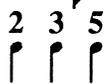


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ABBREVIATIONS

Sn —snap	SM —soprano metallophone
Cl —clap	AM —alto metallophone
P —patsch	BM —bass metallophone
St —stamp	SX —soprano xylophone
SG —soprano glockenspiel	AX —alto xylophone
AG —alto glockenspiel	BX —bass xylophone
GL —glockenspiels	

SYMBOLS

 —guitar	 —cowbell
 —claves	 —slide whistle
 —guiro	 —finger cymbals
 —vibraslap	 —bongos
 —temple blocks	 —conga drum
 —maracas	 —hand drum
 —cymbal	 —hand drum with mallet
 —triangle	



BEE, BEE, BUMBLEBEE

Trad./arr. JS

2

Bee, bee, bum-ble bee, stung the teach-er on the knee.

Stung the sow on the snout, turned the pigs wrong-side out.

Ostinato:

Bum-ble bee bzt!

Process:

1. Students speak ostinato, teacher speaks poem.
2. Use chart with words and notation, echo speak and learn.
3. Two groups—one says ostinato, one says the poem, then groups switch parts.
4. Read rhythm syllables (speak poem words, then rhythm syllables).
5. Echo **CI**, then echo **P** rhythm.
6. Play rhythm of words on Orff instruments (set up in pentatonic) or other hand percussion instruments.
7. Walk beat, speak poem; walk beat, echo speak rhythm syllables; walk beat, echo **CI** rhythm (always allow one-half of the class to be the audience to look for someone who keeps their feet doing the steady beat while they **CI** the rhythm); walk beat, speak poem and **CI** rhythm.

Next class...

1. Review poem and perform on instruments, then notate with four chairs.
2. Call on individuals to read the notation.
3. Notate with stick notation (see Chapter II).
4. Teacher dictates new rhythms with stick notation.
5. Students create and read for the class their four beat rhythms (**Teacher:** "Count to be sure that your rhythms are four beats long, so that they will fit into four chairs.").
6. Students are ready to notate rhythms at the chalkboard, write rhythms with pencil and paper, and be tested for their level of competency.

V. SECOND GRADE—*Barnyard Suite*



The *Barnyard Suite* is a collection of five rhymes and songs arranged to teach \downarrow 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

$\overset{2}{\downarrow}$

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 \downarrow 's and ostinato; Interlude = ostinato with \times ; B Section = rhythm of words played: \square on \downarrow , ♪ 's and ♩ on \downarrow 's.

Process:

- Teacher:** “Which words last for two beats?” (rhyming words *wool, full, dame, lane*). **P** beat, teacher speaks poem; students learn and speak.
- Visual with poem. Teacher **P** beat while speaking first line and puts \downarrow , ♪ over every word except two \downarrow 's over last word:

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

Baa, baa, black sheep, have you an - y wool?
- Read with rhythm syllables, sustain the \downarrow
- Teacher:** “But there’s an easier way to do this!” $\downarrow \downarrow = \downarrow$
- Notate whole poem on chart; speak with voice levels.
- Add ostinato and show $\text{♩} \text{♩} = -$ (“hat rest”).
- P** all \downarrow 's, ♪ 's, **CI** all \downarrow 's, then add instruments.
- 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

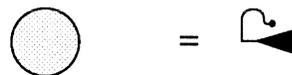
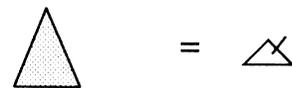
2

 Bar - ber, bar - ber shave a pig.

How man-y hairs will make a wig?

Four and twen - ty that's e - nough.

Give the bar - ber a pinch of snuff.



Ostinato:

Oooo, I got-ta sneeze ah choo!

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, **Cl** rhythm of special words.
3. Speak whole poem, **Cl** rhythm of special words.
4. Read, then read and **Cl** 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.

V. SECOND GRADE—*Barnyard Suite*



Narrator: "I tell you, what I like is riding those horses. Yessir, I can hear them now!"

Trad./arr. JS

III. SHOE THE COLT

2

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.

Process:

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,

d. Dramatize with a corral scene, i.e., a blacksmith shoeing the horses, then leading them to a water trough (a student lying down) and then into the corral with horse sounds, etc.