





# Autumn Leaves

## Lesson Suggestions by Denise Gagné

**Target Concepts:** High/low

**Materials:** Step bells • Scarves or streamers

 Leaf outline page (optional) • Non-pitched instruments

 Performance Track 1

Ann Wood



## Lesson Suggestions

1. Listen to the song (play the performance track or sing it for the students) and ask the children to show the contour of the melody using arm motions.
2. Teach the song by rote, one measure at a time, showing the melodic direction with arm motions.
3. Ask the children to sing the melody while you play it on the step bells. This is a great visual to show the children how the melody moves higher and lower.
4. Hand out scarves or streamers, and ask the students to create a movement that shows the melodic direction. Try using both non-locomotor and locomotor movements.
5. Teach/review the body scale and ask the students to show the notes on the body scale while singing the song. These are the movements I use when teaching/using the body scale: ➡

Do: reach into the air

Ti: touch head

La: touch shoulders

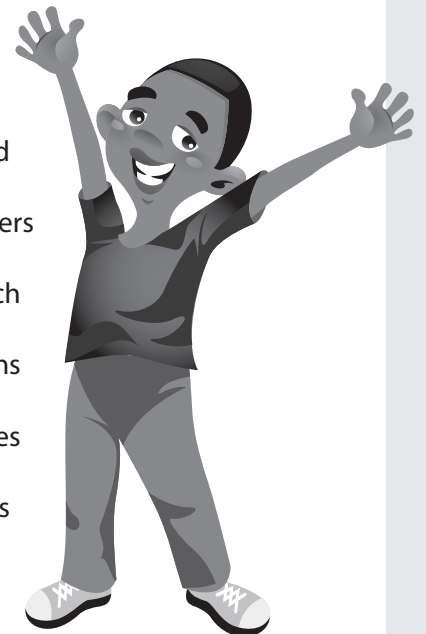
Sol: touch stomach

Fa: touch thighs

Mi: touch knees

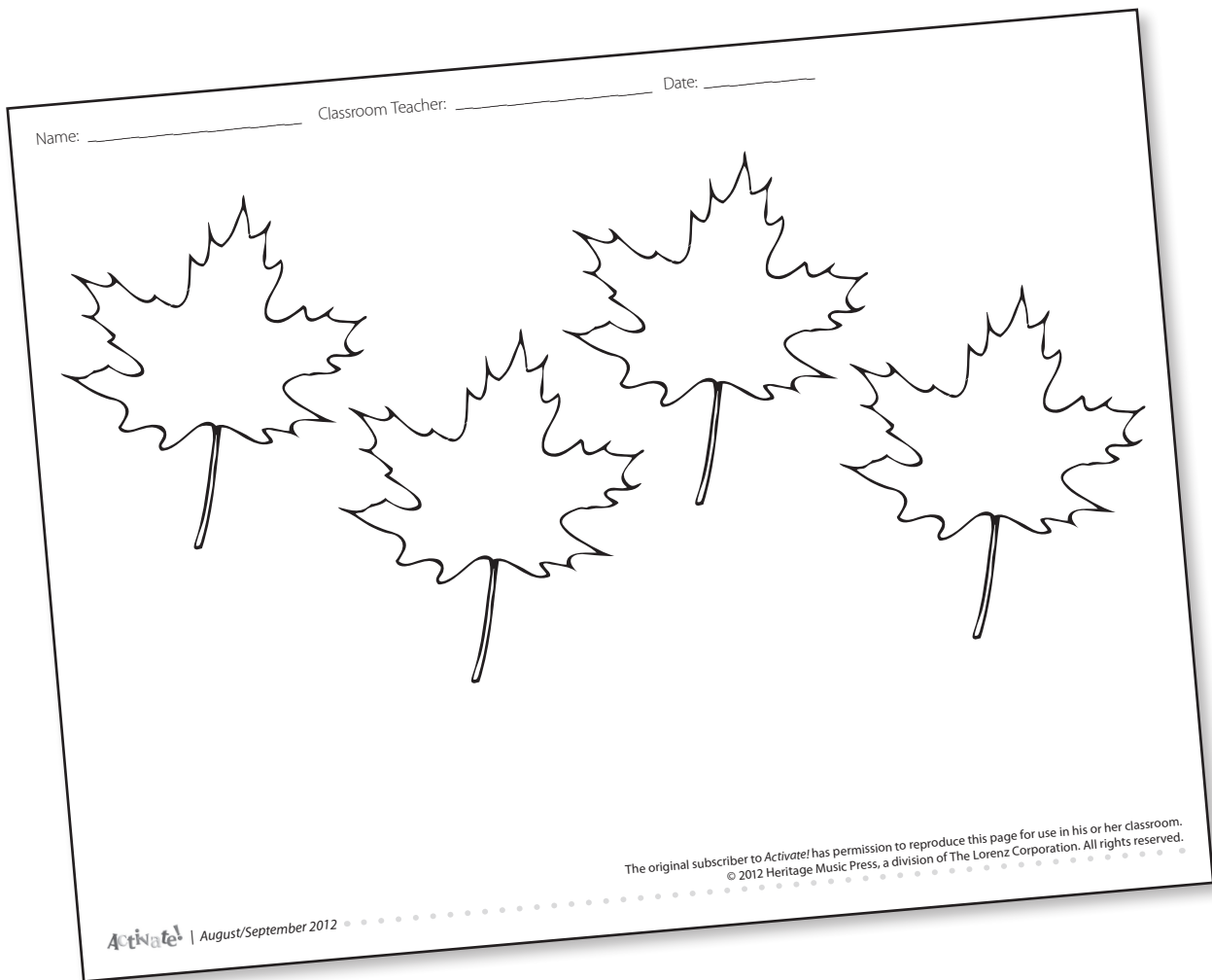
Re: touch ankles

Do: touch floor



## Extension Ideas

- Create a rondo form by asking the students to improvise rhythm patterns based on the colors of leaves.
  1. Give each student a leaf picture to color. Discuss what colors leaves might be in the fall, but allow the students the artistic license to color their leaves any color. The students can use each color more than once if they like.
  2. Write the name of the colors the children have chosen under each leaf. Have a child place his/her picture on the floor or on the tray of your whiteboard. Read the patterns rhythmically, and transfer the patterns to non-pitched instruments.
  3. Create a rondo by singing the song as the A section and then perform two sets of leaf patterns. Sing the song again while two more students place their cards on the board. Repeat until all the students have had a chance to share their patterns.
- Create your own big book of the song by typing the lyrics, one line per page, to fit an 11-by-17-inch paper. Give each child one page to illustrate. When the children have finished illustrating, bind the pages together with a coil binder. Since this book will be short (only seven pages in my template), you can make several copies. Give one to the classroom teacher and one to the school librarian.
- The *Autumn Leaves* movie (from the Musicplay Digital Resources) will be posted on the Musicplay page on Facebook.



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# The Star-Spangled Banner

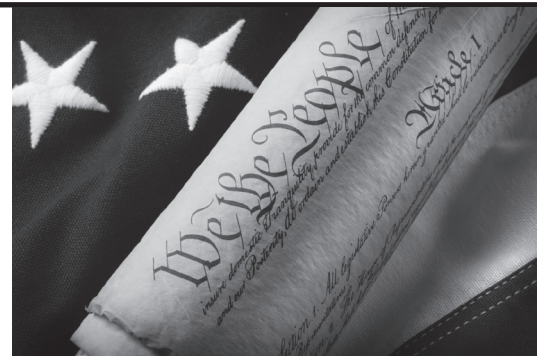
## Lesson Suggestions by Doug Edwards

**Target Concept:** Expression

**Materials:** Barred percussion instruments  Lead Sheet

 Performance Track 7 • Video\* (optional)

\*The video can be viewed from the *Activate!* page on Facebook at [www.facebook.com/ActivateMagazine](http://www.facebook.com/ActivateMagazine).



Provide your students the opportunity to explore expression in this arrangement of “The Star-Spangled Banner.” The accompaniment patterns feature many expressive techniques, including *ritardando* and dynamics, which should be taught and applied after the basic sticking and patterns have been mastered. This piece can serve as an inspirational opening selection for your patriotic programs throughout the year.

## Lesson Suggestions

1. Divide the students into melody and accompaniment players. Have them go to their instruments.
2. Print, copy, and distribute the lead sheet to your melody players (see the digital files). Notice the note heads have the note name inside. This provides a valuable teaching tool for moving the students to reading traditional notation. After some time practicing their parts, the melody players should be able to work on their part on their own as you concentrate on teaching the other parts.
3. Teach the accompaniment patterns one phrase at a time by rote. Bring attention to any measures or phrases that are the same or different, and piece the song together in sections until it is learned.
4. Once the patterns are learned, draw attention to the dynamics and tempo. Demonstrate how to play the *ritardandos* and *crescendos*, or use the recording to highlight these techniques.
5. Perform the piece.

**The Star-Spangled Banner**

Soprano  
Perf.   $\text{♩} = 90$

John Stafford Smith  
Arr. by Doug Edwards

F# in lower octave only; F# in upper octave.

\*Substitute A if F# is not possible.

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## Extension Ideas

- For even more dynamic contrast and musical effect, consider adding percussion to this arrangement. Cymbal rolls on the *crescendos* as well as bass drum and snare drum hits on the accents are a few ideas to explore.
- Roll any notes that need to be sustained. (Some rolls have been marked in the score but feel free to add more.) Using tone-sustaining instruments on the melody in addition to the soprano xylophone also helps to maintain the pulse. Instruments such as metallophones, glockenspiels, or wind instruments are possible choices.

# The Star-Spangled Banner

John Stafford Smith

Arr. by Doug Edwards

Perf.



$\text{♩} = 90$  F# in lower octave only, F# in upper octave.

Soprano *mf* \*

Alto

Bass *p*

6 1.

S *f*

A *p* *f*

B *p* *f*

11 2.

S *f*

A *p* *f*

B *p* *f*

14

S

A *mf*

B *mf*

\*Substitute A if F# is not possible.

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17

S

A

B

20

S

A

B

*f*

23

S

A

B

*rit.*

27

S

A

B

*a tempo*

*rit.*

*f*

# Dix Ans (10 Years)

*Lesson Suggestions by Paul Corbière*

**Target Concepts:** Score reading • Harmony

**Materials:** Recorders ⑧ Performance Track 8 ⑨ Improv Practice Track 9 • Recorder Scores  
Percussion instruments (optional) 📖 Barred Percussion Score (optional)



## Lesson Suggestions

1. Review pitches B, A, and G with your recorder players.
2. Present the music and ask the students to study the score. Ask the students for their observations; be sure to draw the students' attention to the fact that this piece is a duet where the two parts echo each other.
3. Challenge the class to play the Recorder 1 part measures 11–17.
4. Once these measures are secure, ask the students to continue to play Recorder 1 while you play Recorder 2 in measures 23–30.
5. Divide the class in half—assigning one half to Recorder 1 and the other to Recorder 2—and play measures 23–30.
6. Instruct the students to listen to the performance track and finger along with the music.
7. Ask the students to play the piece with the accompaniment track.

## Extension Ideas

- Teach the percussion ensemble (the score is available as a data file) parts as follows:
  1. Teach the claves (timeline) to everyone. Have your students clap this rhythm until they can perform it steadily and consistently.
  2. Recorder players should review B, A, and G fingerings. Distribute the recorder music and review the recorder parts. The students should be sure to observe and count the rests. This helps to maintain the beat in the second recorder part.
  3. Combine the claves with the recorder ensemble to help keep a steady beat. Continue to have the claves play when the students are learning and reviewing the recorder parts (the claves and the recorder share the same rhythmic motif).
  4. Next, teach the low drum. Fit it to the timeline (first two notes of the low drum play with the timeline).
  5. Teach the shekere and high drum. The students playing these parts should look at one another when they play.
  6. Teach the bass xylophone part; then the alto xylophone part. Be sure the students playing these parts play the fourth beat together.
  7. Teach the medium drum, using the suggested sticking.
  8. Layer in all parts in the following order: claves, low drum, shekere, high drum, bass xylophone, alto xylophone, medium drum, recorder 1, recorder 2.
- During the interludes, the recorder players can perform a number of movement activities, such as a circle dance or creative movement with their recorders. My students like to take out flags or streamers for synchronized movements.
- Instead of playing Recorder 2, players may improvise during the four-beat breaks on a variety of instruments (including the recorder).



# Dix Ans (10 Years)

Paul Corbière

Recorder 1

Recorder 2

1

2

1

2

1

2