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'Round and 'Round

Hiller/Dupont



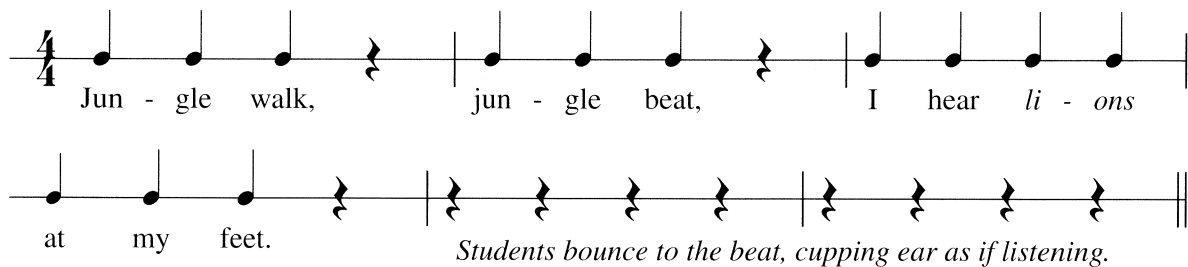
FOCUS: Quarter Note, Quarter Rest

LEVEL: K - 1

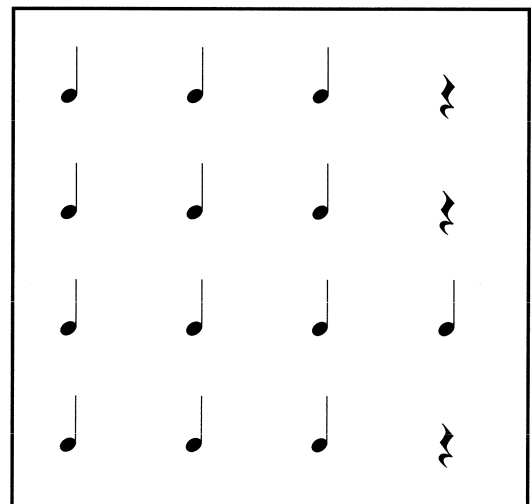
SKILLS: Steady beat • Instrument playing • *So-la-mi*

PROCESS

- Warmup: Teach the following chant, echoing by phrases.



- With students in self-space, tap a drum as they walk the beat, speaking the chant. On the silent beats in measures 5 and 6 tap the rim of the drum as students freeze and bounce to the beat, cupping one ear. Have students choose other animal names for additional verses.
- Present the visual at the right.
- Sing 'Round and 'Round to the class as students pat the beat on their legs. Use a pointer to follow the rhythm on the visual as you sing. Identify where the silent beats occur.
- Teach the song, echoing by phrases.



PERFORMANCE - Ball Passing Game

Class sits in a circle with four different percussion instruments in the center. As the song is sung, a ball is passed student-to-student on the beat (including rests). The student holding the ball on the final "round" goes to the middle, chooses an instrument, and plays the rhythm of the song as an interlude. Instrumentalists return to the circle after their solos and the game continues.

EXTENSION - Craft Stick Rhythm Notation

Form small groups and pass out four craft sticks (popsicle sticks) to each group. Invite groups to create 4-beat rhythm patterns on the floor with the sticks. Have each group clap their rhythm for the class.

Craft Stick Rhythm Key
vertical stick = quarter-note
horizontal stick = quarter rest

Next, clap 4-beat rhythms for students to notate using the sticks.

Mother Goose is on the Loose

Dupont/Hiller

A

V

Mo - ther Goose is on the loose. Hey did-dle did-dle - i - ay.
 (Final) Mo - ther Goose was on the loose. Hey did-dle did-dle - i - ay.

SG
AG

temple blocks

guiro

BX
BM

Mo - ther Goose is on the loose.

V

Can you guess the nurs - ery rhymes from the clues I say?
 We all guessed the nurs - ery rhymes. Hey did-dle did-dle - i - ay.

SG
AG

temple blocks

guiro

BX
BM

B

Went to the cup-board. Old Moth - er Hub - bard. Up the hill. Jack and Jill.

He sang for his sup - per. Lit - tle Tom - my Tuck - er. Watch - es her sheep. Lit - tle Bo Peep.

FOCUS: Rhythm Patterns (♩ ♪ ♫ combinations)

LEVEL: 2 - 3

SKILLS: Broken bordun • Instrument playing • Movement

PROCESS

- Warmup: Review the following rhythm patterns through echo-clapping. Next, using sentence strips with the nursery rhyme characters written on them, match names with the corresponding rhythms.

Old Mother Hubbard

The notation shows a sequence of notes: a quarter note, a quarter note, a quarter note, a quarter note, a quarter note, and a quarter note.

Jack and Jill

The notation shows a sequence of notes: a quarter note, a quarter note, a quarter note, a quarter note, a quarter note, and a quarter note.

Little Bo Peep

The notation shows a sequence of notes: a quarter note, a quarter note, a quarter note, a quarter note, a quarter note, and a quarter note.

Little Tommy Tucker

The notation shows a sequence of notes: a quarter note, a quarter note, a quarter note, a quarter note, a quarter note, and a quarter note.

- Teach *Mother Goose is on the Loose*, section A, echoing by phrases, while students pat the beat.
- Prepare the orchestration with body percussion and text phrases, then transfer to instruments.
- Movement: Divide class into four circles and assign one character to each group.

Meas. 1-2: step (in) - 2 - 3 - together	Meas. 5-6: step (out) - 2 - 3 - together
Meas. 3-4: pat - clap - pat - clap	Meas. 7-8: pat - clap - pat - (rest)
- Teach the B section as follows: Teacher speaks the clues and each group claps and speaks its character name in rhythm. Choose any two characters for each B section.

PERFORMANCE

- Intro: BX/BM play four measures.
- A: Song/dance with orchestration.
- B: Teacher speaks any two clues; the corresponding groups answer.
- A: Song/dance with orchestration.
- B: Teacher speaks any two clues; the corresponding groups answer.
- A: Song/dance with orchestration.
- Repeat form as desired. Use "Final" lyrics for the last A section.

EXTENSION 1 - Unpitched/Barred Percussion Playing

Divide class into four unpitched percussion groups—metals, woods, skins, and large percussion. Transfer one character rhythm to each group. Repeat the performance without movement using spoken clues and instrument playing in each B section.

Repeat, this time transferring character rhythms to barred instruments in G Pentatonic. Separate the groups as follows: SG/AG, SX/AX, SM/AM, BX/BM.

EXTENSION 2 - More Clues

Have students work in groups to create and notate new riddles for nursery rhyme characters. Use these as new B sections to the song. Suggestions: Sat on a tuffet—*Little Miss Muffet*; Had a bowl—*Old King Cole*.