

More Bang for your Buck:

Extending Lessons, Making Connections, and Curriculum Mapping for Elementary General Music

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How do we make the most of our limited time in elementary general music?

Extending over Several Class Periods

- Gives students time to process and internalize repertoire and skills.
- Enables better pacing and variety throughout the class period.

Country Dance

Beth M. Bolton



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- Day 1: Continuous flow,+pulse; Rhythm patterns; Steady beat- pizza toss
- Day 2: Echo rhythm patterns- group and individuals
- Day 3: Circle dance
- Day 4: Improvise rhythms- “rhythm conversation”

*Think about readiness when sequencing instruction! How can each step prepare our students for future steps?

High, High Hill

Source Unknown

There's some-one stand-ing on a high, high hill. I won-der who it could be. There's
 some - one stand-ing on a high, high hill who's e - cho-ing me!
 (sing - ing for me!)

- Day 1: Flow/beat; Tonal patterns; Resting tone- group and individuals
- Day 2: Tonal pattern game- individuals
- Day 3: Chord roots
- Day 4: Tonal pattern game- individuals create
- Day 5: Resting tone with solfege (DO)- label major tonality

Love Somebody

Traditional

Love some - bo - dy, yes I do. Love some - bo - dy, yes I do.

Love some - bo - dy, yes I do. Love some - bo - dy, but I won't tell who.

- Day 1: "Music Detectives"- find DO-MI-SO, label as major tonic
- Day 2: Echo tonal patterns with solfege & label (major tonic/no)
- Day 3: Chord roots (solfege)
- Day 4: Notation awareness; Play D-M-S on bells
- Day 5: Replace D-M-S with other major tonic patterns

Making Connections over Several Grade Levels

*Allows more focus on new skills or concepts by using familiar repertoire.

Country Dance: Circle dance in 4s- phrases; Chord roots + improv. rhythms

Engine, Engine

Traditional

Engine, engine number nine, going down Chicago line. If the train should jump the track, do I get my money back?

2nd Grade

- Day 1: Macrobeat/microbeat; Label meter; Trains (macro/micro)
- Day 2: Rhythm patterns with syllables; Play microbeat
- Day 3: Rhythm patterns- individuals; Play macrobeat
- Day 4: Macro/micro switching game
- Day 5: Play simultaneous macro/micro

3rd Grade

- Day 1: Review (macro/micro, trains, switching game); Round
- Day 2: Read rhythm patterns
- Day 3: Read chant notation
- Day 4: Improvise melody
- Day 5: Compose melody (whole class or small group)

Hello, Everybody!

Eunice Holsaert
Charity Bailey

The musical score is written on two staves in treble clef with a key signature of one sharp (F#) and a 2/4 time signature. The melody consists of eighth and quarter notes. Above the first staff, chord symbols 'I', 'V', and 'I' are placed above the first, third, and fifth measures respectively. The lyrics are: 'Hel - lo, ev-'ry-bod - y, yes in - deed, — yes in - deed, — yes, in - deed. —'. Above the second staff, chord symbols 'I', 'V', and 'I' are placed above the first, third, and fifth measures respectively. The lyrics are: 'Let's make mus - sic, yes in - deed, — Yes in - deed my friend!'. The piece ends with a double bar line.

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1st Grade

Day 1: Continuous flow, Macro/micro- move in various ways

Day 2: Handshake + Resting tone (“bum”)

Day 3: Students walk to macro + handshake/r.t.

2nd Grade

Day 1: Macro/micro +syllables, Label meter

Day 2: Handshake +Resting tone (DO), Label tonality

Day 3: Handshake +SO-MI-DO, Label as major tonic

Day 4: Chord roots (solfege)

Day 5: Play chord roots (barred instruments, boomwhackers, etc.)

Bonus: Transfer the I-I-V-I progression to “Banana Boat Song” responses

3rd Grade

Day 1: Handshake on major tonic

Day 2: Review chord roots; High-five on major dominant

Day 3: Sing chord tones (3 parts); Combine shake on tonic/high-five on dominant

Day 4: Review chord tones; Label chord names; Play chords (tonebars, etc.); Partner Songs (with “High, High Hill”)

Bonus: Sing other I-V chord progressions with recordings (“Soldier’s Joy”, “Irish Washerwoman”, etc.)

Day 5: Review song and major tonic/dominant; Introduce hand staff and tonal pattern notation reading

4th Grade

Day 1: Review song and chord roots; Improvise rhythms on chord roots

Day 2: Review chord tones; Improvise rhythms on chord tones

Day 3: Improvise by choosing chord tones on macrobeats/microbeats

Day 4: Improvise melody including neighbor/passing tones

Day 5+: Compose partner songs on recorder

You Will Never Find Me (Valentine)

Beth M. Bolton

Val - en - tine, Val - en - tine, I'm search - ing for a Val - en - tine. Fine

Val - en - tine, Val - en - tine, I'm search - ing for you now.

You will ne-ver find me, find me, find me. You will ne-ver find me a - ny-where at all.

D.C. al Fine

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1st Grade

- Day 1: Beat/flow; Label ABA form; Create beat movements for A section
- Day 2: Locomotor macrobeat (A) & nonlocomotor flow (B)
- Day 3: Transfer beat/flow to egg shakers
- Day 4: Tonal patterns- echo/create (“bum”)

2nd Grade

- Day 1: “Music Detectives”- find MI-DO-LA, label as minor tonic
- Day 2: Notation awareness (M-D-L); Chord roots (A part only)- sing/play
- Day 3: Heart Game- students walk to a heart (song) & identify pattern function by standing on it and singing “minor tonic” OR stepping off it and singing “no”

3rd Grade

- Day 1: Review song/chord roots; Chord tones in 3 parts (A only)
- Day 2: Label chords and play chord tones
- Day 3: Improvise melody over chords
- Day 4: Rhythm reading game- students walk to a heart during the song (A only) then pick it up and read the rhythm pattern written on it.

4th Grade

- Day 1: Review rhythm reading game
- Day 2: Extend reading game by specifying “only read if...” (your pattern includes a rest, includes 16th notes, etc.) and/or including “?” (improvise a rhythm)
- Day 3: Play chord roots to A section on recorder (E-E-B-E); Improvise/play rhythms on chord roots
- Day 4: Play M-D-L on recorder (B-G-E) when it happens in the song
- Day 5: Create and play other minor tonic patterns (using B-G-E);
Play other minor tonic patterns in place of M-D-L during the song
- Bonus: Transfer chord roots to Schumann’s “The Wild Horseman”; Label form of recording (ABA), discuss tonality change (minor-major-minor)

Let's Try It!

In your small group, choose a song from the back side of this page (OR another song that all of you know) that could see yourself using in your elementary classroom.

Chosen Song: _____

How many concepts/skills could be taught using just this one song?
For example, what...

- *Tonal concepts/skills?*
- *Rhythm concepts/skills?*
- *Harmonic concepts/skills?*
- *Instrument playing?*
- *Singing games?*
- *Notation reading/writing?*
- *Improvisation?*
- *Form?*
- *Expressive qualities?*
- *Composition?*
- *History/Culture?*
- *What else???*

Brainstorm and write down as many ideas as you can possibly think of!

Joshua

Traditional

Swung

Josh-ua fit the bat-tle of — Je-ri - cho, — Je-ri - cho, —
 Jos-hua fit the bat-tle of — Je-ri - cho, — and the walls came tum-blin' down.

Chicken on the Fence Post

U. S. Play Party Song

Chick-en on the fence post, can't dance Jo-sey; Chick-en on the fence post, can't dance Jo-sey;
 Chick-en on the fence post, Can't dance Jo-sey; Hel-lo, Su-san Brown-y - o.

Round and Round

Anonymous

Round and round the earth is turn - ing, turn - ing al - ways
 round to morn - ing, and from morn - ing round to night.

Rig a Jig Jig

Traditional

As I was walk-ing down the street, down the street, a friend of mine I
 hap-pened to meet, hi - ho, hi - ho, hi - ho!
 Rig a jig jig and a - way we go, a - way we go, a - way we go, a - way we go,
 Rig a jig jig and a - way we go, hi - ho, hi - ho, hi - ho, hi - ho!

Going Fishing

Traditional

Walking down the street with my fish - ing
 Sat right down on the bank ri - ver
 Went to sleep and caught line.
 Something camea - long and warm.
 Glub, glub, glub, glub, glub, glub.
 Grabbed my line and ran a - way.
 What I jumped up and chased it
 I caught was a lit - tle fish.

Boom! My fish - ing
 Boom! ri - ver
 Boom! The bank.
 Boom! The sun was
 Boom! Made this warm.
 Boom! Glub, glub, glub.
 Boom! Glub, glub, glub.
 Boom! Ran a - way.
 Boom! Chased it
 Boom! lit - tle fish.

I See the Moon

Beth Bolton

I see the moon shin - ing in the sky bright - ly.
 I see the moon smile down up - on me.

How to get even more bang for your buck?

A) Know your “non-negotiables.”

If you could only accomplish four core goals with your students before they leave you at the end of elementary school, what would your top priorities be?

1. _____
2. _____
3. _____
4. _____

What if you had to choose your four main goals for each grade level?

Rather than collecting lots of different activities, how many “non-negotiables” could you cover with just one song/chant?

2) Try curriculum mapping!

What is your vision for your students when they leave your program? When they finish each grade level? Use this vision (along with your district curriculum and state/national standards) to create a map for each grade, which can then be used to choose repertoire more efficiently.

(See examples below and on Google Drive: <https://drive.google.com/drive/folders/0B2sdRK-3cd6uUml4ZFBoY3lnbk0?usp=sharing>)

Use Skill Learning Sequence as a guide—combine with various content.

Resources

Bolton, B. M. (2002). *Musicianship and Katangaroo*. Bestbael Music.

**Contact Beth at bolton.beth@gmail.com to purchase her materials.

Taggart, C. C., Bolton, B. M., Reynolds, A. M., Valerio, W. H., & Gordon, E. E. (2000). *Jump right in: The music curriculum*. Chicago: GIA Publications.

Valerio, W. H., Reynolds, A. M., Bolton, B. M., Taggart, C. C., & Gordon, E. E. (1998). *Music play: The early childhood music curriculum*. Chicago: GIA Publications.

GRADE 2	Tonal	Rhythm	Concepts/Skills	Movement
Sept.	Review SV, RT G/I patterns ("bum") Review Major/minor RT with solfege LSA: T-2B1 Create tonal patt. ("bum")	Review flow, Mac/mic G/I patterns ("bah"/syll.) Review Duple/Triple, LSA: R-4A1 Duple M/m, D/e Rhythm conversations/ Create rhy. patt.	Review Posture, Instrument etiquette Review AB, ABA form Review call & response Oboe ID	Review Laban Create movement with a partner
Oct.	LSA: T-2A1 Major ton./dom. Begin ton./dom. ostinati root melodies (→instr.?) Class Composition LSA: T-2B3	LSA: R-4B1 Simultaneous Mac/mic (→instr.) G/I pattern (syll.) Rhy. ostinato accomp. Create rhy. ost. with syll.	Melody begins/ends on RT Notation Awareness Read rhy. patt.-iconic Review ostinato (→create)	Reinforce Laban Continue circle dances/ folk dance readiness
Nov.	LSA: T-2A2 Minor ton./dom. Create "answer" phrases	LSA: R-4A2 Triple M/m, D/e	Unison v. Harmony St. sing harmony in small groups, pairs, against T. Bassoon ID Cont. notation awareness	Begin partner dances
Dec.	LSA: T-2C3 G/I patt. ("bum"/self.)	LSA: R-4C1 G/I patterns (syll.)	Review phrases Crescendo/decrescendo	

GRADE 2	Tonal	Rhythm	Concepts/Skills	Movement
Jan.	Reinforce RT with solfege LSA: T-5B1 G/I patterns (sof.) Ton/Dom root melodies (→instr.)	LSA: R-4B2 G/I patterns (syll.) Reinforce simult. Mac/mic → switching game Label pattern function (M/m, D/e)	Review Unison/Harm. Introduce shape of a melody (repeat, step, leap) Cont. notation awareness	Reinforce Laban
Feb.	Associate solf. to Major tonic patt. LSA: T-3B1 Create Major patt. w/ solf. (tonic/dominant) Class Composition	LSA: R-7A1 Create rhythmic ostinato based on patt. function Rhythm conversation with syllables	Strophic form Create in AB, ABA form (Saxophone ID)	Continue circle dances/ folk dance readiness, partner dances
Mar.	Create/improvise simple melodies LSA: T-5C1 Associate solf. to minor tonic patt.	LSA: R-4C2 Improv. based on function Introduce SA rhythm	(Expression) French Horn ID Timpani ID Continue creating with AB, ABA form	(Use Laban elements to show expression)
Apr.	Group Composition I-IV-V Root melodies LSA: T-3B2 Create Minor patt. w/ solf. (tonic/dominant)	LSA: R-7A2	Verse/Refrain Partner Songs Review cresc./decrec.	

revised: 08/09

	Major/minor-RT	Tonal Patterns	Tonic/dominant patt.	Associate self.-Maj:ton.	Create Maj.patt.w/soft.	I-V root melodies	Duple/Triple Mac/mic	Rhythm Patterns	Create rhy.patt./ost.	Rhy. conversation w/syll.	Shape of Melody	(Saxophone)	Folk/circle dance	Form → create AB, ABA	Notation Awareness	Notes
Second Grade: Jan.-Feb.																
Black Cat and Pink Mouse																
Circle Around	x	x	x	x		x	x	x	x	x			x			M t
Corner Grocery Store	x	x				x	x						x	x		M d
Folk Dance: Irish Stew						x							x			-
Folk Dance: Les Saluts						x							x			-
Frog Song	x	x	x		x	x	x	x			x					M d
Going Fishing	x	x				x	x									m d
I Know a Frog	x	x	x	x	x	x										M d
I'm Gonna Put...Shoes	(x)						x	x	x		x					Mx d
Leprechaun Dance	x						x									m d
Little Partridge	x															m d
Love Somebody	x	x	x	x	x	x	x	x	x							M d
Martin Luther King	x						x				x					M d
Oh Where...Dog Gone	x	x	x			x	x	x	x	x		x				M t
Old Woman & the Pig	x				x			x			x					M d
Rig a Jig Jig	x					x	x						x	x		M mm
Rocket Ship	x	x														m d
Sam, Sam...Butcher Man						(x)	x	x	x	x	x					L d
Santy Maloney	x	x	x		x	x			x		x		x			M t
Stretch and Bounce							x	x	x	x						- d
Telephone Time					x											M d
Three Craws	x	x	x	x	x	x	x				x					M d
Train Song (K.Kreiss)	x	x	x	x	x		x		x							M d
Valentine Dance						x	x						x			M d
You Will Never Find Me (A)	x	x	x			x	x	x								m d
?????																
																Class composition