

General Outline and Overview

Each of these units of study includes 3 - 4 sing-along songs with recordings, listening activity examples on the CD, reproducible puzzles, games and music “brain teasers”, extension activities, PowerPoint presentations, and all the content a teacher needs to present the material effectively.

LEVEL 1

Key Songs:	<i>Mary Had a Little Lamb; Star Light, Star Bright; London Bridge</i>
Key Elements	
Pitch:	high and low, notes
Rhythm:	steady beat, tempo - fast and slow
Dynamics:	loud and soft
Timbre:	instruments: piano, guitar, violin, clarinet, trumpet, timpani, the orchestra
Form:	echo clapping (call and response)
Key Composer:	W. A. Mozart (Classical Period)

LEVEL 2

Key Songs:	<i>Kookaburra; Baa, Baa, Black Sheep; Frère Jacques; When the Saints Go Marchin' In</i>
Key Elements:	
Rhythm:	beat vs. rhythm review, tempo, time signature ($\frac{4}{4}$), measure, quarter notes and quarter rests, eighth notes, counting system, music notation
Dynamics:	<i>piano, forte</i>
Timbre:	instrument families and the orchestra
Form:	binary (AB), ternary (ABA)
Key Composer:	Pietor Tchaikovsky (Romantic Era)

LEVEL 3

Key Songs: *Sakura; Home on the Range; De Colores*

Key Elements:

Rhythm: review steady beat, $\frac{4}{4}$ and $\frac{3}{4}$ time signatures, whole notes and rests, half notes and rests, eighth notes and rests, notation in treble clef, steps and skips

Timbre: introducing recorders, review instrument families, electronic instruments

Key History: African-American music from spirituals to hip-hop

LEVEL 4

Key Songs: *Camptown Races; You're a Grand Old Flag; O Canada*

Key Elements:

Rhythm: $\frac{4}{4}$ and $\frac{3}{4}$ time signatures; whole, half, quarter and eighth notes and rests; notation and composition

Timbre: continue playing recorders, the emotional impact of music (happy, sad, scared, peaceful, excited, silly, mysterious, proud)

Key Composer: J.S Bach (Baroque Period)

LEVELS 5 and 6

Key Elements:

Rhythms: rhythms and instruments of Africa, India, and Cuba

Timbre/Texture: music styles (classical, jazz, movie soundtrack, gospel, zydeco, bluegrass, salsa, rock and roll)

Key History: Baroque, Classical, Romantic, 21st Century Music



This icon indicates an audio track on the enclosed CD

The CD is an indispensable part of this book. No amount of text can substitute for students actually *hearing* the music described. Due to the time limitations of an audio CD (80 minutes), many of the music examples are short excerpts. There are references provided throughout the book that direct you to other sources of music, should you decide that further listening is warranted. Many fine recordings are available for download at *iTunes* or other internet sites.



This icon indicates a Key Section of each level

The *Key Sections* focus on songs, the basic elements of music (pitch, rhythm, harmony, dynamics/expressive markings, timbre, texture and form) or music history.

All the songs in this book were chosen for their “singability” (i.e. they are in a good range (lowest note to highest note) for children and have appropriate lyrics), and for their historical place as folk songs of various cultures. Many of the songs are part of the repertoire recommended for children by the Music Educators National Conference (MENC).

For all the sing-along songs, you may wish to replace (or supplement) the recording with the students’ own instrumental accompaniment. Use tambourines or other small rhythm instruments to play along with the song. Visit www.rhythmband.com or your local music store to find for a wide selection of inexpensive classroom instruments.



This icon indicates a PowerPoint slide or series of slides

These slides include lyrics for the sing-along songs, supplemental material to the audio CD, photographs of composers and musical instruments, and much more.



This icon indicates a WebVisit suggestion

If your class has internet access, taking your students on the WebVisits recommended in this book can be a valuable use of time. The websites we list are all visually appealing and include interesting components such as instrument games, music theory games, music composing activities and more.

MOVE!



This icon indicates a suggested movement activity

These easy-to-prepare activities are great for getting your children up and moving to music!



This icon indicates listings of high quality (but inexpensive) recordings

These recordings can be used for further study, for extension activities, or for transition music. *iTunes* and other online sources are also a great way to find quality recordings at bargain prices!

LEVEL 1



The Key Songs

As was discussed in the introduction, each of the songs selected for this book were chosen for their appropriate ranges (lowest note to highest note) and suitable lyrics. They were also selected because they appear on recommended lists of songs students should know, and because they represent folk songs of different cultures.

Before you play the CD for your class, read through the lyrics with them using the PowerPoint slides provided or the reproducible song sheets in the book. Teach the lyrics by rote if you are working with pre-readers. Once the students know the lyrics, play the CD for them and have them sing along.

The singing voice of a child is generally light in quality and volume. Encourage the students to sit (or stand) up straight when singing and to take full breaths to support the sound. Emphasize the difference between an “outside” (shouting) voice and a controlled, clear singing voice. Divide the class into several sections and take turns singing with these smaller groups. It is sometimes easier for students to “match pitch” (sing the correct notes) when they are in smaller groups. Repetition is key. Have all the boys sing, then have all the girls sing. Have all the students wearing red sing; have all the students with more than five letters in their first name sing; etc. Keep it fast-paced and fun!

Mary Had a Little Lamb



Reproducible Song Sheet (page 8)

MOVE!



While the majority of the class sings the song, have several students act out the song. Choose one student to play the lamb and one to play Mary and three or four others to be the “class”. Take turns singing and acting.

Star Light, Star Bright



Reproducible Song Sheet (page 8)

London Bridge



Reproducible Song Sheet (page 9)

MOVE!



Act out the words to the song. In the first verse, have two students join hands to create a “bridge” that under which other students walk. In the second verse, have students pretend to build a bridge with iron bars, and in the third verse, pretend to bend and break the bars.

Add a Rhythm Accompaniment



For all the sing-along songs, you may wish to replace (or supplement) the recording with the students’ own instrumental accompaniment. Use tambourines or other small rhythm instruments to play along with the song. Visit www.rhythmband.com or your local music store to find for a wide selection of inexpensive classroom instruments.

