

# Contents

Preface . . . . .	v
<b>Focus on Rhythm</b>	
This Little Song . . . . .	2
One Bottle O' Pop . . . . .	4
Chicken on the Fence Post . . . . .	6
<b>Focus on Melody</b>	
Teddy Bear . . . . .	8
Rocky Mountain . . . . .	10
America, America. . . . .	12
<b>Focus on Form</b>	
Hear the Train . . . . .	14
Georgie Porgie . . . . .	16
Mary Lee We Rolla Long . . . . .	18
<b>Focus on Texture</b>	
Two, Four, Six, Eight . . . . .	20
One, Two, Three, Four, Five . . . . .	22
Hear the Bells . . . . .	24
<b>Focus on Harmony</b>	
Down Came a Lady . . . . .	26
Springtime Magic . . . . .	28
Viva la Musica . . . . .	30
<b>Instrument Glossary . . . . .</b>	<b>32</b>

© 2002, Memphis Musicraft Publications

All rights reserved. No part of this publication may be reproduced or distributed in any form without the expressed permission of the publisher. Exception: The visuals in the lessons may be reproduced for single classroom use.

# Preface

**It's Elemental: Lessons that Engage** is a collection of fifteen fully-processed lessons intended to enhance the curricular goals of your elementary music classroom. The material presented contains traditional, folk and original songs and poems as well as orchestrations, movement and game suggestions. The lessons integrate the elements of Orff Schulwerk through singing, speech, movement and instrument playing.

The collection is organized into five sections: **Rhythm, Melody, Form, Texture and Harmony**. Each section includes three lessons, one each for early, middle and upper elementary students. The grade levels suggested are meant to be guides. The experience and level of your students will determine the grade at which each lesson is presented.

**Focus:** Each lesson is geared toward a specific focus, an emphasis on a particular musical concept.

**Skills:** The skills listed at the beginning of the lessons are the prior knowledge and abilities students need in order to successfully complete each lesson.

**Process:** The process begins with an activity that engages the learner, reviews concepts, and supports the focus. The steps that follow are carefully designed to lead the students toward the desired outcome.

**Performance:** The lesson culminates in a performance. Here the students demonstrate understanding of the focus.

**Extension:** Each lesson includes an extension, which can be used to further enhance the learning.

**Classroom Tip:** Finally, a classroom tip provides little tidbits about classroom management, organization and routines.

The orchestrations in the collection are prepared using body percussion and text phrases. The body percussion is demonstrated by the teacher, mirrored by the students, then transferred to the instruments. Text phrases help students play their parts more accurately. Once parts are learned, the text phrases are internalized. We have kept the orchestrations simple so they can be learned quickly and easily. Feel free to adjust them to meet the needs and abilities of your students.

Although we have provided a step-by-step process, we encourage you to make these lessons your own by using your strengths and talents and those of your students. We hope you enjoy the collection and wish you much success.


We are grateful to Carol Huffman, Donna Basile and Robert de Frece for their generous support, guidance and friendship. We also wish to thank our editor for his vision and dedication to this project. Finally, we dedicate this book to our family and dear friends for their support and patience during this process!

Don Dupont  
Brian Hiller


# Focus n Rhythm

## This Little Song

Dupont




This lit-tle song is not ve-ry long, just lis-ten well and fol-low a - long.



1. Touch your head. x x x x x x  
 2. Clap your hands.  
 3. Pat your legs.  
 4. Stamp your feet.


This lit-tle song was



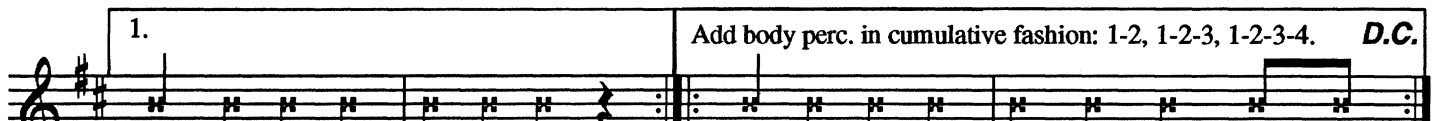
not ve-ry long. We lis-tened well and fol-lowed a - long. Hoo - ray!

## This Little Song (Extended Version)

Dupont



This lit-tle song is not ve-ry long, just lis-ten well and fol-low a - long. Touch your

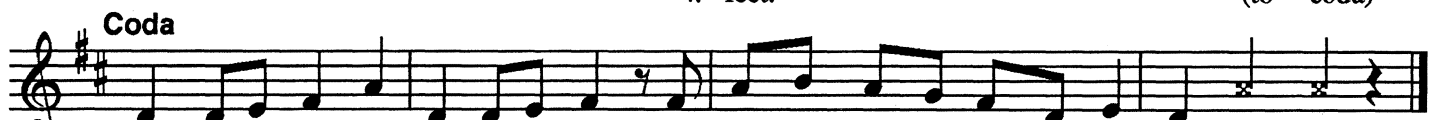


1. head. x x x x x x

Add body perc. in cumulative fashion: 1-2, 1-2-3, 1-2-3-4. **D.C.**

1. head. x x x x x x  
 2. hands.  
 3. legs.  
 4. feet.

Clap your  
 Pat your  
 Stamp your  
 (to coda)



This lit-tle song was not ve-ry long. We lis-tened well and fol-lowed a - long. Hoo - ray!

# This Little Song

FOCUS: Steady beat

LEVEL: K-1

SKILLS: Body percussion • Unpitched instrument playing

## PROCESS

- ⚙ Perform body percussion/body movements to a steady beat as students imitate simultaneously. Change movements every eight beats. Outline the body percussion used in the song. Suggested music: Mozart's *Eine Kleine Nachtmusik*, first movement.
- ⚙ Sing *This Little Song*, performing body percussion as indicated. Students imitate simultaneously.
- ⚙ Teach the song, echoing by phrases. Perform using body percussion.
- ⚙ Teach the Coda, adding a gesture on "Hooray!"

## PERFORMANCE

Song with body percussion

## EXTENSION 1 - Unpitched instrument playing

Transfer the body percussion to unpitched percussion. For example:

*Touch your head.* = *Shake your bells.*

*Clap your hands.* = *Click your sticks.*

*Pat your legs.* = *Tap your block.*

*Stamp your feet.* = *Play your drum.*

Divide class into four groups, one group for each instrument. Sing the song and have each group play its instrument when named.

## EXTENSION 2 - Cumulative singing

Using the extended version of the song, perform the body percussion section in cumulative fashion as indicated.

Transfer to unpitched percussion as shown in Extension 1 for an additional challenge.



### **CLASSROOM TIP — Self Space**

*For activities such as this we have students stand in their bubble space (self space). To find their bubble space students spread out in the room. They stand with arms outstretched and slowly turn in place, making sure not to touch anyone or anything nearby. Once they can do this, they blow an imaginary bubble around themselves. Students then practice moving around in their self space taking care not to let their bubbles pop!*