

# Billy's Song



## Objectives

- *Students will be able to identify where the pitch B is located on the music staff.*
- *Students will be able to read and perform songs that use the pitch B on the recorder.*
- *Students will accurately read and perform quarter notes, pairs of eighth notes, and quarter rests.*

## Teaching Suggestions

### *First Lesson*

1. Copy and distribute *Billy's Song*, found on pages 14–15 for your class. You may also wish to copy the song on film and project it using an overhead projector.
2. Teach the students to sing the song using echo imitation.
3. Identify the pitches used in the song by:
  - Instructing the students to look at the notes.
  - Ask the students, "What pitch is this?" and point to the first note.
  - Ask another student, "What pitch is this?" and point to a random note in the middle.
  - Ask another student, "What pitch is this?" and point to the last note.
  - Ask the class, "What did you notice about all the notes in this song?"
4. Ask your students to identify the sections where they should sing and where they should play.
5. Teach the recorder part (measures 9–12) on page one of *Billy's Song* using the following method:
  - Play for your class while they point to each note as you play it.
  - Instruct the students to play measures 9–12. If the class is having difficulty, you might try singing the song as they try a second or third time. Then, drop out and challenge them to play it a few more times without your assistance. Be sure that they realize the relationship between the lyrics and the notation.
- Challenge the students to sing and play the A section.

## Second Lesson

1. Review the A section of *Billy's Song*.
2. Say, and then play, the rhythms in the B section of *Billy's Song*. The B section is structured to be an echo between the teacher and the students. You can use the notation we have provided or challenge the class to improvise four-beat patterns. There are many possibilities for learning in this section. Some suggestions are:
  - The teacher plays a four-beat pattern followed by the students echoing it.
  - A student plays a four-beat pattern followed by the class echoing it.
  - Pairs of students take turns playing and echoing four-beat rhythms.
  - Create 16, four-beat rhythm cards and display them for the students to say, then play.
  - Question and answer/call and response between a leader and the group.
  - Students say the rhythm (written in the "Call" portion of the music), then play the rhythm "Response."
3. Prepare to perform the whole piece by "walking" through the music. Show students how to follow the *D.C. al Coda*.
4. Perform the whole piece with the accompaniment track.

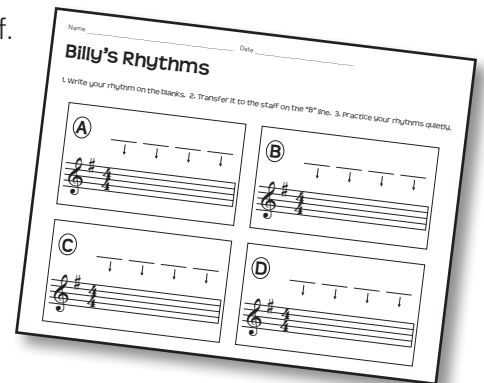
## Additional Materials

### Self Assessment

- Use the Self Assessment page for *Billy's Song*. You can do this as a group activity by displaying the worksheet or as an individual activity by copying and distributing it to your students. The worksheet is on page 16.

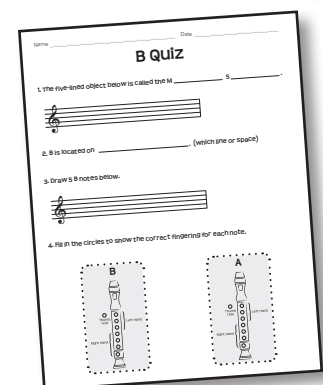
### Billy's Rhythms Worksheet

- Use this worksheet to reinforce rhythms your students have learned, and to reinforce where the pitch B is on the music staff.
- Insert the student-created rhythms into the B section of *Billy's Song*.
- Performance suggestions might include:
  - A student leader plays their rhythms for the class to echo.
  - Each student shares his/her rhythms.
  - Create one group pattern to be the "response" and then, have a student perform their own rhythm and the group respond with the group pattern.
- The worksheet is in the data files on the mixed-media CD.



### B Quiz

This short quiz is very useful in helping students to know what information is really important. Giving this quiz helps students to recall where the pitch B "lives" on the music staff. It also challenges them to write the note onto the staff. You may want to give this quiz at the beginning of a class, before the recorders come out. The quiz can be found in the data files on the mixed-media CD.





# Billy's Song

Timothy Adams

1-4

**A**

5 *Sing* 6

Bil-ly's song has just one note. That's o-kay 'cause he's a goat! Now

7 8

play, with me, that note called "B"!

9 *Play* 10

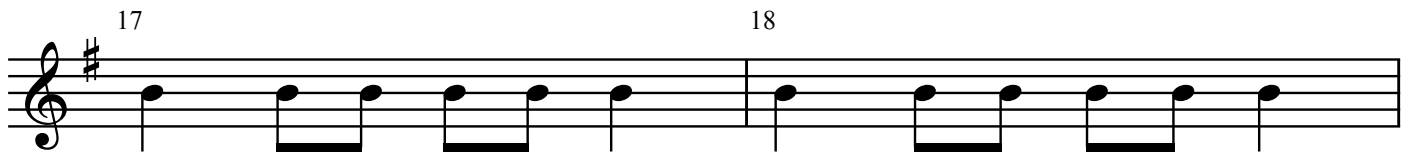
11 12 *to Coda* ☉

**B**

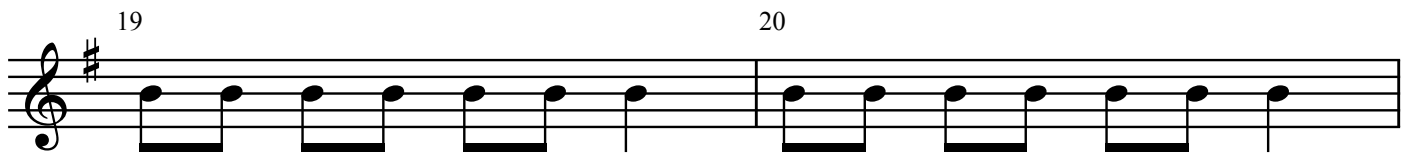
13 *Call* 14 *Response*

15 16

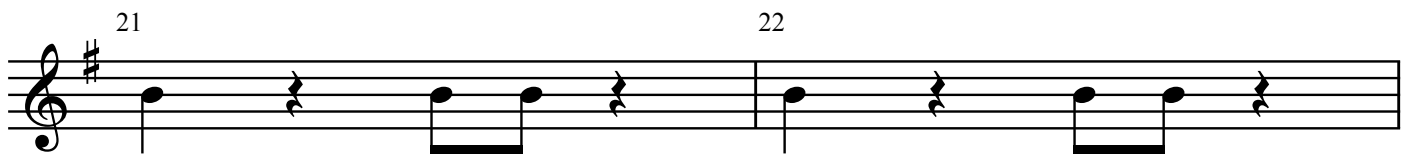
17 18



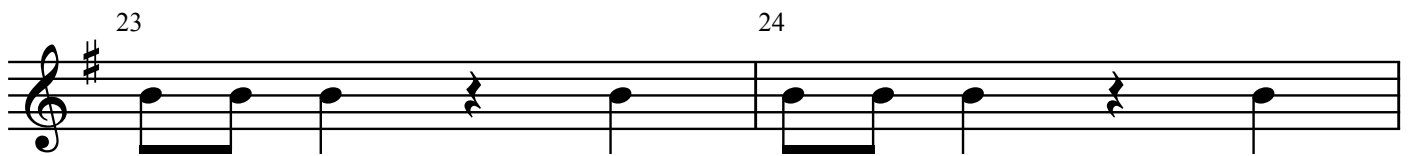
19 20



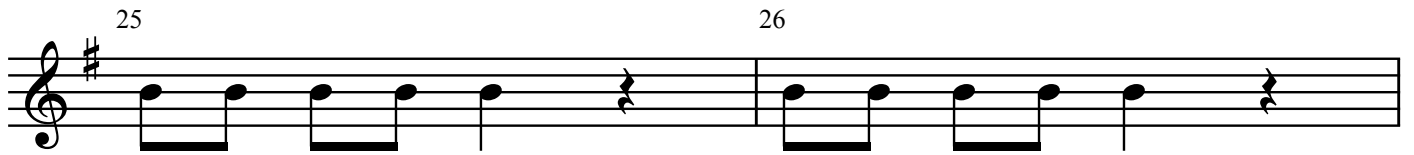
21 22



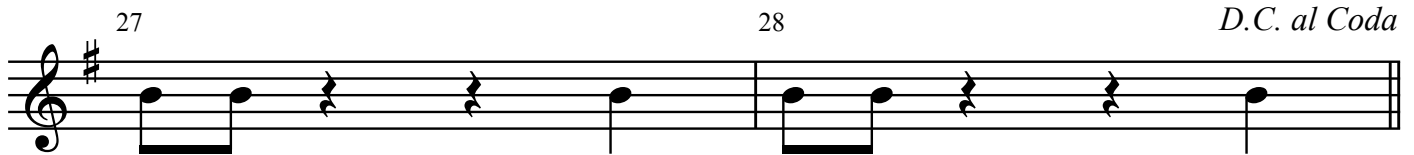
23 24



25 26



27 28 *D.C. al Coda*



29-32  $\Phi$  *Coda* 4

