



# Improvise with the Seasons

**Suggested grade level: K–5**

## Objectives

Improvisation

Quarter notes, whole notes

I–V

This arrangement can fulfill National Standard 3a for Grades K–4: Improvise “answers” in the same style to given rhythmic and melodic phrases.

## Process

1. Sing the song using the words for the appropriate season. Invite the students to sing with you when they are ready.

*Additional verses*

Winter’s here, there’s lots to do...

Spring is here, there’s lots to do...

Summer’s here, there’s lots to do...

2. Sing the song while clapping the rhythm of the SM/AM part. Sing again (continue clapping) while snapping the rhythm of the SG part. Repeat this step until the students are comfortable.
3. Transfer claps to the metallophones and sing. Transfer snaps to the SG and sing.
4. Teach the BX part. Student will mirror you as you:
  - a. Pat C & G on the sides of your legs.
  - b. Pat D & G with your right hand on the front of your leg and your left hand on the side of your leg.

Remind the students to pay close attention to when you pat the side of your legs and when you pat the front of your legs.

## Improvisation activity

Have the students:

1. Think of two things that they like to do during the named season. For example, *I like to ride my bike and shop at the mall.*
2. Practice their sentence describing what they like to do using a steady beat.
3. Set up the barred instruments in C pentatonic.
4. Improvise a melody using the rhythm of their what-they-like-to-do sentence.

After the students are comfortable playing the rhythm of the words, challenge them to try this:

5. Play their rhythm on the barred instruments ending on any pitch.
6. Repeat their sentence on the instruments but end on long C or short C the second time.

Perform the song and the improvised sentences as part of a class rondo.

## Some things to consider...

- Make sure the students are always alternating mallets when playing their improvisations, as opposed to using only one mallet.
- Remind the students to play using a steady beat so that everyone can still understand their sentence.

## For the younger folks...

- Sing the song but omit the arrangement. Or, consider playing the BX part while the children sing the song.
- Spend more time preparing the sentences, focusing most of the attention on the steady beat and the rhythm. Consider preparing the sentences for improvising by clapping or using other body percussion. Then transfer the clapping to a hand drum or another nonpitched percussion instrument. Be sure to work slowly.
- Before putting the sentences on the barred instruments, have the students practice saying their sentences and singing the song as part of a class rondo. For example: song – four kids take turns saying their sentence – song – four more kids – song – etc.
- Transfer the sentences to the barred instruments set up in C pentatonic.
- Have each student say his or her sentence one time and then improvise a melody using the rhythm of the sentence. You may or may not wish to have students end on long C or short C.

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by Donna Dirksing

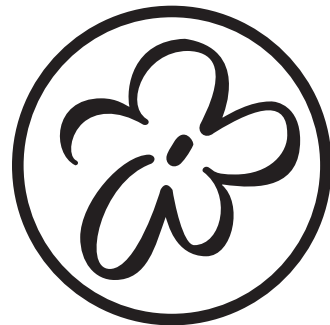
Fall is here, there's lots to do,  
Lots to do, lots to do,  
Fall is here, there's lots to do.  
Now we want to hear from you!



Winter's here, there's lots to do,  
Lots to do, lots to do,  
Winter's here, there's lots to do.  
Now we want to hear from you!



Spring is here, there's lots to do,  
Lots to do, lots to do,  
Spring is here, there's lots to do.  
Now we want to hear from you!



Summer's here, there's lots to do,  
Lots to do, lots to do,  
Summer's here, there's lots to do.  
Now we want to hear from you!



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Donna Dirksing

$\text{♩} = 144$

Fall is here, — there's lots to do, — Lots to do, — lots to do. —

SG

SM  
AM

AX  
BX

5

Fall is here, — there's lots to do. — Now we want to hear from you!

SG

SM  
AM

AX  
BX