

Materials:**Kodály 5 point lesson plan**

- 1) Purse/Pocket
- 2) 4 heart beat magnets
- 3) 8 ♩ ♪ magnets
- 4) Beach Ball
- 5) Beach Ball Magnets

Core Music Standards:

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Lesson Plan: (Practicing ♩ ♪ and Preparing la)**Opening: (5 minutes)**

- Lucy Locket-Movement

High Concentration (5-7 minutes)

- First Phrase of the rhythm Lucy Locket

Change of Pace (5-7 minutes)

- Bounce High: Steady Beat Movement with Beach Ball, use xylophone to help keep steady beat

Moderate Concentration (5-7 minutes)

- First 4 beats of melody to Bounce High on 2 line staff-put la higher and call it high, use body placement for each while singing
 - Shoulders=So
 - Head=High (La)
 - Hips=Mi

Ending/closing (5-7 minutes)

- Sing and play the game to Apple Tree

Previous Concept	Practice Concept & songs	Prepare Concept & songs	Next Concept
Concept: so/mi	Concept: ♩ ♪ 1) Lucy Locket 2) Rain, Rain 3) Snail, Snail 4) Cobbler, Cobbler 5)	Concept: La Present song: Bounce High 1) Apple Tree 2) Lucy Locket 3) 4) 5)	Concept: Quarter Rest

Lucy Locket

RHYTHM



MELODY

so • mi • la

PATHWAY TO *Pitch and Rhythm*: and so mi la

- Lead **4-beat echo patterns** (clapping), using .
- Prepare so mi la patterns with the solfa tone ladder.

Teacher Talk: Remember to pull rhythmic and melodic patterns from the song.

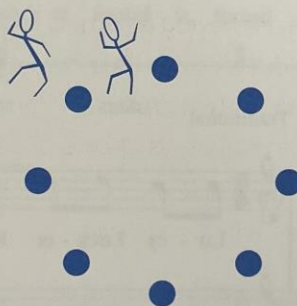
l
s
m

PATHWAY TO *Play*: Traditional circle game

- One student walks around the **exterior** of the circle carrying the "pocket." (A pocket was traditionally a small bag or fabric "pocket" tied or sewn into a lady's skirt or over coat. A little draw string bag would be perfect to play this game.) At the end of the song they drop the pocket behind one person and a race/chase around the circle begins. (This game is similar to Duck, Duck, Goose.)

Teacher Talk:

Demonstrate the game while singing the song. Students learn the song by rote while playing the game. Hence, students learn the song through play, rather than direct instruction.



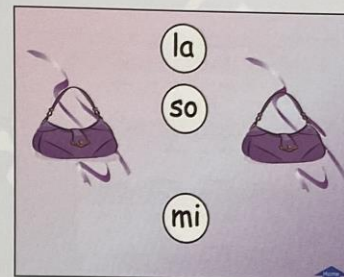
PATHWAY TO *Improvisation*: 4-beat echo patterns using .

- Create a new version of the game where the leader travels around the **inside** of the circle during the singing of the song. At the end of the song the leader stops and leads two **4-beat echo patterns** (clapping). The group echoes the leader's 4-beat rhythms. The person they stop in front of becomes the next leader. The former leader takes the new leader's place in the circle.

PATHWAY TO *Literacy*: and so mi la

- Read rhythm using rhythm syllables.
- Determine pitch, working together as a class. Move note heads on staff to indicate pitches.
- Sing with lyrics while reading notation.

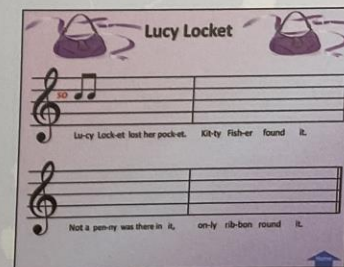
SMART.
SMART Notebook™
Content
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Solfa tone ladder



Stick notation



Melodic notation on staff



Promethean

ActivInspire



SMART

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Label form

Lucy Locket, cont.

PATHWAY TO *Form*: a b a b form

- Use the complete song melody from PATHWAY TO LITERACY and have the students identify which of the measures are identical.
- label **a b a b phrase form**.

PATHWAY TO *Ensemble*: Steady beat chord bordun with color part by word cue

- Pat steady beat while singing song.
- Transfer steady beat to **chord bordun** on **BX/BM**.
- Students sing song while you clap the **GL** part. Students listen and determine that the claps are on the rhyming words, "found it" and "round it."
- Students clap on the rhyming words, then transfer to octave F's on **GL**.
- Put all three parts together. Rotate students through performance opportunities.

Lucy Locket

Traditional arr. Sams

Lu - cy Lock - et lost her pock - et. Kit - ty Fish - er found it.

Not a pen - ny was there in it, On - ly rib - bon 'round it.

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Bounce High

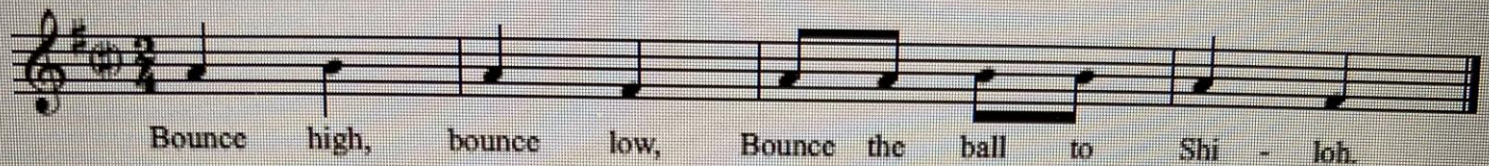
Source:

Eleanor G. Locke, ed.

American Folk Songs for Teaching

(unpublished edition)

Oakland, Calif.: Holy Names College, 1978



Bounce high, bounce low, Bounce the ball to Shi - loh.

The musical notation is on a single staff with a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The melody consists of quarter and eighth notes. The lyrics are written below the staff, with hyphens under 'Shi' and 'loh' to indicate a long note.

Game Directions

Form a circle. A volleyball is passed from person to person in a drop-catch pattern, with the ball hitting the floor on accented beats, picked up and passed on, keeping the activity in time with the singing.

Eleanor G. Locke, *Sail Away*



Apple Tree

One of my favorite songs to do in the spring with 1st and 2nd grade is Apple Tree. I use this song for ta/ ti-ti in first grade, then bring it back for do in 2nd. I don't teach kindergarten, so I am typically just presenting these concepts in the spring.

WORDS AND SOLFA

Apple Tree, Apple Tree
s s m s s m

RHYTHM

II I II I

Will Your Apples Fall On Me

s s l l s s m

II II II I

I Won't Cry and I Won't Shout

s s m m s s m

II II II I

If Your Apples Knock Me Out

s s l l s s d

II II II I

The game is super fun and I use the song to teach a lot of concepts. For the game, which is played much like London Bridge, students stand in a circle and the teacher and one other student make a bridge (or arch) by connecting their hands and holding them up in the air. The other students march in a circle to the beat of the song and on the last word of the song "out" the bridge lower arms to trap someone in the bridge. That person then becomes a new bridge. You can play where there is always one bridge and it changes every round OR play with cumulative bridges where each time a new bridge is added until all students are caught. My students prefer the latter.

For first grade I have a SMART file that uses pictures for the rhythm and then we convert to stick notation and compare the lines discovering the 1st line is the only one that is different. We read the rhythm, memorize the rhythm and do things like partner rhythms (where student A taps the beat in student B's hand, and student B taps the w/r in A's hand), circle rhythms where we tap the rhythm on the shoulder of the person to our right and group rhythms where 1/2 of the class says the tas and half the tit-tis to isolate the differences.

For second grade, we do similar things with Do. The SMARTfile uses icons to show the contour of the song (mostly s-m-l with only one do at the end). For this we use the same isolation technique as the rhythm, but each row (I have 4) has a different solfa syllable to sing. We also fill in the missing or write out a line using both solfa notation and staff notation using manipulatives, magnets etc.

Apple Tree

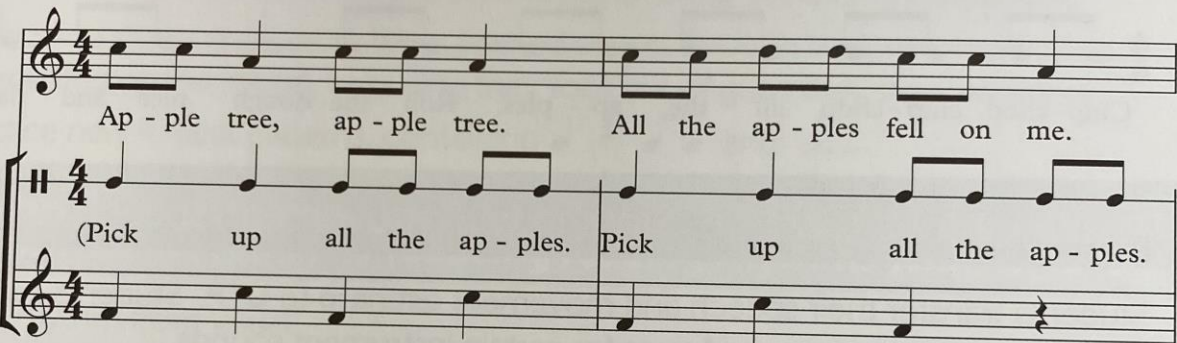
PATHWAY TO *Literacy*: Reading   and so mi la do

- Read rhythm using rhythm syllables.
- Sing melody using solfa with hand signs.
- Add text. Sing entire song while reading notation.

Apple Tree

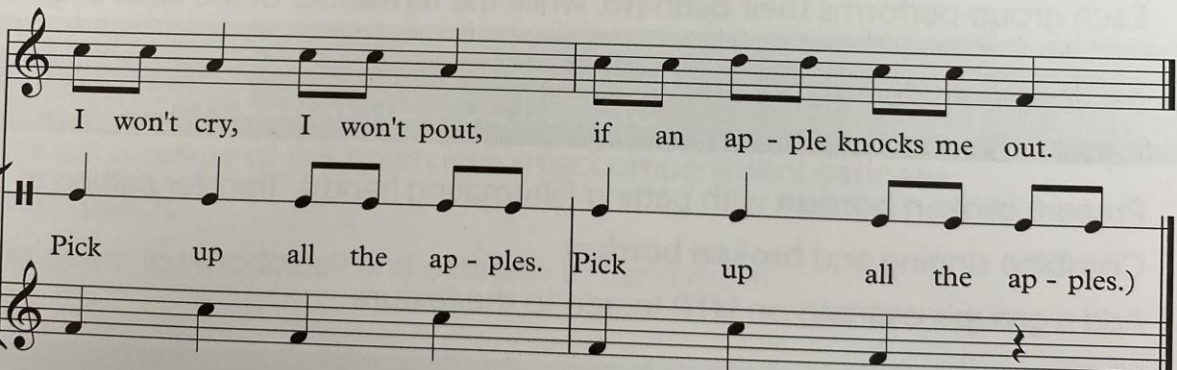
Traditional

arr. Sams



Ap - ple tree, ap - ple tree. All the ap - ples fell on me.
(Pick up all the ap - ples. Pick up all the ap - ples.)

BX/BM



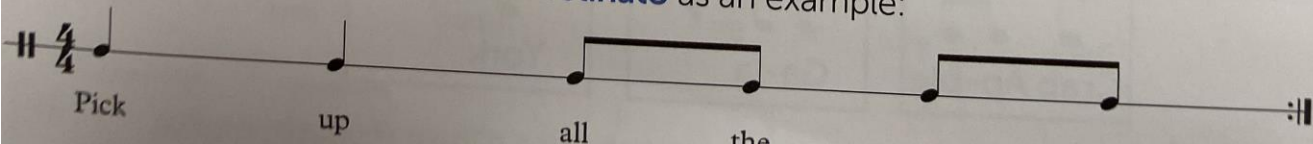
I won't cry, I won't pout, if an ap - ple knocks me out.
Pick up all the ap - ples. Pick up all the ap - ples.)

BX/BM

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PATHWAY TO *Play*:
Creating rhythmic ostinati through movement and speech

- Explore movement possibilities themed around harvesting apples and/or cooking with apples. Use the woodblock **ostinato** as an example:



Pick up all the