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CD Contents

The CD included with this product contains all of the visuals and manipulatives you will need to teach the lessons. To access the digital files, you will need a PDF reader, such as Adobe Reader, which you can download for free at <http://get.adobe.com/reader/>. Once you have installed a PDF reader, simply insert your CD into your CD drive. When prompted, click on **View Files** to see all of the resources available to you.

Preface

Teaching is both an art and a science. The art of teaching provides creative, exciting, and enriching activities that engage the learners. The science is the understanding that we (teachers) need to present material in a developmentally appropriate and sequential manner. We want our students to be actively involved in the music-making process and at the same time be able to articulate exactly what they are learning in music. The goal of this series is to provide elementary music specialists with the tools and resources they need to develop a curriculum that teaches skills and concepts while maintaining an aesthetic and creative classroom environment!

The music room is a place where children participate, discover, investigate, learn, and perform. The result is an experience that not only builds musical knowledge but helps students develop a positive attitude toward music and the music-making process. At the elementary levels, students develop skills in music through singing, chanting, moving, and playing instruments. In our classrooms, we often integrate all of the music-making activities into one learning experience. For example, children may learn a traditional folk song, identify the form and style, add movement and instrumental accompaniment, and develop ideas for contrasting sections. This multifaceted approach fosters active music participation and allows individual students an opportunity to express themselves through multiple forms of music making. Through this process the children learn to become not only independent musicians but interdependent members of a community of learners.

Every elementary student in our district attends music once a week. As in any other discipline, music has its own tools, materials, concepts, and skills, which are developed with increasing understanding over time. For each concept or skill, the student must pass through a learning sequence to assimilate and build understanding.

What to Teach When: A Thoughtful and Engaging Music Curriculum, Grades 2–3 provides elementary music specialists with repertoires and learning activities for teaching the elements of rhythm, melody, form, texture, and timbre. The curriculum is spiraled and the order of the activities has been carefully designed so that skills and concepts are continually reinforced before new concepts are introduced. Each song or activity lists the elemental focus and concept along with the basic way in which we teach the piece to our students. When applicable, you will see thumbnail images of the visual aids and/or manipulatives we have created for teaching the piece. All of these can be found on the CD-ROM included with this book.

Our goal is to provide you with a core curriculum and encourage you to use the ideas in this publication as a springboard to creating exciting and enriching experiences with your students. At the end of each grade-level offering, you will find a fully processed sample lesson plan that demonstrates how particular music skills and concepts might be taught in more detail. We wish you all the best!

Brian Hiller Don Dupont


Deedle, Deedle, Dumpling

Traditional

Dee-dle, dee-dle, dump - ling, my son, John, went to bed with his trou-sers on.




One shoe off, one shoe on, dee-dle, dee-dle, dump - ling, my son, John.

Deedle, Deedle, Dumpling
Visual



Deedle, deedle, dumpling, **my son John,**
Went to bed with his **trousers on.**
One shoe **off,** one shoe **on,**
Deedle, deedle, dumpling, **my son John.**

Transfer Chart

	Snap/Metals
	Clap/Woods
	Pat/Skins

1. Display the Deedle, Deedle, Dumpling Visual.
2. Teach the chant, echoing by phrases.
3. Once the chant is secure, transfer the “special” words to body percussion as indicated on the Deedle, Deedle, Dumpling Transfer Chart.
4. Next, transfer the body percussion to non-pitched percussion (metals, woods, and skins) as indicated on the transfer chart.
5. Lead the students in performing the piece.

Suggested Performance

- Perform the chant.
- Perform the chant with body percussion (internalize special words).
- Perform the chant with instruments (internalize special words).
- Play the instruments only (no chant).



The following two activities will serve as a review of rhythm and melody concepts learned in first grade.

Rhythm: Review quarter notes, paired eighth notes, and quarter rest

Melody: Review sol, la, and mi

Rain, Rain, Go Away

Traditional

Rain, rain, go a - way; come a - gain an - oth - er day.
Rain, rain, go a - way; lit - tle chil - dren want to play.



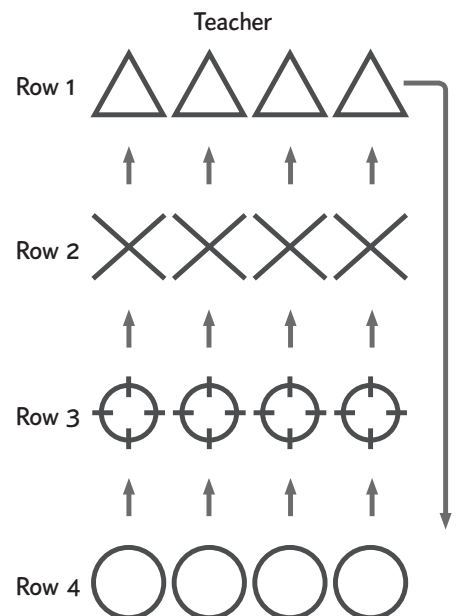
Before we present the following activity, we remind the students that a song has three elements: the beat, the rhythm, and the melody. When we notate the rhythm of a song, we ask the students to think of the quarter note (ta) as “one sound on the beat,” two eighth notes (ti-ti) as “two sounds on the beat,” and the quarter rest as “no sound on the beat.”

1. Display the Rain, Rain, Go Away Steady Beat Visual. Sing the song, pointing to each beat. Sing the song again, one phrase at a time, and invite students to identify the rhythms. Notate the rhythms without the noteheads, just the stems. Next, sing the song with the hand signs learned in first grade and the pitch ladder shown to the right. Pitch circles are available in the data files on the CD-ROM so that you can create your own pitch ladders. Tell the students the starting pitch of each phrase and have them tell you the rest. Write *S*, *M*, and *L* for *sol*, *mi*, and *la* under the rhythms on the Steady Beat Visual. Teach the song, echoing by phrases and using hand signs.
2. With students in four rows, distribute non-pitched percussion instruments as follows: row 1—triangles; row 2—rhythm sticks; row 3—tambourines; row 4—drums. Have the students in row 1 play the rhythm of the first phrase on the triangles, followed by the students in row 2 playing the next phrase on the rhythm sticks. Continue in the same manner with rows 3 and 4.
3. Now, have the students sing the song, then play their phrases on instruments in order. Next, play the song on the piano and have the students rotate to the next instruments. (Rows 2, 3, and 4 move up one row, and row 1 goes to the back row. See the illustration at right.) Have the students sing the song again and then play their new phrases on their new instruments. Continue in the same manner until all students have played all of the instruments.

la

sol

mi



Instrument Rondelet

Hiller/Dupont

(A)



V Hear us play the in - stru - ments in our ron - de - let.

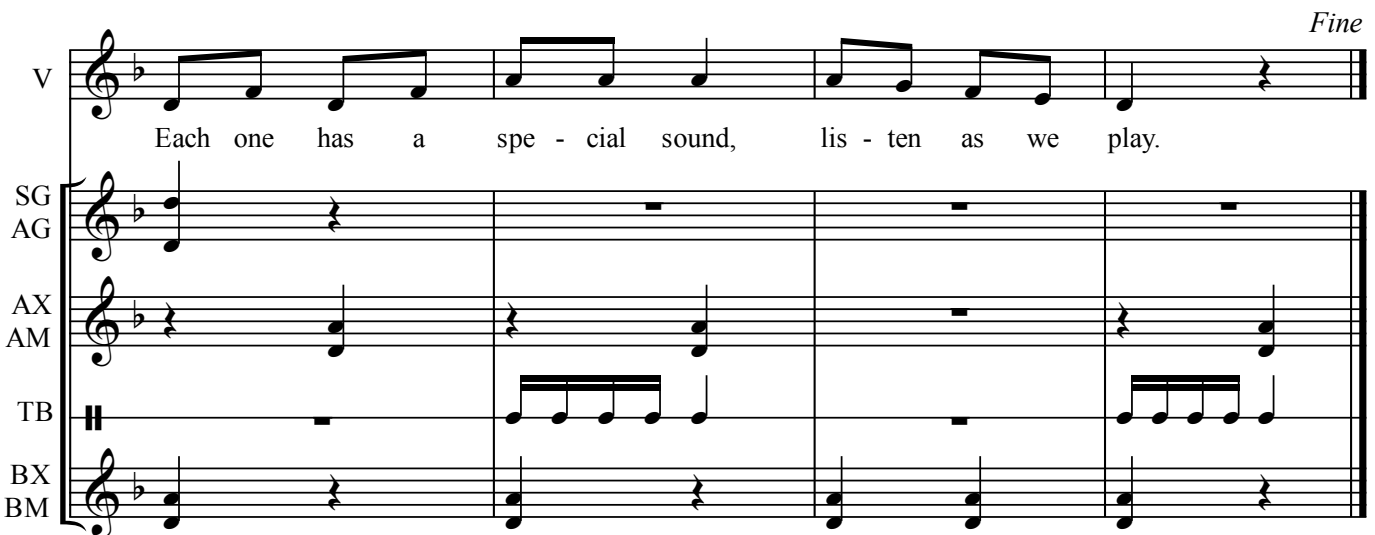
SG
AG

AX
AM

TB

BX
BM

Fine



V Each one has a spe - cial sound, lis - ten as we play.

SG
AG

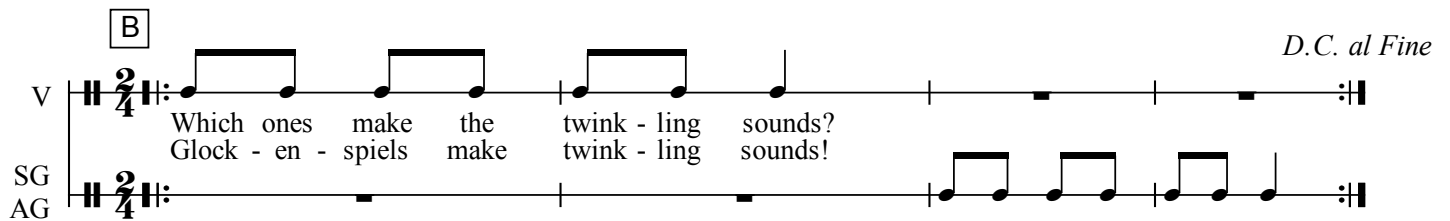
AX
AM

TB

BX
BM

(B)

D.C. al Fine



V Which ones make the twink - ling sounds?
Glock - en - spiels make twink - ling sounds!

SG
AG

C: Which ones make the crisp, dry sounds?
Xylophones make crisp, dry sounds!

E: Do you know which ones are left?
Metals, woods, and skins are left!

D: Which ones make the mellow sounds?
Metallos make mellow sounds!

Coda: Each one makes a special sound.
Music makes the world go 'round!

Continued on next page...

1. Display the Instrument Rondelet Lyrics Visual. With students seated at barred instruments set up in F pentatonic (with E and B bars removed), teach the A section, echoing by phrases.
2. Prepare the orchestration using body percussion and/or text phrases and then transfer the patterns to the instruments. Teach the bass and alto parts together.
3. Teach the text for sections B, C, D, and E, echoing by phrases. Have the students in each instrument family speak their text and then pat the rhythm on their legs. Transfer the patterns to the instruments allowing the students to improvise a melody to fit the rhythm of the phrase.
4. Teach the *coda*, echoing by phrases. All students should improvise as before. Encourage the barred instruments to end on D.
5. Lead the class in performing the piece.

Suggested Performance

Rondo form (ABACADAEA)

Introduction: BX and BM, AX and AM play for four measures.

Section A: All sing the song with orchestration.


Sections B, C, D, E: Continue alternating between these and the A section. Students in each instrument group speak the text and then improvise on their instruments. (You may also invite individual students to speak the text as solos.)

Coda: All speak and then play; barred instruments end on D.



*We use the nickname **metallo**s for metallophones so the rhythm is the same as the other instrument names.*

Instrument Rondelet
Lyrics Visual



Hear us play the instruments in our rondelet.
Each one has a special sound, listen as we play.

Which ones make the twinkling sounds?
Glockenspiels make twinkling sounds!

Which ones make the crisp, dry sounds?
Xylophones make crisp, dry sounds!

Which ones make the mellow sounds?
Metallos make mellow sounds!

Do you know which ones are left?
Metals, woods, and skins are left!

Each one makes a special sound.
Music makes the world go 'round!

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Derry Ding Dong Dason

Traditional

1
Der - ry ding dong da - son, I am John Ches - ton. We

2
weed - on, we wod - den, we weed - on, we wod - den. Bim -

3
bom, bim - bom, bim - bom, bim - bom.

1. Present the Derry Ding Dong Dason Visual. Sing the song for your students. Explain to them that there are three different sections. Have the students hold up one, two, and then three fingers with you as you sing each section.
2. Teach the song, echoing by phrases.
3. Divide the class into three groups, one group for each section. Have each group create a movement to accompany its section. As an added challenge, have the students practice singing with all motions. Sing in two- or three-part canon, depending on the skill level of your group.

Derry Ding Dong Dason
Visual

1
Der - ry ding dong da - son, I am John Ches - ton. We

2
weed - on, we wod - den, we weed - on, we wod - den. Bim -

3
bom, bim - bom, bim - bom, bim - bom.

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