have had extensive opportunities to clap, pat, stomp, and snap the building blocks.

Brigitte Warner, in her book *Orff-Schulwerk: Applications for the Classroom*, describes five rhythmic durations and patterns as the basic building blocks used with speech. The blocks provide a very natural way for children to learn rhythms. Gunild Keetman calls them the “building bricks”. The five building bricks or blocks are listed above.

**Level: Grades 2–5**

## Materials Needed

Worksheet  
Rhythm flashcards  
Triangles  
Tambourines  
Woodblocks  
Drums



## Focus

Rhythmic building blocks using: quarter, half, and eighth notes  
Collaborative groups creating and performing ostinati on body percussion  
Introductions and Codas

## Process

- Review the above rhythms using echo imitation, reading from rhythmic flashcards, and speaking ostinato four times in a row.
- Explain and demo the Building Blocks Group Project with the entire class.
- Before you ask the students to work in groups, pick a category not listed on the sheet and work it with the class. Fill in the grid with the entire class.

CATEGORY					
<b>Hobby</b>	Baseball	Swim...	Calling friends	Playing football	Love yoga

- With the class, pull out four of the class' favorite patterns and put in order. See example below.

<b>GROUP OSTINATO</b>	Playing football	Calling friends	Love yoga	Swim...
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- Practice saying the above ostinato over and over.
- Speak and transfer to body percussion. Try to use at least two levels.
- Create intro and coda. Speak ostinato four times before moving onto your coda. Write out in this format.
  - » Intro: Love hobbies, here we go.
  - » Ostinato: Playing football, calling friends, love yoga, swim!
  - » Coda: Love hobbies, yeah!
- Practice and be ready to share with your classmates.
- While students will only use words, final projects may sound alike.

## Building Blocks Group Demo Example

The musical notation is in 2/4 time and consists of four staves. The Intro section (measures 1-4) has lyrics: Love hob-bies, here we go!. The Repeat 4x section (measures 5-8) has lyrics: Play-ingfoot - ball, yo-ga!. The Coda section (measures 9-12) has lyrics: Love hob-bies, Yeah!. The percussion parts are: Snap Triangle (measures 1-4: quarter rest, quarter note; measures 5-8: quarter rest, quarter note; measures 9-12: quarter rest, quarter note); Clap Tamb (measures 1-4: quarter note, quarter note; measures 5-8: quarter note, quarter note; measures 9-12: quarter note, quarter note); Pat W. Block (measures 1-4: quarter rest, quarter note; measures 5-8: quarter rest, quarter note; measures 9-12: quarter rest, quarter note); Stomp Drum (measures 1-4: quarter rest, quarter note; measures 5-8: quarter rest, quarter note; measures 9-12: quarter rest, quarter note).

### Group Project

Arrange students in groups of four or five. Provide a Building Block Sheet to each student. Read through the handout with the class. Walk around and monitor each group's progress making sure they have chosen the accurate rhythm for their words. Give them time to work the project. Share with the class and use Harvard Protocol for student feedback: I value. I noticed. I wondered.

### Extension

Depending on the grade level and how often you see your students, ask students to write out the notation and text. Then transfer to unpitched percussion.

**Building Blocks Group Project**

Your Name \_\_\_\_\_  
Group Names \_\_\_\_\_

USE PENCIL FOR THIS ASSIGNMENT

Fill in the 5 words for your chosen category. If you use the "other" category, you must get approval. Be sure the size matches the rhythm. Check with your teacher to be sure they are correct.

CATEGORY	1	2	3	4	5
Names					
Sports					
Food					
Other?					

After your teacher has checked your words, choose your favorite words and write the words into the four blocks. Note: you won't be using all of the words.

NAME OR CATEGORY	1	2	3	4

- Practice saying your ostinato with your group. You should be able to say it 2x in a row.
- Perform on body percussion. Choose from any combination using stomps, pat, clap, snap. Perform 2x.
- Create an intro and coda. Make it sweet and short. Be sure to start and end together.
- Final form should look like:
  - Intro
  - Ostinato: spoken 2 times then on body percussion 2x
  - Coda
- Practice and be prepared to share for the class.

Note: Assign one scribe to transfer your ostinato to paper and turn in to your teacher.

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# Larry Lobster

This activity could be played without the Orff arrangement. Simply sing all parts and use the melody with the beat and locomotive game.

## Level: Grades 3–4

### Focus

Play an orff arrangement

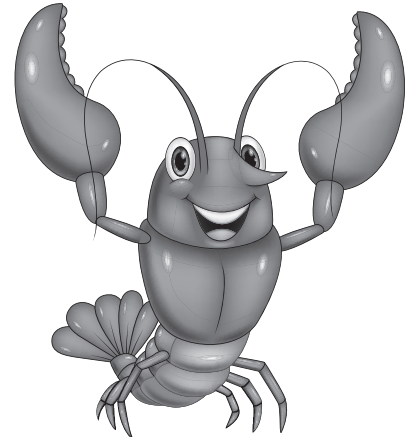
Steady beat game

Locomotive game

### Materials Needed

Barred instruments set in C pentatonic (remove Fs and Bs)

Lobster stuffed animal



### Process

- Anticipatory setting: Teacher says, "Today you are going to meet a new little friend. I will be giving you little clues to help you guess the identity of our new friend. And by the way, he loves to keep a steady beat."
- Teach the bass xylophone ostinato pattern through simultaneous imitation (patsch on both legs).

**BX**

He will pinch! He will pinch!

- Teacher asks the students, "What animal might I be referring to?"
- Transfer ostinato to bass xylophone on *do* and *sol* (pitches C and G).
- Teach soprano glockenspiel through snaps, simultaneous process.

**SG**

L Snap Lar - ry Lar - ry

R Snap high high high high

Stop! low Stop! low

- Teacher asks, "What new information have we learned?" His name is Larry.
- Transfer above pattern to soprano glockenspiel using low and high C. See last measure on score.
- Teach temple block and hand drum through speech and body percussion, by rote, or use the visual at the top of the next page.

Clap (HD)

Patsch (TB)

Why do you cry?

Ouch! Ouch!

- Transfer above patterns “Why do you cry?” to temple block and “Ouch, ouch!” to hand drum.
- Teacher finally sings the song as students accompany. (Alas, Larry is a lobster!) At this time, bring Larry out for all to see. After the song is carefully taught phrase by phrase, combine the song and instruments.
- Steady Beat Game: Students sit in a circle. Teacher and students sing the song as the teacher bounces Larry from shoulder to shoulder on the first beat of each measure. Students patsch on their own legs as Larry is bouncing from shoulder to shoulder. On the last word of the song, Larry gently pinches a person’s arm, and that lucky person gets to take Larry around the circle the next time.
- Locomotive Game: A student takes Larry through the very shallow pond in any way he wants (Ex. gallop, skip, hop, crawl).
- Students must watch and tell what kinds of movements were used to travel through the pond. Encourage students to find as many unique ways as possible to move through the pond.
- When they are ready, students are instructed to make their movement last the length of the song. At the end of the song, Larry is handed over to the new student on the final beat. With student suggestions, create a variety of forms for the song.

### Optional Final Form for Song

- A Sing through the song with the orchestration. One student travels around the outside of the circle with Larry gently keeping the beat on the students’ shoulders. On the final beat of song, Larry gently pinches another students arm, who then takes Larry inside the circle.
- B During this section, teacher plays the rhythm of the song on an unpitched percussion instrument. bass xylophone stays in. The selected new student takes Larry inside the circle moving around/in and through the water. At the end of the song, the student moves behind the circle and A begins again.

# Larry Lobster

Chris Judah-Lauder

Voices

SG

Temple Block

Hand Drum

BM

Lar - ry Lob - ster, what a guy! If he gets you, you will cry.

Stop! Lar - ry, stop! Lar - ry,

Why do you cry? Why do you cry?

Ouch ouch Ouch ouch

He will pinch! He will pinch

5

He will pinch you ev - er so hard. So watch out and be on guard!

stop! Lar - ry, stop! Lar!

Why do you cry? Why do you cry?

Ouch ouch Ouch ouch!

He will pinch! He will pinch!