The following abbreviations will be used throughout the notes:
SR=Soprano Recorder
T=Teacher
S=Student
PPT=PowerPoint

➢ I CAN improvise movement to music to show animals from various habitats using a picture book
• Reviews guidelines for moving in the music room
• Ask S to move their arms like a monkey, move their head like a toucan, move their feet like an elephant, etc. (continue to explore many animals and focus on specific body parts so S think about more than just their legs)
• Tell S that you will read a book and each animal habitat has different music associated with it – when there is music playing, S may move around the space as an animal from that particular habitat with NO animal noises! We are focusing on movement here! When the music stops, S should FREEZE!
• These are the pieces of music that I use with the 8 different places – feel free to create your own playlist!
  2. Ocean – “The Aquarium” by Saint-Seans
  3. Arctic – “Slavonic Dance No. 1” by Antonin Dvorak
  4. Country (Horses/Cattle) – “Hoe Down” by Aaron Copland
  8. Back Home – “Street Song” #7 from Music For Children 3 CDs ED 12380 – CD 2

• You can also just do 2-3 habits in a lesson – you don’t have to do the entire book in one lesson (although you can by only letting each piece play for 1-2 minutes!)
Primary improvisation on Barred Instruments – “Jack Sprat” (Process & arrangement from Playing with Improvisation by L. Sullivan, Published by MIE Publications – Used with permission)

- I can read and perform la sol mi
- I can improvise on a xylophone in C pentatonic to the rhythm of a poem

Jack Sprat
(Primary Version)

Traditional Text
Arr. by LM Sullivan

V/SR

Jack sprat could eat no fat, his wife could eat no lean. And

so between the two of them they licked the plat-ter clean.

B Section

Licked the plat-ter, licked the plat-ter, licked the plat-ter clean.

Jack and his wife sure licked the plat-ter clean.
**Jack Sprat – PRIMARY Teaching Process:**

- Students line up in 2 lines to make a longways set.
- Students practice moving forward for 4 beats and back into place for 4 beats.
- Top 2 students connect their hands and sashay down the set for 4 beats and back up the set for 4 beats.
- Present **PowerPoint Slide 2**. Students perform dance while you sing the song. Repeat until students are singing along.
- Speak the **B Section** text using **PowerPoint Slide 3**. Students echo text.
- Students meet partners in the middle and perform the following body percussion during the first half of the **B Section** text:

```
Partner clap = double high 5 with partner  
Clap = clap own hands  
Pat = pat own lap
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- During the second half of the **B Section** text, the top 2 students sashay back down the set and stay at the bottom of the set this time. The dance begins again with 2 new students at the top of the set. Repeat until all students have had a turn at the top of the set.
- Present **PowerPoint Slide 4**. Students label 3 pitches as *la sol mi* and sing the song using solfege. Repeat with text using **PowerPoint Slide 5**.
- Present **PowerPoint Slide 6**. Click in the steady beat platters while students pat steady beat and speak **B Section** text.
- Students speak **B Section** text and pat the rhythm. (alternating hands)
- Present **PowerPoint Slide 7**. At barred instruments, students set up in C pentatonic. (Take off F’s & B’s.) Students play a C simple bordun (C & G) on the steady beat while singing song.
- Present **PowerPoint Slide 8**. Students perform **ABA Form**. A=Jack Sprat with steady beat C bordun and B=Licked the Platter patting the rhythm. The simple bordun should continue during the **B Section**.
- Students play the rhythm of the **B Section** text on low C.
- Students improvise in C pentatonic using the rhythm of the **B Section** text.
- Perform **ABA Form**. ½ students sing song while playing steady beat on barred instruments and ½ students perform dance. Trade parts.
Tri-tonic lesson (mi re do) – Riding in a Buggy (Process & arrangement from Playing with Improvisation by L. Sullivan, Published by MIE Publications – Used with permission)

- I CAN read & perform B A G (mi re do) on my recorder
- I CAN improvise to the rhythm of a poem using B, G, and E on my recorder

Riding in a Buggy
(Recorder Version)

B Section

To market, to market, to buy a fat pig.
To market, to market to buy a fat hog.
Home again, home again, jig - i - ty jig.
Home again, home again, jig - i - ty jog.
Riding in a Buggy – RECORDER Teaching Process:

- Begin in a circle. Present PowerPoint Slide 2. Sing song while keeping steady beat. Students imitate steady beat.
- Sing song and simultaneously show the dance steps:
  - Beats 1-4 - Move to the right - side together side together
  - Beats 5-8 - pat clap pat clap
  - Beats 9-12 - Move to the left - side together side together
  - Beats 11-16 - Turn in own small circle taking 4 steps
- Students imitate dance and song. Repeat as necessary.
- Present PowerPoint Slide 3. Speak B Section text while patting steady beat. Students imitate steady beat.
- Students speak B Section text, patting the rhythm. (alternate hands)
- Students put the rhythm of the B Section text in their feet while walking in free space. Students use phrases 1 & 3 of the text (“To market, to market...”) to travel away from their spot in the circle and phrases 2 & 4 of the text (“Home again, home again...”) to travel back to their spot (home).
- Students perform song and B Section movement. Form is ABA.
- Present PowerPoint Slide 4. Label pitches as G A B. Students sing song letter names following the buggies and pigs. (See PowerPoint Tips for execution of this slide.)
- Present PowerPoint Slide 5. Students name notes on staff and then show fingerings on recorder. As each note is clicked in, students play the rhythm of the B Section text on one pitch at a time.
- Students improvise using the pitches G A B and the rhythm of the B Section text.
- Present PowerPoint Slide 7. Students A Section melody on recorder using staff notation.
- PowerPoint Slides 8-10. Students play A Section, then improvise B Section, and then play A Section again. (ABA Form)
- Present PowerPoint Slide 11. At barred instruments, students set up in G pentatonic. (Take off C’s & F’s.) Students play a simple bordun (G & D’) on the steady beat while singing song.
- Students play a broken bordun (alternate G & D’) on the steady beat while singing song.
- Students combine the simple bordun and the broken bordun to play the BX part as scored.
- Sing song and snap SG part in appropriate places as scored. Be sure to snap together when the octaves play together and alternate snaps when the octaves play separately.
- Students play SG part on octave G’s while singing song.
- Assign parts and perform A Section.
- Review the B Section improvisation from earlier.
- Present PowerPoint Slide 12. ½ students sing and play barred instruments and ½ students perform dance. Perform ABA Form. Trade parts.
**Hexatonic lesson (re-based) - Sledding Down the Hill** (LM Sullivan)

- **A section**: T shows visual of text - ‘a section’ – S read text to themselves
- S speak ‘a’ section together (natural speech)
- S agree on a steady beat and speak ‘a’ section while patting st. bt.
- “What are some ways you can slide down a snowy hill?” (on a sled, on belly, body slide, etc.)
- T shows visual of ‘b’ section – S speak ‘b’ section 2x (work on diction here)
- S choose a way to keep the st. bt. during ‘a’ section and speak while performing st. bt. explore wiggle/sliding movement on b section
- In groups of 4-5 – S create st. bt. movement for both sections which will become a dance – S should think about ‘sliding’ movements and the ‘a’ & ‘b’ sections should be different so form is clear – Form=aabb (which now becomes the A section as a whole)
- Each group performs dance – while all S speak aabb – continue until all groups have performed
- **B section**: T shows 3 words/phrases (snow, sledding, here we go) & discusses notation attached to each word/phrase
- T shows st. bt. sleds with 3 word/phrase choices (snow, sledding, & here we go) – S choose words to put into st. bts. – this is improvised while T plays st. bt. on drum
- S perform another improvisation using speech & patting the rhythm of their speech while T plays st. bt. on drum

- Perform ABA – A=aabb (poem & sliding/wiggling section) B=improvised speech
- Perform ABA but this time T sings the song for the A section – then all S improvise the B section and then T sings again for the A section
- T echo teaches A section (aabb) to S
- S sing A section (aabb)

- **PPT Slide of xylophone**: Discuss re-based C hexatonic (no B's - 6 pitches) and tonic note (re-D) as primary & then secondary note being a 5th above tonic (la-A)
- T tells S that the ‘sliding/wiggling’ part (‘b’ section) of the song starts on A and then T shows visual of b section melody
- S speak poem (a section) and then play and sing ‘sliding’ part (b section)
- T shows visual of ‘a’ section melody – S discuss melodic contour
- T sings ‘a’ section and S play & sing ‘b’ section
- Discuss repeated patterns heard in the ‘a’ section
- T gives starting note as D - S explore instruments to find patterns in ‘a’ section
- T clarifies notes – S practice ‘a’ section
- S practice playing aabb (A section)
- Perform rhythm of BX & glock part with: clap snap snap clap pat – transfer clap & pats to moving bordun on BX & snaps to broken octaves on glocks
- Show last visual with accomp. part – S speak text while T sings aabb
- Discuss improvisation in re-based C hexatonic – S practice improvisations for B section
- Final performance – assign parts & have group perform movement & solo improvisations for ABA – can extend into a rondo form
Sledding Down the Hill

L. Sullivan

Running up them sled-ding down the snow-y hills are all a-round! We just can’t wait to fly right down the

hills today! Slid-ing down the hill we fly so quickly, better watch out! Slid-ing down the hill we fly so quickly better watch out!

Slid-ing down the hill we fly so quick-ly better watch out! get out of the way! We’re we’ll just stay all day!

get out of the way! We’re we’ll just stay all day!
### Barred Instrument Improvisation Rubric

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhythm</strong></td>
<td>Rhythm is performed correctly with an underlying steady beat</td>
<td>Rhythm is performed correctly but steady beat is inconsistent</td>
<td>Rhythm is not performed correctly and no steady beat is present</td>
</tr>
<tr>
<td><strong>Melody Choices</strong></td>
<td>Pitches chosen create patterns</td>
<td></td>
<td>Pitches chosen are random and no patterns are evident</td>
</tr>
<tr>
<td><strong>Technique</strong></td>
<td>Mallets are balanced correctly, 'tails' are visible, knuckles are pointing up, and the bar is struck lightly in the center of the bar with a bounce</td>
<td>Mallets are not held correctly OR striking the bar is too harsh</td>
<td>Mallets are not held correctly AND striking the bar is too harsh</td>
</tr>
</tbody>
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### Recorder Improvisation Rubric

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<tr>
<td><strong>Tone</strong></td>
<td>Holes are squeezed shut and air is slow and warm</td>
<td>Either holes are not shut OR air is too harsh</td>
<td>Holes are not shut AND air is too harsh</td>
</tr>
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</table>