

Ben Batman  
K-5 Music Teacher  
Mt. Comfort Elementary School  
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Dance: Sashay the Donut (from Sashay the Donut, New England Dance Master's)

Music: Energetic Jigs or Reels

Formation: 7-12 couples in a "double circle"

Process:

♪ T preps dance through various motions- S respond through simultaneous imitation.

♪ A1 (16) All dosido partner (8)

Right hand turn partner (8)

♪ A2 (16) Left hand turn partner (8)

Two hand turn partner (8)

♪ B (32) Version 1: Designate a lead couple. This couple will sashay counterclockwise around the circle passing between each of the other couples. Once they return, have the next couple to the right go through the same process.

♪ B (32) Version 2: Designate a lead couple. This couple will sashay counterclockwise around the circle passing between each of the other couples. As soon as the lead couple passes through the second couple, the second couple follows. As soon

as the second couple passes the third couple, the third follows the seconds....and so forth. Couples separate back to their original position as soon as they make it "home".

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Dance: XOX Reel

Music: Any jig medley

Formation: Longways set with 6 couples

Process:

♪ T preps dance through various motions- S respond through simultaneous imitation.

♪ A (32) All forward and back (8)

All cross over to partner's place, passing right shoulders (8)

Repeat (16)

♪ B1 (16) Version 1: Partners do a two hand turn to the right (8) and then switch directions (8).

♪ B1 (16) Version 2: Couples 1 and 2, 3 and 4, 5 and 6, join each other to make a circle....three circles total. Circle counterclockwise (left) for (8) and switch directions (8).

♪ B1 (16) Version 3: Top two couples circle left and the bottom two couples circle left. At the same time the 3<sup>rd</sup> and 4<sup>th</sup> couples right hand star. (8)

Top two couples circle right and the bottom two couples circle right. At the same time the 3<sup>rd</sup> and 4<sup>th</sup> couples left hand star. (8)

♪ B2 (16) Top couple sashay to bottom (16)

IOSA Chapter Share  
Saturday, February 11<sup>th</sup>

Anna Havala

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### The Dreamer

**Recommended age:** 4<sup>th</sup>-6<sup>th</sup> grade

**Song:** The Dreamer (Samurarii Remix) by the Tallest Man on Earth (can find on youtube)

**Process:** Simultaneous imitation. Instead of boring you with a lengthy explanation, please feel free to watch the videos listed below of my students doing the activity.

**Video of my students doing level 1:** <https://youtu.be/pOfu0WSLb1Q>

**Video of my students doing level 2:** <https://youtu.be/pltrN4WH2E4>

### Backwards Movie-Making

**Recommended age:** 4<sup>th</sup>-6<sup>th</sup> grade

**Songs used:**

1. Alley Cat-Rhythmically Moving
2. Sabre Dance-Khachaturian
3. Eye of the Tiger-Survivor
4. Armenian Misirlou-Rhythmically Moving
5. Music for the Royal Fireworks-Handel
6. Theme from Halloween
7. Theme from "Chariots of Fire"
8. Can't Touch This-MC Hammer

- a. Please note: I edited this song to leave out the first verse because there are some inappropriate words in my opinion 😊. Please contact me for the edited version.

**Process:** We're creating a movie-in reverse! Instead of coming up with the plotline and then adding music, we'll build a plotline based off of music. This activity has been a hit with my older kids for years.

1. Students listen to each recording and write specifically what it makes them think of. Students should not write what instruments they hear, rather what characters or events they envision.
2. In groups, students create a story based on the characters and events they listed. Basic outline should be: narration, music, narration, music, etc.
3. Add acting and props. One student must be a narrator. That same student will cue the teacher to start and stop the music when appropriate.
4. Share stories!

# Little Wheel a-Turning / Will You be My Valentine?

## A Section

Traditional Spiritua / Coleen Walker

Bass Xylophone

There's a lit-tle wheel a-turn-in' in my heart. There's a

3

Bass Xyl.

lit-tle wheel a-turn-in' in my heart. In my heart, \_\_\_\_\_ in my

6

Bass Xyl.

heart, \_\_\_\_\_ there's a lit-tle wheel a-turn-in' in my heart.

## B Section

Contra Bass Bar

Will you be my val-en-ine? No, no, no! I will be your val-en-tine.

## Materials:

- Solfege ladder with DRMSLD'
- A red heart and a white heart made of paper or craft foam
- Small bag or basket
- 3 white objects and one red object (floral bead filler works well)
- \*Optional: Bass Xylophones/Metallophones and C contra-bass bar

## Process:

- Circle formation, hands joined. Sing "There's a Little Wheel a-Turnin'" as the class walks left. Have the class determine the number of phrases. Which part sounds totally different? (phrase 3) Add an in and out movement to that phrase.
- Repeat a few times until the class is comfortable.
- (Next lesson) Using the solfege ladder, conduct some patterns and use some of the motives in "Will You Be My Valentine?".
- *These next steps are all taught using only solfege. Teach the first measure on solfege (DMSMSMS). Identify this as a question with two possible answers.*
- *Teach the first answer (D'SD'). Have the class take turns with you, either asking the question or giving the answer.*
- *Teach the second answer (D'SSMMRD) using the same process.*
- *Use the white heart to represent the first answer and the red heart to represent the second answer. Sing the question, hold up one of the hearts and have the class respond accordingly.*
- Add the lyrics of "Will You Be My Valentine?" Since I wrote this piece, I have change the answer to "Yes, I'll be the Valentine." OK, actually the students changed it. It is more natural to sing than my lyric. □ *(Alternate non-holiday lyrics: Will you come and play with me? Yes, I'll come and play with you.)*
- Divide the class into two groups and have them take turns singing either the question or the answer. (Choose a student to hold up the hearts.)

**Game:** Circle formation, one student in the center of the circle with a bag containing red and white objects. The class sings "Little Wheel a-Turnin'" as they perform the movement from last lesson. At the end of the song, the student with the bag sings the question to someone in the circle. That student reaches in the bag and sings the answer that matches the color of the object that they pulled from the bag. (White is "no, no, no!" Red is "Yes, I'll be your Valentine.") If the answer is no, they move to the next student in the circle. When a yes answer is sung, that student is now "it".

\*Optional for those with equipment: The person who just sang the questions moves to the contra-bass bar and plays a tremolo during the questions and answers. They can then move to a bass xylophone to play a bordun during "Little Wheel a-Turnin'". You could use several xylos and have the students rotating through them and then returning to the circle.

# Pot of Gold

Coleen Walker

Rain-bows and sham-rocks and lit - le green men I've known of this sto - ry since

4 I don't know when. I'm chas - ing that rain - bow and

6 dream - ing of gold. The thought of that trea - sure just nev - er gets old.

## Materials:

- Rhythm cards in compound duple meter.
- Bean bags, Beanie Babies, or tennis balls in a pinch (Talk to the P.E. teacher)
- One hand drum for the teacher (An Irish Bodhran is great if you own one.)

## Process:

- Have the students walk the macro-beat through space as you play in compound duple meter.
- Review compound duple notation examples with the class, eventually focusing on this rhythm:  $\left| \begin{array}{c} 6 \\ 8 \end{array} \right| \text{♪♪} \text{♪♪} \mid \text{♪♪} \text{♪} \mid$
- Sing the tune on a neutral syllable, eliminating pick-ups. Teach by rote.
- Show the lyrics to the class and discuss. Sing the song while accompanying it with a basic Irish Bodhran pattern\*. Did you hear anything familiar?
- Sing the song with the class. It is not necessary to teach the pick-ups. They will get it on their own when they hear you sing the song.
- (Next lesson) Have the students pair up in lengthwise sets and give each pair a nugget of gold (beanbag).
- Teach the games as follows: Each pair starts close together. They will toss the beanbag back and forth on the macrobeat. On each repeat of the song, everyone takes a step back from their partner. When someone loses the beat or drops the beanbag, that couple is out. Continue until only one couple remains.

\*Basic Irish frame drum pattern: 1 2 3 4 5 6  
↓ \_ ↓↑↓↑

Concept –  also, singing in 3 parts

experience / imitate / explore / **improvise** (through) speech / singing / **moving** instruments

**Students will**

**perform** / identify / read / notate / compose / analyze

as a class / in small groups / **individually**

**Process:**

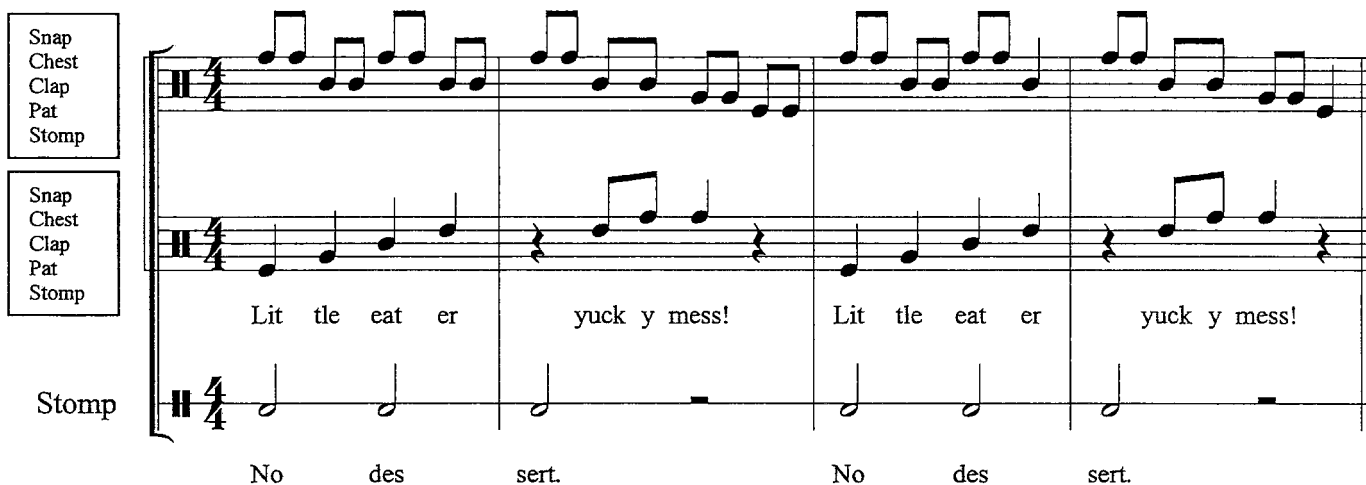
**A section**

1. Teach line 1 of Body Percussion piece through echo imitation. (add text if needed)
2. Teach line 2 of Body Percussion piece through echo imitation. (add text if needed)
3. Perform lines 1 & 2 together
4. Teach line 3 of Body Percussion piece through echo imitation. (add text if needed)
5. Perform all 3 lines of Body Percussion piece together.
6. Add Text to each line and perform all 3 parts with Body Percussion and text
7. Perform all the parts through speech only. (try to use expressive voices and gestures)
8. Transfer A section Body Percussion to singing.
9. Perform singing and Body Percussion together.
10. Perform all 3 parts through singing only. (try to use expressive face and gestures)

# Peter Peter Pizza Eater

## Body Percussion Score

Amber Price



Snap  
Chest  
Clap  
Pat  
Stomp

Snap  
Chest  
Clap  
Pat  
Stomp

Stomp

Lit tle eat er yuck y mess! Lit tle eat er yuck y mess!  
No des sert. No des sert.

## B section

1. Look at rhythm visual.
2. Echo 2 blocks at a time.
3. Discuss how many blocks were used.
4. Discuss Question and Answer
5. Create and speak a 4 beat pattern using any 2 of the given blocks.
6. Answer the teachers question "May I take your order please?" using any 2 blocks.
7. Transfer to body percussion – I always begin with one level then add others
8. Choose a Waiter/Waitress to ask the Question – this can be spoken or through body percussion.

**B SECTION**

Ham

Black Olives

Jalopeño Peppers

Extra Cheese

Roasted Garlic

## Peter Peter Pizza Eater melody from Erste Spiel #17

Amber Price

Ostinato 1

Lit tle eat er yuck y mess!

Ostinato 2

No des sert.

## Final Form & Possible Extension

1. Perform in an ABAB form. Use a different Waiter/Waitress during each B section is you would like.
2. Transfer B section to UPP or melodic vocal improvisations.
3. Transfer A section to barred instruments
4. Transfer B section to barred instruments

Text is from the poem "Peter Peter Pizza Eater" from the book by Bruce Lansky. ISBN: 978-0-684-03166-8  
Melody is from Erste Spiel #17 by Gunild Keetman.



Mike McBride

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**Concepts:** Expression with Movement & Sound

**Content Objectives:**

- I will create speech and/or movement compositions within established guidelines to accompany a selected text. (IASM 4)
- I will perform accompaniments with my group and with a class. (IASM 4)

**Language Objectives:**

- I will talk with my group about my interpretation of the literal and figurative meanings in the text.
- 

**Text:**

“Night Comes...”

Night comes leaking out of the sky.

Stars come peeking.

Moon comes sneaking silvery-sly.

Who is shaking shivery-quaking?

Who is afraid of the night?

Not I.

- Beatrice Schenk de Regniers. “Night Comes.” *The Random House Book of Poetry for Children*. Random House: New York, 1983. 33. (Reprinted from A Bunch of Poems and Verses. Clarion Books, Ticknor & Fields: A Houghton Mifflin Company, 1976.)
- 

**Activity:**

- T displays the poem. S read silently.
- T reads poem or asks for various S to read their version with expression.
- S discuss which words they think would have specific expression or emphasis.
- S read their versions simultaneously as a class.
- T facilitates discussion about “night” (S provide answers)
  - “What do you see?”
  - “What do you hear?”

- “What do you feel?”
- S consider possible sounds to accompany the poem (show related slide)
  - T displays the possible options, adding S suggestions
    - Silence
    - Slow wind or fast plane
    - Vocal sounds / pitches
    - BP, including misc. body sounds
    - Environmental sounds (strike, scrape, shake)
    - Speak or not
    - Perform options together or individually
- S consider possible movements to accompany the poem (show related slide)
  - T displays the possible options, adding S suggestions
    - Speed (fast/slow)
    - Order vs. disorder
    - Group vs. individuals
    - In / out (horizontal direction)
    - Up / down (vertical direction)
    - Changing levels
    - Forward / Backward
    - CW / CCW
- *If class has had limited experience with this type of activity, take suggestions from the class for various sounds and motions to perform to express each phrase. Decide whether to read each phrase first or perform during the reading of the phrase. Perform as a class with displaying the poem.*
- T places cards with one of the five phrases onto the floor around room
- S choose which card they want to arrange
- T walks around guiding S groups (show related slide)
  - “What do you think about when you read this?”
  - “Choose movement, sound, or both. Create your accompaniment.”
  - S create their accompaniments/arrangements.
- S perform a draft of the poem as a class.
- S sti to view “Choose your own adventure” slide, considering the options.
- S return to groups to refine, change, or keep their performances.
- T direct class performance for the final time.

**Night:** Sounds that move.us

Mike McBride  
 Forest Glen Elementary School  
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Night comes leaking out of the sky.  
 Stars come peeking.  
 Moon comes sneaking silvery-sly.  
 Who is shaking shivery-quaking?  
 Who is afraid of the night?


Not I.

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**Night:**

What do you hear?

- Silence
- Animal noises
- Sounds of animal actions
- Travel noises (cars, planes, trains)
- Environmental sounds (trees, wind)




**Night:**



What do you see?


- Stars
- Moon
- Darkness (shades)
- Planets
- Satellites

**Night:**



What do you feel?

- Cold (or warm)
- Empty / Lonely
- Windy
- Small (me) v. Big (sky)



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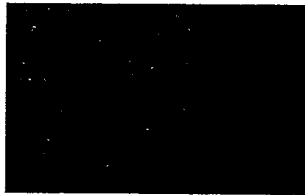
Not I.

→ What do you think about when you read the text?

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## Night Sounds

- Silence
- Slow wind or fast plane
- Vocal sounds
- Vocal pitch
- BP, including body sounds
- Environmental sounds (strike, scrape, shake)
- Speak or not
- Together or individually



Moon comes sneaking silvery-sly.

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Who is shaking shivery-quaking?

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Who is afraid of the night?

© Barbara Reid, All rights reserved. © Barbara Reid, All rights reserved. © Barbara Reid, All rights reserved. © Barbara Reid, All rights reserved. © Barbara Reid, All rights reserved.

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Night: Sounds that move us

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# 1. Night comes leaking out of the sky.

- Beatrice Schenk de Regniers. *The Random House Book of Poetry for Children*. 1983.

# 2. Stars come peeking.

- Beatrice Schenk de Regniers. *The Random House Book of Poetry for Children*. 1983.

# 3. Moon comes sneaking silvery-sly.

- Beatrice Schenk de Regniers. *The Random House Book of Poetry for Children*. 1983.

## 4. Who is shaking shivery-quaking?

- Beatrice Schenk de Regniers. *The Random House Book of Poetry for Children*. 1983.

## 5. Who is afraid of the night?

- Beatrice Schenk de Regniers. *The Random House Book of Poetry for Children*. 1983.

Pirate Ostinati Compositions- Suley Hussain  
syhussain@mail.bradley.edu

**Day 1**

T welcomes children in (in full pirate gear if possible) and tells them that T is now their Pirate Captain

T asks if any of the S are worthy of joining his/her crew?

T asks several kids what their names are, and promptly informs them that these will not do as pirate names!

S create their own pirate names (with name tags or pieces of paper and tape if possible) by choosing one name from column A, one from column B and one from column C

**Column A**

One

Peg

Black

Blue

Captain

Evil

**Column B**

Tooth

Leg

Jack

Beard

Eye

Boot

**Column C**

Bob

Jack

Bonnie

Sue

Billy

Kidd

T shares examples "Peg Tooth Bob" and "Evil Boot Bonnie"

T puts red and green text on the board and demonstrates speaking/clapping the red part (*MFC Vol 1 P. 67 No. 1 A section*)

T repeats several times and S join as they are ready



We be scur-vy nas-ty law-less PI-RATES!

Aye aye cap-tain!

We be scur-vy nas-ty law-less PI-RATES!

Aye aye cap-tain!

Skull and bones!

Skull and bones!

Bu-ry Trea-sure X marks the spot!

Bu-ry Trea-sure X marks the spot!

We be scur-vy nas-ty law-less PI-RATES!

Aargh

Aye aye cap-tain!

T points to board and marks time to show where red part is occurring (but does not speak the red part) and now speaks green part

T Isolates and slowly goes over third line of green part.

T performs green part with students

All S remind themselves of Red part

S choose red or green part, and move to opposite sides of the room depending on what they have chosen.

T helps out where needed

## Day 2

S review "We be scurvy"

T explains that on a pirate ship, there's a lot going on, they have their own sayings, and the kids need to learn to speak pirate if they're going to make in on this journey.

T shows

Hand	o-ver the	Meat!		Down the	Hatch it	goes!	
Land	HO			Time to	Lower the	An-chor	Boys!
Raise the	an-chor and	hoist the	sails we're	off to	find some	loot!	

Sails!			Hoist the	Sails!			Hoist the
Dance the	hem-pen	jig!		Dance the	hem-pen	jig!	
		Scur-vy	Dog!			Scur-vy	Dog!

Arrgh!		Arrgh!		Arrgh!		Arrgh!	
eight!	Pie-ces of	eight!	Pie-ces of	eight!	Pie-ces of	eight!	Pie-ces of

\* all these above rhythms are in 6/8 time.

Tracking with a stick, mallet or hand, Kids learn Each one of the ostainti

By popular vote, choose one from column A, one from B , and one from C  
Perform as a class

If it does not come up during the class example, point out that you want to be careful not to let a hole in through the entire piece

Land	HO			Time to	Lower the	An-chor	Boys!
Arrgh!		Arrgh!		Arrgh!		Arrgh!	
Dance the	hem-pen	jig!		Dance the	hem-pen	jig!	

Kids break into small groups minimum of 3 max of 6.

Groups create their own piece and share through speech

**Day 3/ 4 if needed**

Review We be Scurvy

REview Pirate ostinati options.

From here kids recreate their groups and choose how to arrange their compositions - through song, Body Percussion, movement, speech, or any non-pitched percussion you may own, or even on barred instruments should you desire.

Perform as a grand rondo: everyone performs "we be scurvy" as A, then each small group's creation is the subsequent B, C, D, etc.

\*\*\*\*\*

If you will indulge me, I have a personal request:

With all the news from places abroad being extremely negative, I have feared my kids would see only a single story of countries in the Middle-East and North Africa. Only listening/watching any news station, *regardless of its political leanings*, there is a single story being told about these countries. A story of suffering, death, and destruction.

I hope you will consider adding these two songbooks to your collection and teaching your students a few folk songs from Afghanistan and Yemen. It is our job as music teachers to show our kids that while there is pain and suffering, people still sing, dance, and love life, in every culture.

