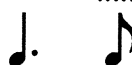
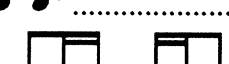
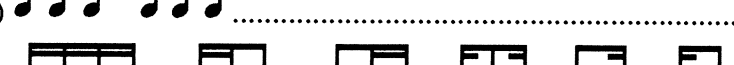
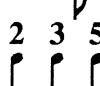


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ABBREVIATIONS

Sn—snap
Cl—clap
P—patsch
St—stamp
SG—soprano glockenspiel
AG—alto glockenspiel
GL—glockenspiels

SM—soprano metallophone
AM—alto metallophone
BM—bass metallophone
SX—soprano xylophone
AX—alto xylophone
BX—bass xylophone

SYMBOLS

 —guitar

 —claves

 —guiro

 —vibraslap

 —temple blocks

 —maracas

 —cymbal

 —triangle

 —cowbell

 —slide whistle

 —finger cymbals

 —bongos

 —conga drum

 —hand drum

 —hand drum with mallet



The *Barnyard Suite* is a collection of five rhymes and songs arranged to teach ♪ and ♫. For performance purposes, costumes may be added for a farmer, farm hands, a barber, a sheep, a pig, a colt, a mare, roosters, hens and various other farm animals. The setting is a farmyard. Adapt movement for the different scenes.

Form: Introduction: improvised barnyard sounds.

Narrator: “Ya know, out here on a farm there’s always work to be done. Sometimes in the middle of the night when I’m dreaming, I think I hear...” (begin ostinato).

I. *BAA, BAA, BLACK SHEEP* Trad./arr. JS

2
Baa, baa, black sheep, have you an-y wool?

Yes sir, yes sir, three bags full.

One for my mas - ter, one for my dame.

One for the lit-tle boy that lives in the lane.

Ostinato: 

Shear the sheep!

Form: Introduction = vocal ostinato twice; A Section = poem spoken with voice levels on ♩'s and ostinato; Interlude = ostinato with X; B Section = rhythm of words played: □□ on ♩, ♪♪'s and ⊕ on ♩'s.

Process:

1. **Teacher:** “Which words last for two beats?” (rhyming words *wool, full, dame, lane*). **P** beat, teacher speaks poem ; students learn and speak.

2. Visual with poem. Teacher **P** beat while speaking first line and puts ♩, ♪ over every word except two ♪'s over last word: | ♩ ♩ | ♩ ♩ | ♩ ♩ | ♩ ♩ |

two **J**'s over last word: Baa, baa, black sheep, have you an - y wool?

3. Then fill in *tie* over wool. Baa, baa, black sheep, have you an - y wool?

3. Then fill in *tie* over wool. Baa, baa, black sheep, have you an - y wool?

4. Read with rhythm syllables, sustain the ♩ ♩

5. **Teacher:** “*But there’s an easier way to do this!*”  = 

6. Notate whole poem on chart; speak with voice levels.

7. Add ostinato and show $\hat{\text{z}} \text{ z} = \underline{\text{z}}$ (“hat rest”).

8. **P** all ♩ 's, ♩♩ 's, **C** all ♩ 's, then add instruments.

9. Select a group to add movement to dramatize the poem and perform with actors, actresses, speakers and instrument players.



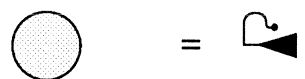
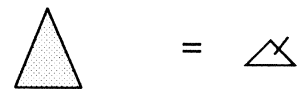
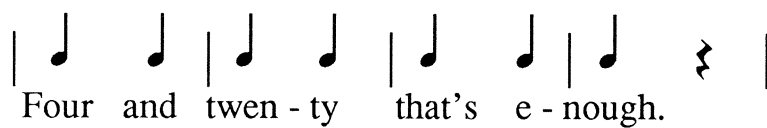
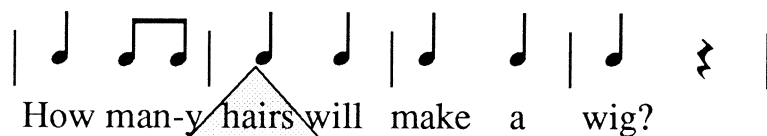
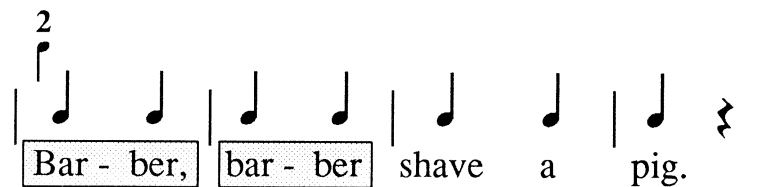
V. SECOND GRADE—*Barnyard Suite*



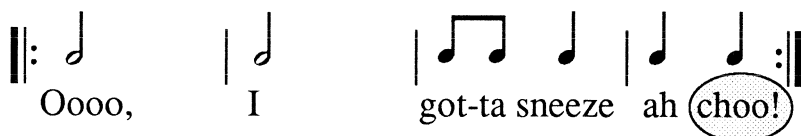
Narrator: "Not only are there sheep to shear, but there are pigs to shave. I just can't understand why that barber keeps using that snuff stuff... ah choo!"

II. BARBER, BARBER, SHAVE A PIG

Trad./arr. JS



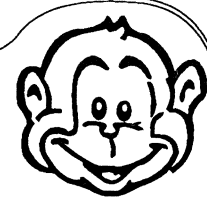
Ostinato:



Form: Introduction = *oink* and random pig sounds; A Section = poem with instruments on special words and dramatization; Interlude = vocal ostinato; A¹ Section = repeat A Section with ostinato.

Process:

1. Chart with poem, special words marked; **Sn** beat, teacher reads.
2. Echo speak each line, **CI** rhythm of special words.
3. Speak whole poem, **CI** rhythm of special words.
4. Read, then read and **CI** visual.
5. Repeat with new visual and ties.
6. Repeat with new visual.
7. Write words for ostinato below visual; class speaks ostinato, teacher speaks poem.
8. One half of the class does ostinato, one-half does the poem, then groups switch their parts.
9. Choose parts and perform—
 - a. Group to dramatize poem.
 - b. Ostinato speakers.
 - c. Poem speakers.
 - d. Instrument players for special words.

**Trad./arr. JS**

2

V, SR

Shoe the colt shoe the colt shoe the wild mare; here a nail

GL

□□□

BX

V, SR

GL

BX

there a nail yet she goes bare.

Form: Dramatization; Introduction = BX four measures, then add □□□ eight measures; A Section = song with full orchestration; B Section = melody on recorder by teacher or older student; A Section = repeat song.

1. **Teacher:** “How many times in this song do you hear a note that lasts for two beats?” Teacher plays song on recorder while students **P** beat with simultaneous hands; identify two half notes (i.e., *mare* and *bare*).

2. Echo sing and learn.
3. Instrument parts:
 - a. Sing again while **P** beat with alternating hands (BX).
 - b. With *imaginary mallets*, tap knees on words *colt* and *nail* (glockenspiels).
 - c. Learn □□□ part with phrase,

colt, mare, here a nail and there a nail

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