By following the Washington Small Schools Curriculum format of listing learning objectives with recommended grade placement levels and suggested activities, monitoring procedures, and resources used in teaching, this music curriculum for grades K-3 encourages teacher involvement and decision making. Goals for the program focus on the student, encouraging each to value the study of music and recognize its usefulness, to participate in the performance of music, to create musical expression and to listen to music. Moving (rhythm), singing (melody), playing, sharing, creating and listening are the major concepts around which the curriculum is built. Rhythm activities stress beat, duration, accent, meter, tempo and response. Singing exercises emphasize melody, pitch, chords, intervals and scales. Playing instruction includes introductions to the science of sound, instruments and environmental sounds. Sharing involves acquiring appropriate performance behavior and valuing the personal satisfaction resulting from musical performance. Creating focuses on structure and composition. Listening explores appreciation, mood and expression and careers. Included in a final section are song samples, patterns, devised notation, song and listening lists, a bibliography and a discography. (NEC)
The Comprehensive Arts in Education Program

SMALL SCHOOLS MUSIC CURRICULUM K-3

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This material has been reproduced as received from the person or organization responsible for it. 
When changes have been made to improve its presentation, this notice will appear.

Permission to reproduce this material has been granted by

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington
Small Schools
Music Curriculum
K-3

Scope
Objectives
Activities
Resources
Monitoring Procedures

August 1977
Thank You!

Many people have contributed a great deal to this document in terms of creative ideas, time and effort. Without a doubt, the major credit must be given to an outstanding young graduate student from Western Washington State University in Bellingham, Mary Lou Ott, who worked for three months, day and night to put this document together. During the next school year, she will have an opportunity to test her product as she takes her place as music and arts specialist in Blaine, a small school district in our state. They are most fortunate to have her as a new staff member.

Tribute should also be paid to Muriel Miller, the ever enthusiastic and creative contributor to music education in ESD 121 and the rest of the State of Washington, who started this project in 1975. Therese Destito of SPI, the Small Schools Sharing Project Director, gave positive support to the preparation of this document and others in the arts that will follow. Chuck Blondino, who shares this office, patiently and kindly put up with more than the regular accumulation of scrap paper, and offered helpful suggestions and encouragement on a regular basis. Carole Howard Hiner, (OFS*) and Agnes Engle provided secretarial and editing services that were above and beyond the call of duty.

And there were many others. We thank all of you.

- Jim Sjolund

* (Old Faithful Secretary)
ACKNOWLEDGMENTS

The Small Schools Curriculum materials were written by a consortium of teachers and administrators from local districts, Educational Service District 121, and the office of the Superintendent of Public Instruction.

Music Committee
Muriel Miller, Music Consultant/teacher trainer
Judith Hamilton, primary teacher
Donna Livermore, kindergarten teacher
Marge McKellop, classroom/art specialist
Jeanne Stover, elementary librarian
Linda Vaughn, elementary classroom/music specialist
Bev Wolf, Special Education

ESD 121
Kent School District
Arlington School District
Longview School District
Kent School District
Lake Washington School District
Renton School District

Special Consultants
James Sjolund, Supervisor of Music
Chuck Blondino, Supervisor/Student Learning Objectives
Mary Lou Ott, Administrative Intern

SPI

Small Schools Planning Task Force

Resource Personnel
Jack Woodcook, Representative Silver Burdett Company
Jerry E. Rockwood, Representative American Book Company
Betty Smith, National Music Consultant, American Book Company
Ken Osborn, Western Representative, Harcourt, Brace, Jovanovich
Carolyn Giller, School Department, Harcourt, Brace, Jovanovich

Office Services
Agnes Engle, Secretarial Service Center
Carole Hiner, Secretary, SPI
Janet Lee Johnson, Art work

The previous numbered page in the original document was blank.
INTRODUCTION

When one's considering a statewide music education curriculum guideline, the tendency is to be somewhat fearful. Curriculum guidelines cost a substantial amount of money when widely distributed. They are very valuable to those who go through the guideline writing process, because as the writing progresses, authors have many opportunities to think about what they are saying, to sort things out in their own minds as they are selecting and arranging content materials.

For the user, however, a curriculum guide can be quite sterile. It represents someone else's thinking. It is interesting, but not internalized. The color of the cover, if "Dusty Rose," doesn't show the shelf dust that collects as the school year wears on.

This document is designed for your own involvement and decision making. It is a "bank" of objectives, activities and suggested resources that you can make withdrawals from. You must decide what your program is. You have this material available to use to save precious time.

The title is Small Schools Sharing. If you have ideas for activities and resources, other objectives, other suggested monitoring procedures, we need to know about them. Please feel a responsibility to share. Don't be bashful about sending anything. Your idea may be the one that works for one child, the technique that makes the breakthrough for that particular concept or objective. If it is, it is priceless.

If you have suggestions as to ways to improve the guideline, format, philosophy or any other consideration, please be in touch. Your suggestions are valued.

In order to make the best use of this document, you should first become familiar with the Student Learning Objectives Handbook, which has just been revised. Your school will have a copy by the fall of 1977.

Jim Sjolund
Supervisor, Music Education Programs
FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science, or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills, and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum materials available in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.
On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education and Career Education.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT

Suggested Objective Placement

Student Learning Objective(s) The student is able to recognize specific forms in music:

AB (two part or verse/chorus), ABA (three part), Rondo (ABACABA) and call-response.

State Goal District Goal Program Goal

1, 5, 7

2, 3, 4

Related Area(s)

Suggested Activities: Grade(s) 1-3

AB

Title: AB Songs

Group Size: entire class

Materials: songs

Procedure:

- Sing songs that use an AB form. This includes verse/chorus songs. (See listing in appendix). Have students stand during the A section and sit for the B section.

Example: My Bonnie

A

My Bonnie lies over the ocean

My Bonnie lies over the sea.

My Bonnie lies over the ocean.

Oh bring back my Bonnie to me.

B

Bring back, bring back

Oh bring back my Bonnie to me, to me.

Bring back, bring back

Oh bring back my Bonnie to me.

Possible Resources

Play pieces/songs in AB form.

Have students record on paper the form.

Have the students stand on the A section and sit for the B section.

District Resources
DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., music, reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of music there exist several specific areas, i.e., rhythm, melody, playing and compositional skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972 the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction.

Student Learning Objectives

Three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is: "The student knows that a steady beat may be stretched or stopped."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to keep a steady beat."
Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values the opportunity to contribute musically to the community."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Suggested Learning Resources indicate materials, teacher made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.
GOALS FOR THE WASHINGTON COMMUNITY SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.
MUSIC PROGRAM GOALS

1. The student values the study of music and recognizes its usefulness in individual, family and community life.

2. The student is able to participate in the performance of music.

3. The student is able to select, organize and perform patterns of sound and silence to create a musical expression.

4. The student is able to demonstrate the ability to listen to music analytically, emotionally, and intellectually.

5. The student is able to relate and use supportive information in the performance, creation and listening of music.
Table of Contents

MOVING: Rhythm

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Beat</td>
<td>1</td>
</tr>
<tr>
<td>B. Duration</td>
<td>11</td>
</tr>
<tr>
<td>C. Accent</td>
<td>43</td>
</tr>
<tr>
<td>D. Meter</td>
<td>51</td>
</tr>
<tr>
<td>E. Tempo</td>
<td>59</td>
</tr>
<tr>
<td>F. Response</td>
<td>65</td>
</tr>
</tbody>
</table>

SINGING: Melody

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Melody</td>
<td>79</td>
</tr>
<tr>
<td>B. Pitch</td>
<td>97</td>
</tr>
<tr>
<td>C. Chords</td>
<td>131</td>
</tr>
<tr>
<td>D. Intervals-and Scales</td>
<td>137</td>
</tr>
</tbody>
</table>

PLAYING

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Science of Sound</td>
<td>151</td>
</tr>
<tr>
<td>B. Instruments</td>
<td>151</td>
</tr>
<tr>
<td>C. Environmental Sounds</td>
<td>173</td>
</tr>
</tbody>
</table>

SHARING

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>181</td>
</tr>
</tbody>
</table>

CREATING

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Structure</td>
<td>193</td>
</tr>
<tr>
<td>B. Composition</td>
<td>207</td>
</tr>
</tbody>
</table>

LISTENING

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Appreciating</td>
<td>223</td>
</tr>
<tr>
<td>B. Mood and Expression</td>
<td>233</td>
</tr>
<tr>
<td>C. Careers</td>
<td>243</td>
</tr>
</tbody>
</table>

FINALE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Song Samples</td>
<td>247</td>
</tr>
<tr>
<td>B. Patterns</td>
<td>289</td>
</tr>
<tr>
<td>C. Devised Notation</td>
<td>305</td>
</tr>
<tr>
<td>D. Song and Listening</td>
<td>308</td>
</tr>
<tr>
<td>E. Bibliography</td>
<td>366</td>
</tr>
<tr>
<td>F. Discography</td>
<td>371</td>
</tr>
</tbody>
</table>

xiii
MOVING

Rhythm
### Subject: Music

**Specific Area:** Moving: Rhythm  Beat

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

#### The student knows:

- that a steady beat may be stretched or stopped. *(fermata)*

#### The student is able to:

- keep a steady beat.
- pause or hold for the fermata sign.
- distinguish between rhythm pattern and beat.
- perform a rhythm pattern.

#### The student values:
## Optional Goals and Activities

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Music</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Language Arts</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Health</td>
<td>Reading</td>
</tr>
<tr>
<td>Career Education</td>
<td>Environmental Education</td>
<td>Other</td>
</tr>
</tbody>
</table>

17

-2

18
Learning Objective(s) The student is able to keep a steady beat.

State Goal 1,7,10

District Goal

Program Goal 1,2,4

Activities: Grade(s) K-1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Size: entire class, small group</th>
<th>Materials:</th>
<th>Suggested Monitoring Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep the Beat</td>
<td>song sheets, recordings, record player, large balls.</td>
<td>The teacher will be able to observe which students maintain the beat accurately. Use any of the activities as a &quot;test&quot; and check off on a list those who do well, those who need additional help, those who may need a great deal of help with this very basic skill. Design other similar activities to give continuous practice to those few who will need it.</td>
<td></td>
</tr>
<tr>
<td>Beat the Beat</td>
<td>sticks, drum, tambourine, tin cans, pencils</td>
<td>Many of the activities throughout this book are in themselves monitoring procedures.</td>
<td></td>
</tr>
</tbody>
</table>

Possible Resources

District Resources
<table>
<thead>
<tr>
<th>Activities: Grade(s)</th>
<th>K-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing the Beat</strong></td>
<td></td>
</tr>
<tr>
<td>Size: entire class, small group, pairs, individual</td>
<td></td>
</tr>
<tr>
<td>Tools: recordings, stereo, chalkboard, butcher paper, crayons, chalk</td>
<td></td>
</tr>
<tr>
<td>May mark on the chalkboard or a large paper with the steady beat of a song. Keep the arm movement with the beat.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Beat of the Rhyme</strong></td>
<td>&quot;Playing with Proverbs&quot; HBJ Green</td>
</tr>
<tr>
<td>Size: entire class</td>
<td>Mother Goose - Tasha Tudor</td>
</tr>
<tr>
<td>Tools: rhymes</td>
<td>Granpa Grig Had A Pig - Tripp</td>
</tr>
<tr>
<td>Students move to the steady beat of spoken rhymes, jingles, chants, short poems or created.</td>
<td></td>
</tr>
<tr>
<td>&quot;Hickory, Dickory, Dock.&quot; The students keep the beat by imitating movement and sound. (&quot;tick-tock, tick-tick-tock...&quot; and then say the rhyme.</td>
<td></td>
</tr>
</tbody>
</table>

**District Resources**
### Learning Objective(s)

A. The student knows the fermata sign (\( \text{\ding{8}} \)) is used to stretch or stop a steady beat.  
B. The student is able to pause or hold for the fermata sign.

### Area(s)

#### State Goal

1, 7, 10

#### District Goal

1, 2, 4, 5

### Activities: Grade(s) 2-3

<table>
<thead>
<tr>
<th>Activity</th>
<th>Group Size</th>
<th>Materials</th>
<th>Suggested Monitoring Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's That?!</td>
<td>entire class, small group</td>
<td>overhead projector, transparency</td>
<td>Activities will provide monitoring opportunities.</td>
</tr>
</tbody>
</table>

#### Possible Resources

- What's That?!

- District Resources

<table>
<thead>
<tr>
<th>Activity</th>
<th>Group Size</th>
<th>Materials</th>
<th>Suggested Monitoring Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold Everything!</td>
<td>entire class, small group</td>
<td>transparency, overhead projector, pen</td>
<td></td>
</tr>
</tbody>
</table>

#### Possible Resources

- Hold Everything!

- District Resources

<table>
<thead>
<tr>
<th>Activity</th>
<th>Group Size</th>
<th>Materials</th>
<th>Suggested Monitoring Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- District Resources

<table>
<thead>
<tr>
<th>Activity</th>
<th>Group Size</th>
<th>Materials</th>
<th>Suggested Monitoring Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- District Resources
Hold It!

Size: entire class, small group
Materials: songs, conductor

Have the students know and indicate pauses in the song. Have them stop the song when the conductor indicates to hold.

Children take turns conducting a song they know, using fermatas when they choose. Can the class recognize a tone when they see the conductor stretching the beat?
### Learning Objective(s)

<table>
<thead>
<tr>
<th>Learning Objective(s)</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student is able to perform a rhythm pattern.</td>
<td>1,7,10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The student is able to distinguish between and perform either rhythm pattern and/or beat.</td>
<td></td>
<td></td>
<td>1,2,4</td>
</tr>
</tbody>
</table>

### Area(s)

### Activities: Grade(s) 1-2-3

<table>
<thead>
<tr>
<th>Activity</th>
<th>Size:</th>
<th>Materials:</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythm in the Words</td>
<td>entire class, small group</td>
<td>song</td>
<td>&quot;Name Chant&quot; HBJ Blue</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
<tr>
<td>Names in Rhythm</td>
<td>entire class, small group</td>
<td>students, chalkboard, chalk</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

- Students may be asked, individually to clap the rhythm of a song they know well -- clapping and saying or singing is easier; hearing it in your head and allowing the class to listen for accuracy is more difficult.
- Clap a steady beat, alternate with short rhythm patterns to make a test. The students may answer aloud as a class for practice. To test individually, give the students paper and have them mark B for beat and R for rhythm pattern. (Remember, anything perfectly steady and even is a beat. Anything bumpy will be a rhythm pattern.)
<table>
<thead>
<tr>
<th>Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance the Rhythm</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size: large group, small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools: desk top</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students dance their feet to imitate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vary tempo. (fast-slow)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Beat versus Rhythm**

<table>
<thead>
<tr>
<th>Size: large group, small group, pairs</th>
<th>Tools: sound sources, desk tops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class so half are &quot;walking&quot; the steady</td>
<td></td>
</tr>
<tr>
<td>pace (as beside their chair) and the others</td>
<td></td>
</tr>
<tr>
<td>singing the words of a song or rhyme.</td>
<td></td>
</tr>
<tr>
<td>Students to walk the beat in a circle</td>
<td></td>
</tr>
<tr>
<td>outside edge of the room while &quot;sitters&quot;</td>
<td></td>
</tr>
<tr>
<td>playing the word pattern and sing along.</td>
<td></td>
</tr>
<tr>
<td>Students (or one at a time) may keep the steady</td>
<td></td>
</tr>
<tr>
<td>sound source (drum, wood block, etc.)</td>
<td></td>
</tr>
<tr>
<td>Dancers play the word pattern using both hands</td>
<td></td>
</tr>
<tr>
<td>desk or table top.</td>
<td></td>
</tr>
</tbody>
</table>
Learning Objective(s)  
A. The student is able to perform a rhythm pattern.  
B. The student is able to distinguish between and perform either rhythm pattern and/or beat.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,7,10</td>
<td></td>
<td>1,2,4</td>
</tr>
</tbody>
</table>

**Area(s):**

<table>
<thead>
<tr>
<th>Activities: Grade(s)</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Monitoring Procedures</td>
<td></td>
</tr>
<tr>
<td>Possible Resources</td>
<td></td>
</tr>
</tbody>
</table>

**Activities:** Name That Rhythm  
**Size:** large group, small group, pairs  
**Materials:** songs

The words of familiar songs or songs you have recently singing and learning. Ask the students to identify the song from the rhythm.

**Activity:**  
**Size:** large group, small group, pairs, individual  
**Materials:** paper, color crayons, rectangle or triangle pattern

"test game" by clapping, playing, or sounding of beats or rhythm patterns. Students will:

- Raising red circles for beat and blue squares for pattern, on large paper  
- Rising up for beat, remain sitting for pattern  
- Raising a rectangle for beat or a triangle for pattern  
- Heads down, raise hand for beat; lower to for pattern

**District Resources**

-9-
<table>
<thead>
<tr>
<th>Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- D3
- D4
### Subject: Music

#### Specific Area: Moving: Rhythm Duration

#### The student knows:

#### The student is able to:

- recognize that long and short sounds and silences make rhythm.
- relate the length of a sound to visual signs: hand gestures, blank notation, staff notation.
- read standard symbols used to designate the relative length of sounds and silences.
- write or make symbols to show the duration of sounds and silences in a variety of rhythm patterns.
- distinguish between like and unlike rhythm patterns by eye and ear.
- distinguish between even and uneven rhythm patterns.
- show and create rhythm patterns.

#### The student values:
<table>
<thead>
<tr>
<th>Optional Goals and Activities</th>
<th>Physical Education</th>
<th>Music</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Language Arts</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Health</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Career Education</td>
<td>Environmental Education</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
### Learning Objective(s)
The student is able to recognize that long and short sounds and silences make rhythm.

### State Goal
1, 9, 1

### District Goal

### Program Goal
1, 2, 4

<table>
<thead>
<tr>
<th>Area(s)</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Objective Placement</strong></td>
<td>1-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Objective(s)</td>
<td>The student is able to recognize that long and short sounds and silences make rhythm.</td>
<td>State Goal 1, 9, 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Size:</td>
<td>entire class, small group</td>
<td>District Goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>songs</td>
<td>Program Goal 1, 2, 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td>The Long and Short of It</td>
<td></td>
<td>The Musical Instrument Recipe</td>
<td></td>
</tr>
<tr>
<td>Group Size:</td>
<td>entire class, small group</td>
<td>Suggested Monitoring Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>songs</td>
<td>Possible Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td>Sounds of Instruments</td>
<td>District Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Size:</td>
<td>entire class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>sound sources, materials to &quot;make&quot; instruments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art:</td>
<td>sticks, wood blocks, claves, tin can</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Size:</td>
<td>entire class</td>
<td>Art: sticks, wood blocks, claves, tin can</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>autoharp, cymbal, tone bell, triangle, other ringing things instruments &quot;that have long and short sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td>An aural test of long/short can be made with a series of sounds or by taping environmental sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Grade(s)</td>
<td>Suggested Monitoring Procedures</td>
<td>Possible Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What's our score?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size: entire class, small groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details: construction paper (cut in shapes), chalkboard, flannel board, flannel pieces, sound sources.</td>
<td>A performance test of long/short can be given individually by asking students to &quot;play&quot; from scores or using lines, dashes, and empty spaces. To make the &quot;music&quot; sound more like a piece, repeat the pattern twice, then play it backwards, and repeat once more. AABA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus or Minus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size: individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details: construction paper, paint, crayons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Objective(s)**
The student is able to recognize that long and short sounds and silences make rhythm.

**Related Area(s)**

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,9,10</td>
<td></td>
<td>1,2,4</td>
</tr>
</tbody>
</table>

**Suggested Activities:**

| Grade(s) | 1-3 |

| Title:   | Long and Short Movements |
| Group Size: | entire class, small group, pairs, individuals |
| Materials: | students, recordings, cut-outs of small and large feet |

**Procedure:**

1. Have the students use their bodies to show long and short sounds.
2. Choose a piece of music and move to it in long and short ways. (See listening list: short sounds/long sounds)
3. Have students take baby steps and giant steps to a song they know. Divide the group and have half taking baby steps throughout the song while the others do giant steps.
4. Send long-short messages on your partner’s hands (patty-cake style). Let the partner put messages on your hands.
5. Hold up or fasten to wall small feet and large feet. While playing a piece of music, point or hold either size foot. Expect the students to choose correctly and to change when indicated.

**Possible Resources**

**District Resources**
<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Rhythm In the Environment</td>
<td>Make easy, quick scores by drawing lines, dashes, circles. Ask a child to play the music for you using one sound (water) of his/her choice.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong></td>
<td>entire class, small groups, pairs, individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>tape recorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Find sounds in the environment (classroom, school, or outside) and classify by long and short. Record your sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>water faucet, pencil sharpener, classroom resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Compose a rhythm piece using long and short sounds and silences of a water faucet, pencil sharpener, window blind or ... ??? Draw long and short lines to show how the music will sound.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>door, doorbell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Go to a friend's house. Knock or ring the bell. Will you make long or short sounds? Will there be silences?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>cake making materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Listen to someone making a cake, or make a cake in the classroom. Are there long and short sounds?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>scraping and ringing instruments, paper, crayons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Use contrasting long-short sounds and make a piece for ringing sounds and scraping sounds. Will you want some silences? Make music to play from.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>door, doorbell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Go to a friend's house. Knock or ring the bell. Will you make long or short sounds? Will there be silences?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>cake making materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Listen to someone making a cake, or make a cake in the classroom. Are there long and short sounds?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>scraping and ringing instruments, paper, crayons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Use contrasting long-short sounds and make a piece for ringing sounds and scraping sounds. Will you want some silences? Make music to play from.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The student is able to relate the length of a sound to visual signs: hand gestures, blank notation, staff notation.

### Related Area(s)

### Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title: The Last Note</th>
<th>Group Size: entire class</th>
<th>Materials: song</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose any familiar song that has holding notes at the end (most songs do). Conduct the piece as the students sing, and indicate by holding the last note with the hand moving to the right. Can the students hold until the cut-off?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: &quot;Oh Susanna&quot; ends on the word &quot;knee.&quot; This word is held.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: Watch the Birdie</th>
<th>Group Size: entire class</th>
<th>Materials: song</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For a fun game choose familiar songs and hold certain notes an overly long time for the students to follow the hand motion. They will continue singing when the director's hand continues the beat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: <strong>Row, row, row your boat</strong></td>
<td><strong>Gently down the stream</strong></td>
<td><strong>Merrily, merrily, merrily, merrily, little life is but a dream</strong></td>
</tr>
<tr>
<td>(To reinforce best singing tone, hold on vowel sounds.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let students choose songs and lead the game.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The activities under fermata are similar, though visual.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

In small groups direct the students to check their ability to follow.

### Possible Resources

Have children lead to find their proficiency in leading and understanding of the length of sound.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources
Student Learning Objective(s)  
The student is able to relate the length of a sound to visual signs: hand gestures, blank notation, staff notation.

Related Area(s)

Suggested Activities: Grade(s) K - 3

**BLANK NOTATION**

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt Rhythms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Size</th>
<th>entire class, small group</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt board, felt pieces (see pattern sheet)</td>
</tr>
</tbody>
</table>

**Procedure:**

- Place the felt pieces on a felt board in groups of four. Have the students "read" the music by doing the motions indicated.

- clap hands
- pat knees
- stamp foot
- rest (silence)

- With young students keep in similar groups of four. As they get older, let students arrange in new orders. Figures depicting eighth notes can also be made.

Suggested Monitoring Procedures

- Have students perform individually.
**Suggested Activities:**

**Grade(s):**

**Suggested Monitoring Procedures:**

**Possible Resources:**

**Title:**

**Group Size:** entire class

**Materials:** song words

**Procedure:**

Choose simple songs with limited note VALUES and indicate sound length by length of line under copy of the words.

<table>
<thead>
<tr>
<th>Oh dear what can the matter be</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________ ___________ ___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oh dear what can the matter be</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________ ___________ ___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oh dear what can the matter be</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________ ___________ ___________</td>
</tr>
</tbody>
</table>

Johnny so long at the fair.

| ___________ ___________ ___________ |

**Title:**

**Group Size:** entire class

**Materials:** song charts, shapes

**Procedure:**

Make large song charts of the class' favorite songs done in appropriate shapes or shaped pieces. Use large ones for long notes and smaller shapes of the same item or symbol for shorter notes.

**Materials:** moveable pieces (large and small)

Have moveable pieces so students can "build" the songs themselves while they or the class sing. Pieces could be assembled along the chalktray to represent a song.

Give the students a copy of the words for a song they know well which uses only long and short sounds. Leave them space to write the line notation.

"Let's Sing This-a-Way," the Open Court Kindergarten Music Program booklet is an excellent collection of songs in blank notation, which indicate note length as well as pitch up and down.

Mary Helen Richards' Experience Charts use lots of activities with Blank Notation and simplified staff notation.

District Resources
Student Learning Objective(s): The student is able to relate the length of a sound to visual signs: blank notation, hand gestures, staff notation

Related Area(s):

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Stars and Stripes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, small group</td>
</tr>
<tr>
<td>Materials:</td>
<td>Construction paper, feltboard, felt pieces</td>
</tr>
</tbody>
</table>

Procedure:

Using familiar songs, make a blank notation showing note length. This can be done with construction paper shapes glued to background, or using felt pieces on flannel board, or drawings on chalkboard, ditto sheets, or other media. Example: Use stars for Twinkle, Twinkle, having some of medium size and some of larger. Put the stars over the words to indicate length of sound.

Twin -kle Twin -kle, lit -tle star

- Use small and larger animals to show long and short notes in "Old MacDonald".
- Use small and large beds for "Are You Sleeping".
- Spoken rhymes, chants, or poems could be done in this same way. Allow one character or symbol for each syllable, just as was done in the above songs.

Suggested Monitoring Procedures:

To check, have a student point each symbol of a chart while singing or saying the song or rhyme.

Possible Resources:

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources
**Student Learning Objective(s):** The student is able to relate the length of a sound to visual signs: hand gestures, blank notation, staff notation.

**Related Area(s):**

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following activities suggest monitoring procedures.</td>
<td>Music teacher in area.</td>
</tr>
</tbody>
</table>

**Suggested Activities: Grade(s) K-1 2-3**

<table>
<thead>
<tr>
<th>STAFF NOTATION</th>
<th>Procedure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First grade:</td>
<td>Give students a piece of paper and pencil or crayon. As the teacher chants &quot;walk, walk, walk etc.&quot; have the students mark on the paper one stroke for each word. Keep movement to the rhythm of the voice.</td>
</tr>
<tr>
<td>Second grade:</td>
<td>walk, walk, walk, walk, walk, walk, walk, walk ....</td>
</tr>
<tr>
<td>Third grade:</td>
<td>walk, walk, walk, walk, walk, walk, walk, walk, hold.</td>
</tr>
</tbody>
</table>

**Materials:** Paper, crayon, chalkboard

**Group Size:** entire class, small groups

**Title:** Learning How It's Done

**District Resources**
Add a "sh" sound in some places and have the students write a wiggly line when they hear it.

Walk, walk, walk, walk, walk, sh, hold

Sh, sh, walk, walk, hold, hold.

Add "running" to the other sounds and use tied symbol (\(\frac{\text{}}{\text{}}\))

Walk, walk, running, running, walk, hold

Running, running, sh, sh, walk, hold.

By second or third grade the teacher may wish to add the complete note sign, at least for some activities.

Using this kind of chanting and writing, use rhymes and song words to put into visual signs

Example:

Jack be nimble, Jack be quick

Jack jump over the candle-stick.
Student Learning Objective(s) _The student is able to relate the length of a sound to visual signs: hand gestures, blank notation, staff notation._

Related Area(s)

Suggested Activities: Grade(s) K-1 2-3

| Title: Copy |
| Group Size: entire class |
| Materials: chalk, chalkboard, paper, pencil |

Procedure:

1. Do copy-cat clapping and writing or simple rhythm patterns.

2. Put several measures together to make longer pieces. Once the half note and the whole note have been taught, be sure to distinguish between the two by using the stem with the circle symbol.

   

   

3. Find some songs that have the visual indicators you want to use. Have the students "read" or clap the sound length. This could be a song from a book they have, an overhead transparency, or a large song chart. (see sample songs)

   This activity monitors itself. Check students to see if they can clap a song.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Only One Kind</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> songbook, overhead, projector, the class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**

For a fun game, choose songs the class knows well and has music for - either text or overhead. Sing only one kind of note, for instance only the quarter notes in the song. The next time sing on the eighth notes in a song, then only half notes. All other notes should sound only inside the head. This is a little tricky, but can be a fun way of checking knowledge and control!

Songs to try: Mary Had a Baby, America, Hush Little Baby
Student Learning Objective(s) The student is able to read and write standard symbols used to show the length of sounds and silences. (See following objective on writing)

Related Area(s)

Suggested Activities: Grade(s) 1, 2, 3

Do some of the activities as above, using traditional standard rhythm signs.

Title: Read that Rhythm!
Group Size: entire class, small group
Materials: songbooks

Procedure:
1. Read rhythms from songbooks, limiting the choices to those which contain only the note values the students have experienced. Ignore songs that have tricky or complicated rhythm places.
   a. clap the sound length
   b. play the rhythm on desk top or other instrument
   c. recite aloud
2. If you lack student songbooks, make overheads of songs to use. Make a file of good teaching songs for your continual use. Some of the songs in "song samples" may be used for this.

Title: Composition
Group Size: small groups, pairs, individual
Materials: paper, pencils

Procedure:
1. Ask students to make rhythm pieces using traditional notation. Trade copies and read them for each other by clapping, reciting, playing with a sound choice.
2. Have students make groups of three to practice and play for each other, using their choice of different sound sources, rhythm pieces written by classmates.

Suggested Symbols and Age Groups:

First grade
- \( \text{\begin{align*}
&\quad \text{Rest} \\
&\quad \text{Quarter Note} \\
&\end{align*}} \)

Second grade
- \( \text{\begin{align*}
&\quad \text{Rest} \\
&\quad \text{Half Note} \\
&\end{align*}} \)

Third grade
- \( \text{\begin{align*}
&\quad \text{Rest} \\
&\quad \text{Quarter Note} \\
&\quad \text{ Eighth Note} \\
&\end{align*}} \)

Possible Resources

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

District Resources
Student Learning Objective(s) The student is able to write or make symbols to show the duration of sounds and silences in traditional and untraditional notation.

(Refer to previous two objectives for related materials.)

Related Area(s)

Suggested Objective Placement 1-3

---

Suggested Activities: Grade(s) 1,2,3

- See activities above which require student writing.
- Also copy-catting activities.

**Title:** Lines and Sounds

**Group Size:** entire class

**Materials:** paper, markers, chalk, chalkboard song

**Procedure:**

- With paper and marker, make lines that coincide with sound lengths you hear in songs.

Example:

All night, all day, angels watching over me.

**Title:** Composition

**Group Size:** small group

**Materials:** poster paper, construction paper, tape recorder

**Procedure:**

- Have students make small groups (3 is good, no more than 5) to work out compositions using non-traditional symbols to represent lengths of sound and silence. They can then play their pieces for the class. Students will need to decide on sounds to use and how to play their piece, how to read the "music." Redo the following designs on 12 x 18 construction paper or large poster paper,* or create something similar for this activity.

* (see examples next page and in appendix)

**Materials:**

Use 12 x 18 construction paper or large poster paper for background. (The background may also represent a sound!) Make the symbols with different colors and kinds of papers, felt pens, crayons, cloth or art scraps.

It is fun to give the students a 3-D effect, rather than just lines and shapes on a flat page. Both kinds of scores are useful.

---

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

- Give paper and art materials to student groups.
- Have them create their own music collage to play or trade with other students to perform. Keep a collection of these student projects for use as scores another day.
- Record the performing groups for playback.
**Student Learning Objective(s)**
The student is able to distinguish between like and unlike rhythm patterns by eye and ear.

**State Goal**

**District Goal**

**Program Goal**

**Related Area(s)**

**Suggested Activities:**

**Grade(s):** 1, 2, 3

**BY EYE**

- **Title:** Match Game "77
- **Group Size:** entire class, small group, individual
- **Materials:** overhead, transparency or ditto

**Procedure:**

Make a matching game, on an overhead or ditto, giving sets of patterns for students to match up. Make the patterns shorter and easier for younger students, longer and trickier for older students. Look for recognition of sameness, not understanding of the rhythmic complexity.

Let the students create their own matching "tests" for others to take.

**Possible Resources**

Activities suggest monitoring procedures

<table>
<thead>
<tr>
<th>District Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Group Size:</td>
</tr>
<tr>
<td>Materials:</td>
</tr>
</tbody>
</table>

**Procedure:**

Using music texts or overhead transparencies of songs, have students find the lines of a song that have matching rhythm patterns. Put fingers on those that are **exactly** the same. Do the students see any that are **almost** exactly alike?

<table>
<thead>
<tr>
<th>Title:</th>
<th>Does it or Doesn't it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, small group, individual</td>
</tr>
<tr>
<td>Materials:</td>
<td>overhead transparency</td>
</tr>
</tbody>
</table>

**Procedure:**

On an overhead, draw sets of rhythm patterns that match and sets that don't match. Have the students identify like and unlike (same and different are better word choices for young students) either orally, by pointing, or by writing. These should start out with short, simple patterns and progress to more tricky ones.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Match 'em!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, small group</td>
</tr>
<tr>
<td>Materials:</td>
<td>sets of flash cards</td>
</tr>
</tbody>
</table>

**Procedure:**

Make a set of "flash cards" with different rhythm patterns. Make two cards for most patterns, so students can match them by manipulating them. Make a game by having 2 sets for 2 teams and see which can match up the quickest. For a quick shuffle for a relay, have the person completing the task drop the cards in a scatter on the floor.
Student Learning Objective(s)  The student is able to distinguish between like and unlike rhythm patterns by eye and ear.

Related Area(s)  

Suggested Activities: Grade(s)  1,2,3

Title: Thumbs Up, Thumbs Down
Group Size: entire class, small groups
Materials: flash cards (2 sets of 6)

Procedure:
1. Make a set of flash cards with 12 cards, 6 patterns. A student holds up a card from pile 1; another student holds up a card from pile 2. Audience indicates by "Yea!" and "Hssss" whether the cards match or mis-match. Re-shuffle for each time through. (Use other pre-determined signals if preferred--thumbs up/down.) For a math corrolary, keep the statistics on how often you get matched patterns and how often mis-matched per sets of tries! Make a score-keeping matrix and let 2 students keep count. This could continue on successive days.

Title:  
Group Size: entire class, small groups
Materials: finger jello (see recipe in appendix)

Procedure:
1. Make 2 different colors of finger jello. Have student set jello chunks in same and different patterns. Eat the patterns.

Possible Resources

District Resources
Title: Eau Size: entire class, small groups
Materials: colored paper, sound sources

Procedure:
Give students pieces of colored paper. These can be of the same or different sizes. Arrange a rhythm pattern by color and size. Build like and unlike patterns. Play the patterns by clapping or using other sounds. The paper pieces can also indicate length of sound. If the sound must last a while, you cannot use a clap. You will need something that will continue to ring or sound! Build patterns for other students to "play."
Student Learning Objective(s)  The student is able to distinguish between like and unlike rhythm patterns by eye and ear.

Suggested Activities:  Grade(s)  1, 2, 3

BY EAR

Title:  Name Match
Group Size:  entire class, small group
Materials:  children's names, chalkboard, chalk

Procedure:

Check the rhythm patterns of the names in your class. Which names match?

Billy  Marilyn  Tom
Karen  Mary Lou  John
Sandra  Timothy  Todd

Title:  Copy-Clapping
Group Size:  entire class, small group
Materials:  paper, pencil, sound sources

Procedure:

Copy clap various rhythm patterns; clap pattern 1, pause, then repeat or clap it differently. Use other sounds to "play" matching or unmatching patterns. Let students write yes and no on a paper for what they "hear," or indicate in another way whether what they heard was like or unlike.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Career Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class, small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> objects that make occupational sounds, tape recorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to occupational sounds for like and unlike sounds. Decide which tools have similar or different sounds: saw, hammer, mixer, blender, hairdryer. Ask students to bring &quot;occupational sounds.&quot; Record them. Try to imitate vocally.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Title:** Rhymes and Rhythms |                                 |                   |
| **Group Size:** entire class, small group |                                 |                   |
| **Materials:** poem books |                                 |                   |
| **Procedure:**               |                                 |                   |
| Find rhymes or lines from a poem to recite. Use some that match and some that do not. |                                 |                   |

| **Title:** Create-A-Test |                                 | District Resources |
| **Group Size:** entire class, small group |                                 |                   |
| **Materials:** tape recorder, sound sources, paper |                                 |                   |
| **Procedure:**            |                                 |                   |
| Older students light like to make up a "test" for the class to take. Plan the patterns to use, and decide what instruments to use to sound them. When you are ready, record the like and unlike patterns in matched or unmatched pairs. Stop the tape to allow the class to write down the answer in a quick code. |                                 |                   |
**Student Learning Objective(s)**

The student is able to distinguish between steady and bouncy (even and uneven) rhythm patterns.

**State Goal**

| 1,2,7 |

**District Goal**

**Program Goal**

| 1,4 |

**Related Area(s)**

**Suggested Objective Placement**

K-3

---

**Suggested Activities: Grade(s) K-3**

**Title:** Moving-Evenly or Unevenly?

**Group Size:** entire class, small group, pairs, individual

**Materials:** songs, sound sources, recordings

**Procedure:**

1. Have students move to steady or bouncy pieces, or recordings. Find songs that are very regular for walking at an even pace.
   
   (see list in appendix: steady beat)

2. Find songs that insist on a skipping movement.
   
   (see list: skipping songs)

3. If you can play an instrument, make up some very even tunes or rhythms. Contrast them with some skipping pieces. Let the children decide which their body wants to do. If you do not play, find recordings that can do the same thing. (see listening lists)

---

**Title:** Steady/Bouncy

**Group Size:** pairs

**Materials:** tambourine, drum and stick

**Procedure:**

1. Give a student a tambourine or a drum and stick.

2. Ask the student to beat a steady beat then change to a bouncy beat. Have another student move to the beat.

---

**Note to the Teacher:**

Rhythm patterns are usually notated as such:

- **skipping**
- **running**
- **walking**

**Possible Resources**

**District Resource**
### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Copy Clap and Move</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: entire class, small group</td>
</tr>
<tr>
<td>Materials: sound source</td>
</tr>
</tbody>
</table>

**Procedure:**
1. Clap a steady beat. Have the students copy what you clapped. Clap a skipping rhythm. Have them copy.
2. Now walk to the beat that is steady, change to skip to the beat that is bouncy. Teach skipping and galloping if students do not have these movements yet.

### Suggested Monitoring Procedures

<table>
<thead>
<tr>
<th>Title: Variations on Nursery Rhymes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: entire class, small group</td>
</tr>
<tr>
<td>Materials: rhymes</td>
</tr>
</tbody>
</table>

**Procedure:**
1. Use nursery rhymes, jump rope jingles or other chants. Say them first with a steady rhythm, then with a bumpy rhythm.

```
Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.
```

Using the same rhymes you worked out above, move to them as you say them; once even and smooth, the next time skipping and bouncy.

### Possible Resources

- Granfa Grigs Had A Pig - Tripp
- Mother Goose
- Jump rope! Jump for Joy!

### District Resources
Student Learning Objective(s) The student is able to show and create rhythm patterns.

Related Area(s)

Suggested Objective Placement

State Goal 1,7,10

District Goal

Program Goal 1-5

Suggested Activities: Grade(s) 1,2,3

Some of the activities above have already given the students a chance to make rhythm patterns of their own.

Title: Kits
Group Size: entire class, small group, individuals
Materials: kit (see pattern page), construction paper, scissors, glue

Procedure:
- Students may have "kits" containing notes, rests, bars, or whatever symbols have been learned in that grade. They may assemble or "build" rhythm patterns on their desks after the teacher claps or sounds the pattern. (See pattern page in back of guide.) These may be dittoed onto card tag and cut out by the students to put in their own envelope kits.
- Children may cut their own music symbols in any color they choose, and glue patterns or measures onto a construction paper of complimentary color. If more than one pattern is glued to a page, the student will need bar lines to separate them.

Title: Make a Game
Group Size: small group
Materials: art materials: paper, pencils, felt pens, card, crayons, glue, scissors

Procedure:
- Students should work with one or two other people. Make some rhythm patterns using the rhythm symbols known. (The teacher should list the ones the students are expected to use.) Plan a game using these patterns. Make the game parts needed to play. Use the art materials needed to do this.
### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>The Writing on the Wall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>flash cards, flannel board</td>
</tr>
</tbody>
</table>

**Procedure:**

- Do copy clapping of patterns using only single beats (quarter note value) and silences (quarter rest).
- Have the students write different patterns on the board or with felt pen on a paper wall chart. When a list has been compiled, play the patterns with any sound. Have a contest or a relay. The teacher may want to have the students put these on large flash cards to use for other games to make.

```
/ |   |   |   |
|   |   |   |   |
|   |   |   |   |
```

- The students may exchange their symbols for something different. Let oranges be the sound and bananas the silence. Use a flannel board and felt pieces to show the same concept, or cut shapes from paper (fruits, animals, vegetables) and write music with them.

### Title: Categories

<table>
<thead>
<tr>
<th>Group Size:</th>
<th>entire class, small group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials:</td>
<td>butcher paper, pen</td>
</tr>
</tbody>
</table>

**Procedure:**

- List on butcher paper any subject, such as restaurants, names, colors, cars, vegetables. Devise rhythm patterns from the words to make chants.

```
<table>
<thead>
<tr>
<th>Hamburger</th>
<th>Hamburger</th>
<th>Arctic Circle</th>
<th>Arctic Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
```

- Jack-in-the-Box 3
- Jack-in-the-Box 3
- Jack-in-the-Box 3
- Box Haven
Suggested Objective Placement

Student Learning Objective(s)  The student is able to show and create rhythm patterns.  

State Goal  1, 7, 10

District Goal

Program Goal  1-5

Related Area(s)

Suggested Activities:

Grade(s)  1, 2, 3

Title: Talking Drums

Group Size: pairs, entire group

Materials: drums, list of patterns

Procedure:

Student leader calls on another student to answer a rhythm pattern made on a drum or other sound source. The answerer may repeat the pattern heard or create another one of the same length.

"Talking drum" activities can be changed to suit classroom needs. Have the class decide on rhythm patterns that mean certain phrases. Post the phrases. Have two students "converse" using the phrases. The rest of the class should listen to find if the "talkers" try to fool them.

Example:

Hello  Hello

How are you?  I am fine. I am sick.

That's too bad  Goodbye.

Title: Perform-a-card

Group Size: entire class

Materials: cards with rhythm patterns

Procedure:

Make 32 cards with rhythm patterns that use the symbols that should be taught to each grade level. (See standard symbols.) You will need one for each student. Seat the students in a circle and give each a card. Let the student conductor point to a player who will perform the pattern with chop sticks, claps, or other "instruments." Another day have students make the cards for use in playing the game or another version of it.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Music**

**SPECIFIC AREA:** Moving: Rhythm  Accent

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

The student knows:

The student is able to:

- create accents by giving some beats more emphasis than others.

The student values:

45 1-3
## Optional Goals and Activities

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Music</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Language Arts</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Health</td>
<td>Reading</td>
</tr>
<tr>
<td>Career Education</td>
<td>Environmental Education</td>
<td>Other</td>
</tr>
</tbody>
</table>
Student Learning Objective(s) __________ Accents: The student is able to create accented syllables by giving some beats more emphasis than other.

State Goal 1, 2, 3
District Goal 1, 2, 3
Program Goal 1, 4, 5

Related Area(s) __________ Language Arts - Stress and Syllabication

Suggested Activities: Grade(s) __________ 1, 2

Title: __________ Clap an Accent
Group Size: __________ entire class
Materials: __________ songs

Procedure:
1. Have students clap a steady beat and count. Move the accent or strong beat to any count to make a game. Count continuous sets of 2 and clap louder on the 6th count. Then change to any other number and do again. Then agree on two numbers that will get heavy claps, like 4 and 6. Increase it to three.
2. Choose any song the students know well. Sing and clap the steady beat lightly as you sing. On the accent, dip or bend the knees or use some other pronounced body movement to indicate the strong beat, such as pointing the elbow.
3. Decide on two actions. Do the stronger action on the strong beat and the other on the weak beat. Example:
   4. CLAP, snap snap snap
   3. STAMP swish swish
4. Choose a song the students and use these actions while singing. What are some others you could do?
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Hut-Two-Three-Four!</td>
<td><strong>Group Size:</strong> entire class, small groups</td>
<td>&quot;Supercalifragilistic expialidocious&quot; Mary Poppins</td>
</tr>
<tr>
<td><strong>Materials:</strong> chalkboard, chalk, sound sources</td>
<td><strong>Procedure:</strong> - Count groups of 2's, 3's, and 4's, giving the One count of the group a strong holler. 1 2 3 4, 1 2 3 4, 1 2 3 4 or 1 2 3, 1 2 3, 1 2 3, 1 2 3, 1 2 3 - Use a clap a lap slap, or some other physical movement with the accent.</td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Accent on Syllables</td>
<td><strong>Group Size:</strong> entire class, small group</td>
<td>District Resources</td>
</tr>
<tr>
<td><strong>Materials:</strong> list of words (spelling list)</td>
<td><strong>Procedure:</strong> - Clap two syllable words or phrases stressing the strong beat: de-stroy can-dy pean-uts a-ble gel-ly watch out dis-guise Think of others. Do some with three or four syllables: gen-er-a-tion cour-age-our ba-na-na-split</td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Accent on Names</td>
<td><strong>Group Size:</strong> small groups</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> paper, pencil, sound sources</td>
<td><strong>Procedure:</strong> - Get in small groups. Have the students write the names of others in the group. Put accent marks where they belong, then say the names while clapping, stamping, tapping or in some way indicating the accent. Use body movement at the same time. Accent names on the wrong syllable.</td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s)  Accent: The student is able to create accents by giving some beats more emphasis than other.

Related Area(s)  Language Arts - Stress and Syllabication

Suggested Activities:  Grade(s) 1, 2, 3

Title:  Listening to Accent
Group Size:  entire class, small group
Materials:  recordings, record player

Procedure:
- Play a record or sing a song and have the students sway back and forth to the music. The sway or pendulum will naturally indicate the accent.
  (see listening list: waltzing/skating)
- Play a record to listen for accent. Decide if there are strong and weak beats. Some recordings have better, clearer examples of this than others. Find two pieces that contrast—a clear accent, and one that does not show.
  (see list: Accents)

Possible Resources

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Groin</td>
<td></td>
<td>Jump Rope!</td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class, small group, pairs, individual</td>
<td><strong>Materials:</strong> jump rope, balls (large and small)</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td><strong>Procedure:</strong></td>
<td></td>
</tr>
<tr>
<td>Use a jump rope, letting it swing and touch the floor like a pendulum. Sing a song to the motion. Turn the rope to natural body rhythm and think of a song you can sing to that rhythm. The sound of the rope hitting the floor or ground will be the accent, or first beat of a measure.</td>
<td>The students may use a variety of materials to create a pattern of beats. For younger children you will want these to &quot;read&quot; from left to right and vertically; older students may place the beats randomly for a freer effect. Use heavier or longer or larger materials for the accent beat, and other materials for the remainder of the pattern. A single student or entire class may play back the &quot;picture,&quot; accenting the stronger elements.</td>
<td></td>
</tr>
</tbody>
</table>
**Accent:** The student is able to create accents by giving some beats more emphasis than other.

**Related Area(s):** Language Arts - Stress and Syllabication

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>1, 2, 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Heavy and Light</td>
</tr>
<tr>
<td><strong>Group Size:</strong></td>
<td>entire class, small groups</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>pictures, books</td>
</tr>
</tbody>
</table>

**Procedure:**
- Have students make some music of their own, using any kind of symbols they wish to use and indicating heavy/light in some way. Play the music with separate kinds of sounds. Large and small, fruits and vegetables, hands versus feet, or color choice as red and blue could represent heavy and light.
- Talk about what makes heavy and light or loud and soft. Think of animals and plants. What things are usually thought of as heavy, as light? How do people show heaviness or lightness: in our bodies, in movement, in pictures?
- Make a book or a collection of pictures that illustrate heavy and light. Arrange some of these into "music" and play the music with sounds. For older students, make 2 or 3 arrangements and assign different students to each "piece." Give them a starting count and let them play their different music simultaneously to the same steady beat. Listen for the accents and the soft places.
  (see listening list: Heavy/Light)
<table>
<thead>
<tr>
<th>Suggested Activities, Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

121

-50-
**OBJECT:** Music  
**SPECIFIC AREA:** Moving: Rhythm, Meter

<table>
<thead>
<tr>
<th>Page</th>
<th>Suggested Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**The student knows:**

<table>
<thead>
<tr>
<th>The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>organize beats into sets (meter) of twos and threes.</td>
</tr>
<tr>
<td>determine (interpret) the meaning of meter signatures: 2/4, 3/4, 4/4</td>
</tr>
</tbody>
</table>

**The student values:**
<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>MUSIC</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>LANGUAGE ARTS</td>
<td>MATH</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>HEALTH</td>
<td>READING</td>
</tr>
<tr>
<td>CAREER EDUCATION</td>
<td>ENVIRONMENTAL EDUCATION</td>
<td>OTHER</td>
</tr>
</tbody>
</table>

11:1
- •

12:0
Student Learning Objective(s)  Meter 1: The student is able to organize beats into sets (meter) of twos (includes fours) and threes.

**Related Area(s):** math (sets)

**State Goal:**

**District Goal:**

**Program Goal:**

**Suggested Objective Placement:**  1-3

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>1,2,3</th>
</tr>
</thead>
</table>

| Title:    | Set It Up. |
| Group Size: | entire class, small group, pairs, individual |
| Materials: | poster with sets, kits, sticks |

**Procedure:**

- On blackboard, overhead, or paper chart have a series of 12 notes or symbols. Have a student go to board and mark off the series into sets of threes by drawing a long vertical line separating the sets. Have students clap or move to the sets. Go back and put on accent marks, then play again using clapping and/or moving. Repeat with sets of twos.

- (use any symbols or pictures to divide)
  - Have students make their own sets of 6, 12, 18 etc. note symbols or sticks and give it to a neighbor to divide by bar lines.

**Materials:** toothpicks, Q-tips, candies.

- Use toothpicks and Q-tips or paper slips. Divide toothpicks into sets of 2's, 3's, or 4's, separate by a Q-tip of other type "bar." Add gumdrops, jelly beans or round wrapped candies for note heads. Play what has been written. Eat the music.

**Suggested Monitoring Procedures:**

- Make a ditto sheet with lots of beats. Ask students to divide into sets as indicated.
- For older students, include notes of different values.

**Possible Resources:**

- Teacher note: Music may have many beats in a measure – even 7, 9, 11, 16. Use any size set for practice.
- However, all rhythms are divisible by 2 or 3 or a piece may be a combination of rhythms in both 2 and 3:
  - 4/4 is two sets of 2's
  - 6/8 is two sets of 3's
  - 7/8 will be a set of 3 and a set of 4, or a set of 3+2+2.

**District Resources:**

- **Teacher note:** Music may have many beats in a measure – even 7, 9, 11, 16. Use any size set for practice.
- However, all rhythms are divisible by 2 or 3 or a piece may be a combination of rhythms in both 2 and 3:
  - 4/4 is two sets of 2's
  - 6/8 is two sets of 3's
  - 7/8 will be a set of 3 and a set of 4, or a set of 3+2+2.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

**Materials:** rhythm kit  
- Have students use their rhythm kit to create sets of beats divided by bar lines.  
  **Group Size:** individual  
  **Material:** paper, crayons, paint  
- Have students write, paint, or draw beats in sets. Use a longer line to separate the measures. This can be done with art materials at their seat, on the board, or a chart.  
- Have students clap with the accent (see previous section) as another way or marking off beats into sets.

**Title:** Add the Bars  
**Group Size:** entire class  
**Materials:** overhead projector, transparency, pen

**Procedure:**  
- Make a transparency of a song the class knows in either 2, 3, or 4 time without the bar lines. Create the proper meter sets to complete at least one line of the song. Then sing the song while pointing to the beats in the sets. Do the same thing at the board.
**Student Learning Objective(s)**

Meter 1: The student is able to organize beats into sets (meter) of twos (includes fours) and threes.

**Related Area(s)**

math (sets)

---

**Suggested Activities:**

**Grades:** 1, 2, 3

**Title:** Conduct Yourself

**Group Size:** entire class, small group

**Materials:** chart, chalkboard

**Procedure:**

Demonstrate the conducting pattern traditionally used for 2, 3, and 4. Teach the 2 pattern for K and 1; add the 3 pattern for 2nd, and the 4 pattern by 3rd.

- **Material:** chart or blackboard
- **Count** while conducting together. Draw the pattern on the board or a large reusable chart.
- **Chant** while conducting together:
  - 2: out - back
  - 3: down - out - up
  - 4: down - crossover - out - up (both hands)
  - or
  - down - in - out - up (one hand)

**Possible Resources**

Have a student conduct the class in singing a familiar song.

**Teacher note:**

It is easier to teach this "both-handed" than single. If the teacher is demonstrating, he/she must use the "wrong" hand for it to appear correctly to students. District Resources who will mirror, if working with the single patterns.
Suggested Activities: Grade(s) ____

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Resources</td>
</tr>
</tbody>
</table>

. Find recordings of songs or pieces that swing in 2 or 3. Conduct while you listen. For 2's, try both 2 and 4. Does one feel better than the other? (See Listening List: Meter - triple and double)

District Resources
SMALL SCHOOLS PROJECT

Suggested Objective Placement

**Student Learning Objective(s)**: Meter 2: The student is able to determine (interpret) the meaning of meter signatures: 2/4, 3/4, 4/4.

Teacher Note: Do not introduce until students have actual music to look at: either a song book or a song on an overhead transparency. Tie to songs that are familiar when you can.

<table>
<thead>
<tr>
<th>Related Area(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>State Goal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>District Goal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4, 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Program Goal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Suggested Activities: Grade(s)</strong></th>
<th>2-3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Suggested Monitoring Procedures</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Possible Resources</strong></th>
</tr>
</thead>
</table>

**Suggested Activities: Grade(s) 2-3**

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count 'Em Up</td>
<td>entire class</td>
<td>song books</td>
</tr>
<tr>
<td>Classy Meters</td>
<td>entire class</td>
<td>class members, desks</td>
</tr>
<tr>
<td>Another Stokowski?</td>
<td>entire class</td>
<td>songbook, conductor</td>
</tr>
</tbody>
</table>

**Procedure: Count 'Em Up**

Look through a song book and count the number of 2/4 signatures you can find. Look for 3/4 and 4/4 when ready to introduce them.

**Procedure: Classy Meters**

Create sets using people in your class. What can be used for bar lines? What signature can be used?

**Procedure: Another Stokowski?**

Have a student pick a familiar song from a song text, decide what its time signature is, and conduct the proper pattern while the class sings along.

<table>
<thead>
<tr>
<th><strong>Possible Resources</strong></th>
</tr>
</thead>
</table>

Modern music can change meter every several measures! (See Listening List: Meter Changes)

| 2 4 3 4 2 3 |
| 2 4 3 4 2 3 |

**District Resources**
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

-58-
**Specifc Area:** Moving: Rhythm Tempo

The student knows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

The student is able to:

- recognize tempo changes within a composition: fast-slow.

The student values:
## Optional Goals and Activities

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Music</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Language Arts</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Health</td>
<td>Reading</td>
</tr>
<tr>
<td>Career Education</td>
<td>Environmental Education</td>
<td>Other</td>
</tr>
</tbody>
</table>

123

-60-

153
**Student Learning Objective(s)**

Tempo: The student is able to recognize tempo changes within a composition – fast/slow.

| Suggested Objective Placement | K-3 |

**State Goal**

1, 2, 10

**District Goal**

**Program Goal**

2, 4, 5

**Related Area(s)**

**Suggested Activities: Grade(s) K-1-2-3**

<table>
<thead>
<tr>
<th>Title: Cutups: Fast or Slow</th>
<th>Procedure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: small groups</td>
<td>In small groups have students go through magazines to find pictures that show people and things moving fast and slow. Make a chart organizing pictures into the correct category.</td>
</tr>
<tr>
<td>Materials: magazines, poster board, scissors, glue</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: Acting: Fast or Slow</th>
<th>Procedure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: entire class, small group</td>
<td>Act out how it feels to be a car going fast, going slow. Act out other moving things. Make a list of fast and slow movers. Take turns demonstrating what is on the list. Have a student call the items randomly, and then call another's name.</td>
</tr>
<tr>
<td>Materials: list of moving objects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: Write a Song About ...</th>
<th>Procedure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: entire class, small group</td>
<td>Make a list of things to do: skiing, sleeping, sailing, talking, walking, etc. Pretend to write a song about each activity on the list. How would a song about skiing go – fast, slow, or medium?</td>
</tr>
<tr>
<td>Materials: list of movement activities</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures**

Activities create own monitoring procedures.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Chopsticks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class, small group, pairs, individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> chopsticks, chart with beats, paper, crayons</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Clap out or tap chopsticks to beats that are recorded on a chart. Show beats getting faster and slower.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Have the students make faster and slower beats of their own with crayon on paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class, small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> slow-fast flashcards, recordings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Play a record or sing a song. Let it go fast or slow. Have students move to the tempo given, and change if it changes. Put a record on a faster speed on the record player, and shift to normal tempo. Move to what is heard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Make or have students make flashcards for slow and fast, using the words or some other designation. Play music that is fast, slow, and medium. Sing a song, changing the tempo as the leader changes the card.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Find a recording of a piece that changes tempo. Have the students put their heads down to listen, holding up their hand if they hear a change in tempo.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(See list in appendix: Tempo Changes)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Slow Down - Hurry Up</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> songs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Sing a familiar song at its usual tempo. Sing it faster and/or slower than usual. The teacher should conduct the song, changing tempo in the song with the students following correctly as they sing. Have individual students sing a well-known song and change tempos within it as they choose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>District Resources</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s) tempo: The student is able to recognize tempo changes within a composition--fast/slow.

Related Area(s)

Suggested Objective Placement K-3

State Goal 1, 2, 10

District Goal

Program Goal 2, 4, 5

Suggested Activities: Grade(s) K-1-2-3

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maezel's Metronome</td>
<td>entire class</td>
<td>metronome</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure:
- Borrow a metronome. Change the beat speed (tempo) several times for the students. Ask the students to tick-tock their arms as they listen to different tempos of the metronome.

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moxel's Metronome</td>
<td>entire class, small group</td>
<td>list of ways to move</td>
</tr>
</tbody>
</table>

Procedure:
- Make a list of ways to move: skip, walk, run, slide. Which are slow tempos and which fast. Sing a song like "Let's Go Walking" or "Jolly Rover." Change the words to use different ways of moving. Change the tempo each time to fit the particular body movement you are singing about. Make the song fit what the body needs to do when it slides, hops, or skips.

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play It Fast - Play It Slow</td>
<td>entire group, small group, pairs, individual</td>
<td>tone bells</td>
</tr>
</tbody>
</table>

Procedure:
- Set up a scale (either 8-note or pentatonic 5-note) with tone bells. Let a student play an original tune, playing some fast sections and some slow sections.

District Resources
Suggested Activities: Grade(s) _____

Title: Carnival of the Animals
Group Size: entire class, small group
Materials: recording, stereo

Procedure:
To strengthen recognition of contrasting tempos play "Carnival of the Animals." Find pictures of the animals in the suite. Talk about how the animals move and listen to the music for each. Does the music tempo fit the animal? Compare two different choices on a day.

Possible Resources
Carnival of the Animals - Camille Saint-Saëns

District Resources
SUBJECT: Music

SPECIFIC AREA: Moving-Rhythm Responding

The student knows:

The student is able to:

- find rhythm patterns which exist in nature: seasons, waves, rotation of earth, heartbeat, breathing
- find man-made rhythm patterns around them: buildings, fences, windows, desks, playground equipment, freeway, landscaping.
- use free bodily movement to interpret music.
- respond physically to musical rhythm in various patterns of movement: walk, skip, run, gallop.
- move rhythmically or dance according to patterns of beat, accent, duration, meter, tempo.

The student values:
<table>
<thead>
<tr>
<th>Optional Goals and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education</strong></td>
</tr>
<tr>
<td><strong>Music</strong></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td><strong>Art</strong></td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
</tr>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td><strong>Health</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Career Education</strong></td>
</tr>
<tr>
<td><strong>Environmental Education</strong></td>
</tr>
<tr>
<td><strong>Other</strong></td>
</tr>
</tbody>
</table>
Suggested Objective Placement: K-3

Student Learning Objective(s): The student is able to find rhythm patterns which exist in nature: seasons, waves, rotation of earth, heartbeat, breathing

Related Area(s): science, art, social studies, health and physical education

Suggested Activities: Grade(s) K-3

Title: Stop Look and Listen
Group Size: entire class
Materials: paper, pencil, crayons, Polaroid camera

Procedure:
1. Have the class go for an awareness walk. Listen for rhythms and beats such as students walking, windshield wipers, clocks ticking, traffic light changing, light fixture humming. When the class returns to room, write a story, draw a picture or otherwise record what was observed.
2. Go for a walk to look for and record visual patterns in nature, with a Polaroid or crayon and pencil sketches: birds flying, growing things, puddles, leaves, clouds.

Title: Rhythm of the Seasons
Group Size: entire class
Materials: art materials, tagboard

Procedure:
1. Watch for rhythms of nature in weather, waves, wind, rain, seasons. Keep a large chart to record these rhythms with art media. What is the rhythm of a tree or of any other plant on your schoolground? What is the rhythm of your school? Make a piece of art that shows this.
**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Group Size: entire class, small group</th>
<th>Materials: list of ways to move</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure:</td>
<td>Have the students take turns moving in different ways so that the students can observe other bodies in rhythmic movements: walking, running, galloping, skipping, hopping, sliding. Make a list of ways to move and do them. Choose 4 students. Have them walk one at a time. Do they move in the same way? Is the rhythm different from person to person?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Beat's Me!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: individual</td>
<td></td>
</tr>
<tr>
<td>Materials: stethoscope</td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td>Emphasize body rhythms. Be aware of active and quiet cycles. Use a stethoscope to hear heartbeats. Show students other places to feel their pulse: temples, neck, wrist. Tap the beat you hear or feel. Does the heart have a steady rhythm? Try different activities or movements. Check the rhythm changes. Run in place and compare to the resting pulse. Listen to breathing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Sounds Around</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: entire class</td>
<td></td>
</tr>
<tr>
<td>Materials: tape recorder</td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td>Tape environmental sounds. Record long enough to give a good length sample. Listen to what was taped. Some of the sounds may have rhythm. Keep a beat as you listen. The sounds may be random, sounding any time, without a rhythm that is steady.</td>
</tr>
</tbody>
</table>

| District Resources | 110 |

-68-
Suggested Objective Placement 1-2

Student Learning Objective(s) The student is able to find man-made rhythm patterns
(repeated design) around them: buildings, fences, windows, desks, playground, equipment, freeway, landscaping.

State Goal

District Goal

Program Goal

Related Area(s) Design, Art

Suggested Activities: Grade(s) 1-2

Title: Take a Look Around
Group Size: entire class, small groups
Materials: Polaroid, paper, pencils, crayons

Procedure:
. Have the class go for a walk to look for and record with sketches or Polaroid, any patterns that are man-made or planned (repeated design).
. Do the same for the immediate environment, the classroom. Check clothing, textbooks, ventilators, room clock, etc.
. Make some art that shows the above.

Title: Man-made Mural
Group Size: small groups, pairs, individuals
Materials: picture magazines

Procedure:
. Look through magazines for pictures that show rhythm patterns and make a large mural or collage.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
<tr>
<td>1st</td>
<td>-70-</td>
<td>1-20</td>
</tr>
</tbody>
</table>
Student Learning Objective(s) Movement: The student is able to use free bodily movement to interpret music.

Suggested Objective Placement K-3

State Goal 1,2

District Goal

Program Goal 2,5

Related Area(s) Dance, Drama, PE

Suggested Activities: Grade(s) K-3

Title: Moving Freely
Group Size: entire class, small groups
Materials: recordings, stereo, listed recordings, listed props.

Procedure:
1. Using recordings and lots of space, encourage free, experimental movement. Find ways to move that feel good. Try different ways: slow, fast, heavy, light, high, middle, low, loud, soft. When the music changes character or becomes different in some noticeable way, change to another movement pattern.
2. Props help individuals to forget themselves to aid in moving more freely. Use paper streamers, scarves, pieces of yarn, elastic, cotton balls, crepe paper ribbons, any other prop you may think of. Even styrofoam packing materials fall beautifully!
3. Dramatize a song or story to move creatively. Be the props needed -- a broom, a tree, a teddy bear, a mirror, a TV set.

Possible Resources

Hap Palmer Records
"What's So Funny" - HBJ Green
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Circular song</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> song</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong> Using familiar songs, have each person around the circle show another way to move or another pattern to take while singing the song over and over. Change leaders and patterns each time the song begins over. The teacher may initiate this by giving several examples before taking turns. Copy-cat the leader.</td>
<td></td>
<td>Moving Through the Universe in Bare Feet</td>
</tr>
</tbody>
</table>

| **Title:** What's It Like To Be ... | | |
| **Group Size:** small groups | | |
| **Materials:** songs | | |
| **Procedure:** In small groups, have students work out a movement pattern to a well-known song. Do these for each other in the large group. Add sounds to the movements if appropriate. (see list of examples: What's it Like to Be) | | |

| **Title:** Move to Words | | |
| **Group Size:** entire class | | |
| **Materials:** word list, records | | |
| **Procedure:** Have the class think of adjectives or characteristic ways to move that would give them ideas for moving. Try to imitate the words from the list. lumpy like an elephant bouncy like a kangaroo wiggly stretching floppy curving bumpy smooth short | Be sure to use some pop and contemporary records as well as the "classic" types. Rock is good for total involvement. | |

<table>
<thead>
<tr>
<th>Possible Resources</th>
<th>District Resources</th>
</tr>
</thead>
</table>

| -72- |
Learning Objective(s): Movement: The student is able to use free bodily movement to interpret music.

State Goal 1,2
District Goal
Program Goal 2,5

Area(s): Dance, Drama, PE

Activities: Grade(s): K-3

Suggested Monitoring Procedures

Possible Resources

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Around the Room</td>
<td>K-3</td>
<td>record and ask students to move one or more parts as they listen -- shoulder, elbow, foot, or the part to be moved. Students decide on one part of body to move while from place to place. Use a record, song, or sounds. Encourage movement at different levels different directions. From place to place using total body movement.</td>
</tr>
</tbody>
</table>

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- District Resources
**Student Learning Objective(s)**

**Movement:** The student is able to respond physically to musical rhythm in various patterns of movement: walk, skip, run, gallop, slide, hop, jump, creep, crawl, roll,

<table>
<thead>
<tr>
<th>Related Area(s)</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1, 2</td>
<td></td>
<td>2, 4, 5</td>
</tr>
</tbody>
</table>

**Suggested Objective Placement:** K-3

---

**Suggested Activities: Grade(s) K-3**

<table>
<thead>
<tr>
<th>Title: Move It'</th>
<th>Group Size: entire class, small group</th>
<th>Materials: songs, records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure:</td>
<td>Have students move to different songs and records.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use songs that will lend themselves to a particular rhythm.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use songs that can change rhythm, movement and tempo to fit various body rhythms. (See list: change tempo, can change tempo)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use records that will give a variety of movement possibilities. (See list: assorted topics)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use records that are designed to offer different movement experiences. (See list: movement records)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: Move Big, Small, Low, Tall</th>
<th>Group Size: entire class, small groups</th>
<th>Materials: drum, sound sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure:</td>
<td>By changing the size of the space student moves in, encourage change in patterns or movement from large to small, and to various levels of high, medium and low. Use a drum or other percussion instrument to beat out different rhythms for movement.</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures:** Activities suggest own monitoring procedures.

**Possible Resources**

**District Resources**
<table>
<thead>
<tr>
<th>Title:</th>
<th>Move to Nursery Rhymes</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>nursery rhymes, poems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**
- Chant nursery rhymes, poems and rope jingles that the class knows. Change the way they are recited so that it changes the way the class must move.

```
Jack and Jill went up the hill
walk:     | | | | | | |
skip:     | , | , | , | , |
run:      | | | | | | |
slide:    | , | , | , | , | , |
march:    | | | | | | |
```

Title: Do It Yourself
Group Size: entire class, small group
Materials:  

**Procedure:**
- Create chants that use the particular movement you wish to experience. Fit the movement of your body to that chant. Be sure to have an open space where everyone can really move and feel free.

Example: Bouncing, bouncing, gallop away
          Bouncing, bouncing, galloping gay.

<table>
<thead>
<tr>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump Rope!</td>
</tr>
<tr>
<td>Granfa Grigs Had a Pig</td>
</tr>
</tbody>
</table>

District Resources
Student Learning Objective(s)  Movement: The student is able to move rhythmically or
dance according to patterns of beat, accent, duration, meter, tempo.

Suggested Objective Placement  K-3

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,7</td>
<td></td>
<td>1,2,4,5</td>
</tr>
</tbody>
</table>

Related Area(s)

Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>BEAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials:</td>
<td>recordings, stereo</td>
</tr>
<tr>
<td>Procedure:</td>
<td>Have students keep a steady beat. Students may walk, creep, march, bend or run in a steady fashion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>ACCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials:</td>
<td>recordings, stereo</td>
</tr>
<tr>
<td>Procedure:</td>
<td>The teacher should choose a record which allows the students to hear the accent easily. Students should be asked to make some movement only on the accented beat. (waltz, march)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials:</td>
<td>Recordings, stereo, large/small feet</td>
</tr>
<tr>
<td>Procedure:</td>
<td>The teacher asks the students to listen to the length of notes: long, short, quick or held. Students experiment to music. Hold up foot patterns indicating the type of footsteps the students should take. A large foot indicates large, long steps while a small foot indicates running steps. Use colors to indicate duration. (Green-long; Red-short)</td>
</tr>
</tbody>
</table>

Suggested Monitoring Procedures

Think of this as a review or culminating activity for the rhythm section. In a large space (multi-purpose room) use a record player and several well chosen records. Ask the students to move to the elements you choose. They may move in any way as long as they meet the primary requirements.

Possible Resources

See specific sections of this book.
<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> METER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>recordings, stereo</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td>Students should be instructed to move in sets. Move with freedom. Example: HEAVY light light light</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> TEMPO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>recordings, stereo</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td>Move to a piece that changes tempo. Change with the piece.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SINGING

Melody
**SUBJECT:** Music  
**SPECIFIC AREA:** Singing (Melody)  
**Melody**  

<table>
<thead>
<tr>
<th>The student knows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>. the characteristics of melody: melodies go up and down, stay the same, jump or skip.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>. sing one verse of a variety of songs.</td>
</tr>
<tr>
<td>. discriminate between many-voiced and single-voiced texture</td>
</tr>
<tr>
<td>. sing or play melodies that are designed to go together: rounds, canons, partner songs, descant, ostinato.</td>
</tr>
<tr>
<td>. distinguish like and unlike tune patterns by eye and ear.</td>
</tr>
<tr>
<td>. create original words for familiar tunes.</td>
</tr>
<tr>
<td>. create an accompaniment for a song: instrument, percussion, rhythm, ostinato, chants (see Chords).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. . .</td>
</tr>
</tbody>
</table>

---
<table>
<thead>
<tr>
<th>Optional Goals and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education</strong></td>
</tr>
<tr>
<td><strong>Music</strong></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td><strong>Art</strong></td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
</tr>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td><strong>Health</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Career Education</strong></td>
</tr>
<tr>
<td><strong>Environmental Education</strong></td>
</tr>
<tr>
<td><strong>Other</strong></td>
</tr>
</tbody>
</table>

-80-
**Student Learning Objective(s):** The student knows the characteristics of melodies:
- up and down, stay the same, jump or skip.

**Suggested Monitoring Procedures:** Activity suggests monitoring procedures.

**Possible Resources:** Songbook listings

---

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Title</th>
<th>Up, Down, Same, Jump</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size</td>
<td>entire class, small groups</td>
</tr>
<tr>
<td>Materials</td>
<td>textbook, transparencies</td>
</tr>
<tr>
<td>Procedure</td>
<td>Using a textbook or an overhead transparency, point out a song that shows each of these characteristics. Preferably it should be a song that the students already know or are learning. If the class has songbooks, ask the students to find other songs which show the same characteristics. See sample songs.</td>
</tr>
</tbody>
</table>

**Songbook Listings:**

- Give your dog a bone
- Let freedom ring
- If you're happy and you know it
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Act the Part</td>
<td>Activity suggests monitoring procedures.</td>
<td>District Resources</td>
</tr>
<tr>
<td>Group Size: entire class, small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: plastic staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure:

1. Have the students act out the up and down, jump or skip or staying the same of the melody.
2. Use the plastic staff to have students stand on or walk the patterns they find in a song; up and down, staying the same, jumping and skipping. (The plastic staff is a large piece of plastic with five lines taped on to it to simulate a staff. It can be used to let the students lay upon and curl up as if noteheads.)
3. This same idea could be carried out with a set of five lines painted on the schoolroom or hall floor. Use the students as notes or make large notes of paper or card tag.
**Student Learning Objective(s)**

The student knows the characteristics of melodies:
- up and down
- stay the same
- jump or skip

**Related Area(s)**

**Suggested Activities:** Grade(s) 2-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Build it - Play it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, small group, pairs, individuals</td>
</tr>
<tr>
<td>Materials:</td>
<td>staff sheet, kit</td>
</tr>
</tbody>
</table>

**Procedure:**
1. Use the staff sheet and "kit." (See patterns in back.) Have the class build the patterns they find in songs. Stemless notes may be used.
2. The above patterns may be played on tone bells, piano or pitched instrument. Set up the needed bells in proper order for playing. Make a chart that shows the pattern that children can fit. (See first page of this objective)
3. Show several students where to play that pattern on the piano. They will teach others. They may also be taught on songflute or xylophone.

**Suggested Monitoring Procedures**

**Possible Resources**

**District Resources**
Title: Contour Drawing  
Group Size: entire class, small group, pairs, individual  
Materials: transparency, song, paper, pencil  
Procedure:  
- Do melody contour drawing, using a song the class knows or has in print that will show direction and characteristics of melody.

GERMAN FOLK TUNE

Using a transparency have students draw the contour of the melody individually at their seats.

District Resources
The student is able to sing one verse of a variety of songs.

<table>
<thead>
<tr>
<th>Title:</th>
<th>How Many Can You Name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class in two groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>chalkboard, chalk</td>
</tr>
</tbody>
</table>

Procedure:
- Students should and probably will know about 30 songs in a year's time. Think of games or contests that will help them review the songs that they have been singing.
- Example: Make two teams. Divide the room in half. A person thinking of a song may raise his/her hand and sing that song. Make a list.
- Take turns from team to team until the students run out of ideas. Leave the list a few days in case the students think of other ideas. This may include songs not learned in class, providing the students can sing one verse. Allow popular songs also.
- Note to teachers: Keep your own list as the year goes along to see how many new and how many review songs you actually teach.

Suggested Monitoring Procedures: Activities suggest monitoring procedures.
<table>
<thead>
<tr>
<th>Suggested Activity</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: It's in the Bag&lt;br&gt;Group Size: small groups&lt;br&gt;Materials: props needed for songs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure: &lt;br&gt;Divide the class into small groups. Give each group a sack that contains props to help them act out a song that they know. After giving some rehearsal time let the groups perform their play and sing the song.&lt;br&gt;Example: &quot;Are You Sleeping?&quot; nightgown, bells&lt;br&gt;Make books to use to show the students as they sing songs.&lt;br&gt;Example: &quot;This Old Man&quot; pages indicating numbers on what the Old Man played &quot;Knick-Knack.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distric Resources</td>
<td></td>
<td></td>
<td>-86-</td>
</tr>
</tbody>
</table>
**Student Learning Objective(s)**

The student is able to discriminate between many-voiced and single-voiced texture or sound.

---

**Related Area(s)**

---

**Suggested Objective Placement**

1-3

---

**State Goal**

1,10

---

**District Goal**

---

**Program Goal**

4

---

**Suggested Activities: Grade(s)** 1-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Textures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>recordings, stereo</td>
</tr>
</tbody>
</table>

**Procedure:**

- Use examples of television shows or recordings to give examples of many-voiced and single-voiced texture for listening. These could be single voice with background accompaniment of several voices; a group of voices with group accompaniment; a solo instrument with group accompaniment; or complete group sound as in chorus and orchestra. Talk about the solo sound and the group sound. Listen for both kinds. See list: Listening solo/many-voiced

<table>
<thead>
<tr>
<th>Title:</th>
<th>Collage of Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small group, individual</td>
</tr>
<tr>
<td>Materials:</td>
<td>art materials: cotton balls, q-tips, glue, fabric</td>
</tr>
</tbody>
</table>

**Procedure:**

- Have students make a collage using many textures, some heavy some light. Perform the collage as music.

**Suggested Monitoring Procedures**

Play various kinds of recordings and have children raise one finger or all fingers according to what they hear.

**Possible Resources**

Popular records

**District Resources**
**Student Learning Objective(s)**

The student is able to distinguish like and unlike tune patterns by eye and ear.

---

**Related Area(s)**

---

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BY EYE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Matching Lines</td>
<td>Activities suggest monitoring procedures.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> transparency, chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show the students matching tune patterns in a printed book, chart or overhead.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines 1 &amp; 2 alike: Old MacDonald</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines 1 &amp; 3 alike: Skip To My Lou</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines 1 &amp; 4 alike: Eensy Weensy Spider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines 2 &amp; 4 alike: Oh Susanna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines almost alike: If you're Happy and You Know It</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the students frame like lines with their fingers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Find More Matches</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class, individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> songbooks, transparency</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If students have songbooks, let them look for a song that has some matching lines. When they find one, they can call page number and see who finds their matches first. Change the game to find unmatched lines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe an entire song as: &quot;Lines 2 and 4 are the same and lines 2 and 3 are different.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR</td>
<td>Suggested Monitoring Procedures</td>
<td>Possible Resources</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Title:</td>
<td>Same/Different</td>
<td></td>
</tr>
<tr>
<td>Group Size:</td>
<td>entire class in groups</td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>tone bells, piano</td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td>Set up tone bells, piano or other instrument to play a short tune. After playing the tune, pause and play the same or different tune. Have the students call same or different. Take teams. Give one person the chance to answer for that team.</td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s) The student is able to sing or play melodies that go together: rounds, partner songs, ostinato, (chant K-1, sung 2-3)

Related Area(s)

Suggested Objective Placement K-3

State Goal 1

District Goal

Program Goal 2, 4

Suggested Activities:

(see also rhythm ostinati)

Title: Sing an Ostinato
Group Size: entire class
Materials: song, ostinato, accompaniment

Procedure:

An ostinato chant may be made for any song. Students should experience spoken chants with familiar songs before singing chants. Ostinato may be homemade or taken directly from the song.

Examples:

Directly from song "Dip, Dip and Swing"

\[\text{Dip Dip and Swing}\]

Home-made "I'm Goin' to Leave"

\[\text{Clip-clop Clip-clop}\]

Know the song well before adding the ostinato, so both parts will keep going. If there are two adults or teachers present, have a leader for each part.

Suggested Monitoring Procedures

Assign the ostinato to a small group of students. Watch this group for performance abilities.

Possible Resources

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Round and Round</td>
<td>Activity suggests monitoring procedures.</td>
<td>District Resources</td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> songs, rounds (see list)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**
- Have the class sing rounds.
- Teach the round line by line, singing one line to the students, having them repeat that line.
- After the students are well acquainted with each line, divide the group into the number of parts needed for the round.
- Before singing as a round, assign one line to each group asking them to repeat the assigned line.
- Add lines until all lines are being repeated.
- Sing in a round.
- Sing partner songs.
**Student Learning Objective(s)**

The student is able to create original words to familiar tunes.

**Related Area(s)**

**Suggested Activities:**  

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
</table>

| Title: | The Class' Song |
| Group Size: | entire class, small groups |
| Materials: | song tune, blackboard, chalk |

**Procedure:**

- Have the students write songs from experiences or events that occur in the classroom. Use a tune everyone knows. Group - write the words.
  - Example: to "Are You Sleeping?"
    - "We went walking, we went stalking to the zoo, through the zoo. We saw lots of cats there. And we saw some rats there and birds, too. And birds, too."

| Title: | Add A Verse |
| Group Size: | entire class, small group |
| Materials: | changing verse songs (see list) |

**Suggested Monitoring Procedures:**

- Have the students write their own songs.

**Possible Resources:**

- District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

10

-94-
Title: Accompaniment
Group Size: entire group, small groups
Materials: sound box

Procedure:
1. Using well-known songs, create any type of accompaniment. An accompaniment can be created for any song. Decide what kind of song it is and what accompaniment would fit with it. Choose a sound and try out your idea. Do you like it? Does it work? Would you change it? Is it too loud? Too soft?
2. After you have something you like, find a way to write it down so other people can play it.
3. When the group has had experience doing this together, let small groups form to choose a song and plan an accompaniment. Let them perform for the class. Have them write their music.
(See section on chords)
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT: Music

SPECIFIC AREA: Singing: Melody Pitch

The student knows:

- the way pitch is organized: large to small, left to right, up and down, high-middle-low.
- pitch is indicated by letter names: the musical alphabet.
- pitches are placed on a staff of lines and spaces.

The student is able to:

- distinguish between higher and lower pitches by eye and ear.
- to use indefinite pitch in music: percussion sound, electronic sounds, environmental sounds.
- alter pitch by making adjustments.
- alter the voice by making adjustments.
- devise a system of notation indicating pitch.
- match desired pitch with voice.

The student values:
<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>MUSIC</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART</td>
<td>LANGUAGE ARTS</td>
<td>MATH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>HEALTH</td>
<td>READING</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAREER EDUCATION</td>
<td>ENVIRONMENTAL EDUCATION</td>
<td>OTHER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The student knows the way pitch is organized: large to small, left to right, up and down, high-middle-low.

**Related Area(s)**
- Science

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Show students pictures of items that are large and small. Ask them to determine which ones would sound low/high.</td>
</tr>
</tbody>
</table>

**LARGE TO SMALL**

**Title:** Large/Small

**Group Size:** entire class

**Materials:** sound sources

**Procedure:**
1. Find or collect things that will vary in size giving a different pitch when struck or hit. Examples: nest of mixing bowls, various sizes of flower pots, pieces of board, chimes or metal or glass tubes.
2. Use other things that will show the concept large-is-low-and-little-is-high.

**Title:** Tin Can Alley

**Group Size:** entire class, small group

**Materials:** tin cans, glasses, bottles, spikes, nails

**Procedure:**
1. Experiment with tin cans of various sizes. It may be hard to get an accurate scale, but it is possible to find a range of sounds and pitches. The fatness or thinness of the can will affect the pitch as well as the height.
2. Water glasses, pop bottles or other bottles may have various amounts of water in them and can be tuned to play from low to high. It is the column of air that is sounding, so a little water leaves lots of air and will be a low sound. Lots of water leaves little air and will be a high sound.
3. Railroad spikes and nails may be hung on strings and arranged to play from low to high.
### Tone Bell Scramble

**Title:** Tone Bell Scramble  
**Group Size:** entire class, small group  
**Materials:** tone bells

**Procedure:**
- In tone bell sets, the long bells are low and the short ones are high. The same is true with a xylophone. Scramble the tone bells. Give one per student and allow the group to keep sounding the bells and moving to arrange themselves from low to high. Have students check themselves by measuring the length of the bells.

### Instruments Large and Small

**Title:** Instruments Large and Small  
**Group Size:** entire class  
**Materials:** instruments or pictures of instruments

**Procedure:**
- Demonstrate or ask an instrumental teacher to demonstrate instrument sizes to show the concept big = low and little = high. Contrast string bass or cello to violin or viola. Use all four instruments or a picture of a string quartet to show the related sizes. Also show the tuba to trumpet, flute to piccolo.
Student Learning Objective(s) The student knows the way pitch is organized: large to small, left to right, up and down, high-middle-low.

Related Area(s) Science

Suggested Activities: Grade(s) LEFT TO RIGHT

Title: Left - Right

Procedure:

1. Observe that in the above activities bowls, glasses, and nails are arranged from left to right from low to high. Be sure that these are sitting in front of the class as a whole so that the left-right sequence is observable by the students. The instruments should be "played" from the class side so that the student is playing from left to right/low to high.

   Materials: autoharp, piano

2. Use an autoharp turned to stand on end. Pluck strings from thick to thin, from left to right to show low to high. If possible open the front of an upright piano to show the same idea with the piano strings.

3. Play the piano keys from low to high. This is left to right.

Possible Resources

District Resources
Suggested Activities: Grade(s) ______

<table>
<thead>
<tr>
<th>Title:</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>tone bells, chart, books, blocks</td>
</tr>
</tbody>
</table>

Procedure:
1. Organize bells by letter name from low C to high C. Make a chart that shows the music alphabet moving from left to right, just as does the regular alphabet.

```
C D E F G A B C
```

2. Make or build a stairstep for bells to show left to right, low to high. Students may do this by piling books or blocks or packages of paper. Arrange the bells on the steps from left to right, low to high, C to C.

```
C D E F G A B C
```

Suggested Monitoring Procedures

Possible Resources

District Resources

-102-
The student knows the way pitch is organized: large to small, left to right, up and down, high-middle-low.

### Related Area(s)
Science

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UP AND DOWN</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td>Up and Down the Staircase</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong></td>
<td>entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>tone bells, books, songs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Build a stairstep for the bells. Notice that as the melody rises it goes up the stairs and as it falls it goes down.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Find places in songs where the notes go up and down. Arrange the bells in proper order. Play the songs going up and down the staircase.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Sing the entire song. Have students play the bells when the song goes up or down. (See list: Up and down. Scale)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td>Staff Movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong></td>
<td>small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>plastic staff, kits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Have the students move in up and down motions on the plastic staff by lining up several students in the order of the notes in a song.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Have students move notes up and down on the staff using the note kits.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td>Moving Up and Down</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong></td>
<td>entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>song list: up and down</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Listen to songs that use upward and downward movement. As the notes move up, ask students to move their hands up. As they move down, lower the hands.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggested Activities: Task(s)</td>
<td>Suggested Monitoring Procedures</td>
<td>Possible Resources</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources
### Suggested Objective Placement

<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
<th>The student knows that pitch is indicated by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>letter names: the musical alphabet.</td>
</tr>
</tbody>
</table>

### Related Area(s)

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,10</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Suggested Activities: Grade(s)

Title: Tone Shapes  
Group Size: entire class, small groups  
Materials: tone bells, chart

Procedure:
1. Make a chart with shapes traced from tone bells. If the class owns a 25-bell set, use low G up through high G, or in a 20-bell set, use middle C through high G. Put the letter names on the chart. Have the students match tone bells with the letter shape on the chart.

### Suggested Monitoring Procedures

This activity suggests monitoring procedures.

### Possible Resources

![Diagram of Tone Shapes]

- Play through the set in order, listening to pitches and naming them.
<table>
<thead>
<tr>
<th>Title:</th>
<th>Tone Bell Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>tone bells, Orff instruments</td>
</tr>
</tbody>
</table>

**Procedure:**
- Remove all tone bells from the case and have students replace them in proper order. Some sets are built to fit the space; if you have a set that is not built to fit, students can use the chart above for self-help.
- Orff instruments should be used similarly if the class has them. Remove the keys and have the students place them in order. For xylophones, which are removeable, have the students name and strike them in order from left to right.
- Have students play through, listening and moving the notes.

**Suggested Monitoring Procedures:**
Activities suggest monitoring procedures.

**Possible Resources**

---

-106-

District Resources
**Suggested Objective Placement**

**State Goal**

| 1,10 |

**District Goal**

| 4 |

**Program Goal**

| 4 |

**Related Area(s)**

**Student Learning Objective(s)**

The student knows that pitch is indicated by letter names: the musical alphabet.

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Grade(s)</th>
</tr>
</thead>
</table>

**Title:** Singing the ABC's

**Group Size:** entire class, small group

**Materials:** song sheet, drum

**Procedure:**

1. Have students sing "The ABC Song" stopping the song with their hands when reaching "G". (see song samples)
2. Have the students move to rhythm patterns played on a drum. The drummer suddenly stops and plays a bell or some other pre-planned cue. The students then sing "A-B-C-D-E-F-G." Game continues with changing rhythms.
3. Devise an "A-G" song chant similar to the game song Bingo. Leave a letter off of the song each time substituting it with a clap. (shown by X)

**Example:**

<table>
<thead>
<tr>
<th>ABCDEFG</th>
<th>XBCDEFG</th>
<th>XXCDEFG</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXDEFG</td>
<td>XXXXDEFG</td>
<td>XXXXXFG</td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures**

Watch students to be sure that they understand that the musical alphabet stops long before the letter alphabet.

**Possible Resources**

**District Resources**
**Student Learning Objective(s)**

The student knows that pitches are placed on a staff of lines and spaces.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.10</td>
<td></td>
<td>4.5</td>
</tr>
</tbody>
</table>

Related Area(s)

Suggested Objective Placement

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Meet the Staff</td>
<td>Activities suggest monitoring procedures.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> songs on charts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**

- Give the students an opportunity to see songs on the staff. Use books, transparencies or large song charts with songs the students know.

<table>
<thead>
<tr>
<th><strong>Title:</strong> Make a Staff</th>
<th></th>
<th>District Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> paper, pencil, ruler, kits, chalkboard</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**

- Give the student a sheet of paper for making a staff. Use rulers for spaces and line drawing. Draw five lines the width of the ruler apart. Use circles for notes or the "kit." The bottom line is E; write E on that line. The top line is F; write F on that line. Have students fill in the musical alphabet from bottom to top without leaving out any line or space. Have students check with neighbors to see if they are correct.

The teacher can call out a letter name and the class puts that note in the right place. A student at the front could be doing the same thing on chalkboard or flannel board. Students will discover that they have two E's and F's. Let them use either, or call them by high E or F or low E or F.
<table>
<thead>
<tr>
<th>Title: Artistic Staff</th>
<th>Group Size: individual</th>
<th>Materials: art materials listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure: An art project: Have students see how many ways they can make a staff. On any background use glue and sprinkles, tape, rubber bands, cloth strips, paper strips, yarn, sticks or twigs. Provide materials and see if the students can make combinations different from the others. Use the new staff to play some games with notes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title: Name the Notes</td>
<td>Group Size: individual</td>
<td>Materials: songbooks, staff</td>
</tr>
<tr>
<td>Procedure: Let the students pick an easy song in the songbook that has all its notes between the bottom and top line. On a piece of paper, name the notes by letter, using the staff to find the right &quot;name.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title: Spelling Lesson</td>
<td>Group Size: entire class</td>
<td>Materials: list</td>
</tr>
<tr>
<td>Procedure: Use notes for spelling words: cage, gab, egg, dad, face, age, baggage, cabbage, bag, ace... On the painted staff or drop cloth, use bodies to spell words. Some bodies will be space notes and some line notes. Write a story using notes for the letters A through G.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students have a contest to see who can discover the most words using A-G.
The student is able to distinguish between higher and lower pitches by eye, by ear.

**Related Area(s):**

**Suggested Objective Placement:**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>1,10</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Goal</td>
<td></td>
</tr>
<tr>
<td>Program Goal</td>
<td>4</td>
</tr>
</tbody>
</table>

**Suggested Activities: Grade(s):**

**BY EYE:**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Call Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>staff, chalkboard, chalk</td>
</tr>
</tbody>
</table>

**Procedure:**

- Draw a number of short staves on the chalkboard using staff lines. Call "high, middle or low." Have students place the notes on the staff as they are called.

<table>
<thead>
<tr>
<th>Title:</th>
<th>See Them High, See Them Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, individual</td>
</tr>
<tr>
<td>Materials:</td>
<td>songbooks</td>
</tr>
</tbody>
</table>

**Procedure:**

- Have students decide which notes are high and low notes. Then in a songbook pick a song and count the number of high and low notes. Have students exchange their work.

**Possible Resources:**

- Activities suggest monitoring procedures.

**District Resources:**
### BY EAR

<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>Sounds in the Room</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong></td>
<td>entire class, small groups</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>objects about the room</td>
</tr>
</tbody>
</table>

**Procedure:**
- Using different objects around the room, strike for sound and let the students decide if the sound is high or low. Desks, chairs, rulers for wood sounds; heater, window sills, legs or chairs or desks, staples, book ends and faucets for metal sounds; windows for glass sounds. Choose any pair of sounds around the room and compare for high and low. Use different strikers: wood on wood, wood on metal, metal on metal, metal on glass.

<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>Bend and Stretch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong></td>
<td>entire class</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>tone bells</td>
</tr>
</tbody>
</table>

**Procedure:**
- Play high and low pitches with piano or tone bells. Have students crouch for low sounds, and stretch tall for high. If the differences are great it will be easier. The closer the sounds the more difficult it will be.
SUGGESTED OBJECTIVE PLACEMENT: K-3

**State Goal:**

**District Goal:**

**Program Goal:** 1,3,4,5

**Related Areas:**

**Student Learning Objective(s):**

The student is able to use indefinite pitch in music:

- percussion, electronic and environmental sounds.

**Suggested Activities:**

**Grade(s):** K-3

**Percussion**

**Title:** Play Along

**Group Size:** entire class, small groups

**Materials:** sound sources

**Procedure:**

- Make a collection of sound sources: triangle, sticks, tambourine, tone bells, jingle bells, cymbals, whistle, xylophone, drum and shaker. Pass the instruments around allowing each child to play each instrument. Decide which instrument makes a note and which does not. (A bell set or xylophone are percussion because they are struck. They have a definite pitch. Many percussion sounds are non-pitched.)
- Sing a song or play a record. Have the children play along with any unpitched instrument.

**Suggested Monitoring Procedures:**

Have students name the instruments as they are passed around the group.

**Possible Resources:**

- Hap Palmer: Homemade Band

**District Resources:**
<table>
<thead>
<tr>
<th>Suggested Activity Test: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Draw the Music</td>
<td>Activity suggests monitoring procedures.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class, small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> butcher paper, felt pens, percussion instruments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure:

On a large sheet of butcher paper use felt pen to draw pictures of the percussion instruments the class owns. Make a piece of music by drawing the instruments that the students want to play. If they want two kinds to play at the same time, they will need to be drawn together. If they are to play "solo" they will be drawn alone. Have a leader point to the music. This can change with each person who points to the page.

![Diagram of percussion instruments](image-url)

(See other examples in appendix)
### Suggested Objective Placement

The student is able to use indefinite pitch in music: percussion, electronic and environmental sounds.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,3,4,5</td>
<td></td>
</tr>
</tbody>
</table>

### Related Area(s)

### Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Hit, Rub, Shake, or Scrape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, small group</td>
</tr>
<tr>
<td>Materials:</td>
<td>sound sources</td>
</tr>
</tbody>
</table>

**Procedure:**
- Make a large collection of different percussion sounds. Use the room collection or ask students to bring instruments which make sounds. Divide the instruments into categories: things to hit, rub, shake or scrape.
- Decide how to move for each category: march to strikers, sway to shakers, wiggle shoulders for scrapers. Play a piece moving as decided. Have a conductor direct the activity.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Write On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>paper, pencil, percussion instruments</td>
</tr>
</tbody>
</table>

**Procedure:**
- Form groups of 3-4. Ask students to create a one-minute composition with percussion instruments. Play the class. Have students find a way to write their music.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Pass Around</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>percussion instruments</td>
</tr>
</tbody>
</table>

**Procedure:**
- Have students compose a four bar rhythm pattern. In a circle have students play the pattern using different percussion instruments. Rest two measures while passing the instruments around the circle. Repeat.
- Do the above pattern with music.

### Suggested Monitoring Procedures

Watch students as they move to the strikers, scrapers and shakers for proper cues.

### Possible Resources

District Resources

- District Resources

---
ELECTRONIC

Title: Exploration
Group Size: small groups, pairs, individual
Materials: reel to reel tape recorder, sound sources

Procedure:
1. Do sound exploration with a reel to reel tape recorder. Demonstrate to students how to use a tape recorder to record any sound. Rewind and play the sound back as recorded. Rewind and play the sound at other speeds on the machine. Set up an exploration corner where there is a tape recorder and microphone and several sound sources. Have students experiment bringing some special sounds from home.

Title: Percussion and Electronic Combination
Group Size: small group
Materials: percussion, tape recorder

Procedure:
1. Make an electronic piece to play with percussion sounds and add the electronic sounds that have been recorded.

Activities suggest monitoring procedures.

Possible Resources
See Electronic Music Listening

District Resources
Student Learning Objective(s) The student is able to use indefinite pitch in music: percussion, electronic and environmental sounds.

Related Area(s)

Suggested Activities: Grade(s) K-3

ENVIRONMENT

Title: Sound Stories
Group Size: entire class, small groups
Materials: environmental sounds

Procedure: Create sound stories by a sequence of sounds to tell the events. The story will have no words. Choose a title and make the sound story that tells about the title: A Space Trip, The Haunted House, A Winter Storm, A Trip to the Zoo....
<table>
<thead>
<tr>
<th>Suggested Activity:</th>
<th>Imitation</th>
<th>Strike, Shake, Scrape, Blow and Pluck</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, small group</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>list of sounds</td>
<td>instruments</td>
</tr>
</tbody>
</table>

**Procedure:**

Title: Imitation

Group Size: entire class, small group

Materials: list of sounds

Procedure:

1. Have students make a list of the sounds heard anywhere, anytime. Try to imitate these sounds with the voice or other sound sources found. Use these imitations to play a piece.

Title: Strike, Shake, Scrape, Blow and Pluck

Group Size: entire class

Materials: instruments

Procedure:

Use strike, shake, scrape, blow and pluck for categories. Choose an environmental sound for each of the five groups. The conductor will direct the music by holding up 1, 2, 3, 4 or 5 fingers. If the conductor holds up a thumb, group 1 will play; if the thumb and middle finger, group 1 and 3 will play, if all 5, everyone will play together. The conductor may also write the numbers on the board, then point to the number or combinations wanted.
SMALL SCHOOLS PROJECT

Student Learning Objective(s) The student is able to alter pitch by making adjustments.  

Suggested Objective Placement 2-3

State Goal 1

District Goal

Program Goal 1, 5

Related Area(s)

Suggested Activities: Grade(s) 2-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Board and Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>board, nails, rubber bands, string, fishline, eye screws</td>
</tr>
</tbody>
</table>

Procedure:
- Put several nails on a board in a row. Put a rubber band on the first two nails and pluck. Then stretch to each other nail and pluck again. The looser the rubber band the lower, the tighter, the higher. Experiment with other arrangements of rubber bands.
- Use string around nails and find a way to gradually tighten.
- Use fish line fastened with eye screws. Tighten.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Loosen - Tighten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>string instruments</td>
</tr>
</tbody>
</table>

Procedure:
- Bring a guitar or other string instrument. Loosen one peg and strum. Tighten gradually and keep strumming. Pitch gets high as the string gets tighter, or lower as the string gets looser.

Activities suggest monitoring procedures.

Possible Resources

The Musical Instrument Recipe Book

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Glass Harmonica</td>
<td></td>
<td>Music for Glass Harmonica</td>
</tr>
<tr>
<td><strong>Group Size:</strong> small groups</td>
<td></td>
<td>Churchill Winds - Film</td>
</tr>
<tr>
<td><strong>Materials:</strong> 2-lets, water</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure:
1. Find four or five 2-lets or goblets with stems. Fill with different levels of water and strike with a spoon. Leave one glass empty to strike with the others. Rub the top rim rapidly with moistened finger. If done correctly, this produces a ringing sound and each glass will have a different pitch; adding water will lower the pitch.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Straw Flute</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> small groups, pairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> plastic straw</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure:
1. Cut the corners of plastic straw so that it will make a sound. As the students blow through the straw cut off the bottom of it. The pitch will get higher as the straw is shortened.

- cut corners

-120-
**Student Learning Objective(s)**
The student is able to alter the voice by making adjustments.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1,5</td>
</tr>
</tbody>
</table>

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

**Title:** Felt Sounds  
**Group Size:** entire class, small group  
**Materials:** felt board, felt pieces in different colors/shapes (see patterns in back)

**Procedure:**
- Place felt pieces on board moving from left to right. Direct the students in saying the names in relation to the shape.

![Diagram of felt pieces]

- Y = Yellow  
  say YELL - ow!
- B = Blue  
  say BLUE! (short)
- O = Orange  
  say Corrrrrrrrrrr (get louder)
- G = Green  
  say GREEEEEEEEEEEEEN
- R = Red  
  say RRRRRRRRRRRR

**Title:** What the Picture Says  
**Group Size:** entire class  
**Materials:** pictures

**Procedure:**
- Show students pictures of animals or things. Ask them to imitate the sounds made by the object in the picture.
  
  Example: Dogs
  
  bow-wow - eeeeyow - grrrr - whine ...

**District Resources**
Title: Vocal Slurs  
Group Size: entire class  
Materials: voice  
Procedure:  
. Have students experiment with different ways to alter vocal sounds. Practice imitating police sirens, falling objects or other sounds.
Student Learning Objective(s)  

The student is able to devise, make or create a system of notation indicating pitch.

Suggested Objective Placement

State Goal 1,7,10  
District Goal  
Program Goal 3,4,5

Related Area(s)

Suggested Activities: Grade(s)

Review Blank Notation in Rhythm Section

<table>
<thead>
<tr>
<th>Title:</th>
<th>Musical Magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>magazines, paste, butcher paper, scissors, sound sources</td>
</tr>
</tbody>
</table>

Procedure:

- Have students go through magazines for pictures of articles, people or animals that go high, middle or low.
- Have the students paste these in some order on a piece of butcher paper.
- Choose three sounds to represent high, middle and low.
- Have students "play" the composition while a conductor points to the "notes."

Possible Resources

- Open Court Kindergarten Music Program
- Manhattenville Music Curriculum Project

District Resources
Title: small groups

Materials: cotton balls, buttons, washers, marshmallows, art materials, glue, butcher paper

Procedure:
1. Have small groups of students compose a score on butcher paper using a variety of materials for notes. The position on the page determines the pitch.
2. Have groups trade pieces and play the others using pitched instruments.

(See appendix for other examples)
Student Learning Objective(s)  The student is able to match the desired pitch with voice.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,7,10</td>
<td></td>
<td>1,2,4</td>
</tr>
</tbody>
</table>

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s) 1-2-3</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Match the Sound</td>
<td>Mark a list of names so that you will know which students especially need pitch help. If they match correctly, mark +, if off mark 0 and if not sure mark ?. Play pitch games several times for the checking to be sure of your students.</td>
<td>District Resources</td>
</tr>
<tr>
<td><strong>Group Size:</strong> individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> songs (see list: Call - Response)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To get a quick idea of the students' voices sing call - response songs that allow them to copy what they hear. A piano may be used to help them stay in pitch. Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where is Susie? Here is Susie.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who has the pencil. I have the pencil.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Title: What's The Line?
Group Size: small groups
Materials: numbered cards

Procedure:
1. Ask the students to stand in groups of four. Each takes a number from 1-4. Using a short song of four lines or phrases have each child sing the line that matches the number. Select a song the students know well.
   Example: The farmer in the dell
             The farmer in the dell
             Hi ho the derry-oh
             The farmer in the dell.
2. Pass out cards that have a line of words and a number for phrase. Several songs will be included and distributed around the room. Call a song and give a starting pitch. The team will stand and sing their song in order.
**Title:** Listening Help  
**Group Size:** individual  
**Materials:** recordings, ear phone  

**Procedure:**  
Some children naturally sing correct pitch; others need help in discovering their "singing voice." For those special ones it is important to give this help early in their school years. Find ways to make matching exercises for them and give them many opportunities to listen to good solo singing. Set up a listening center with ear phones where children may listen to children's records that have good model voices. (see discography)  
Materials: cassette tape recorder, tape  
Make a tape (or have someone tape for your) that will have short notes or tiny phrases for matching. Sing the note or phrase and leave space for the student to imitate. After practice, make time to check the student with similar exercises. Use short phrases from familiar song.  
Examples:

- Are You Sleeping? Let freedom ring.
<table>
<thead>
<tr>
<th>Title:</th>
<th>Helpful Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>individual, pairs</td>
</tr>
<tr>
<td>Materials:</td>
<td>autoharp</td>
</tr>
</tbody>
</table>

**Procedure:**

1. Students that cannot seem to match at all or even move their voices around need to develop the "siren concept." Have the students slide their voices as much as they possibly can asking them to imitate the sound of a fire or police siren or the squeak of a mouse. Think of other sounds that could be imitated from the environment that would give a student a sound picture or higher tones.

2. Seat the weaker singers with the strong singers when possible.

3. Pair off students and give them a singing project where the strong singer will be singing with and helping the weaker singer.

4. Use other students to model good singing pitch.

5. Using a autoharp, pick a string and see if students can match it. Find some that they are able to match and some that are too high and too low. With a piano put masking tape marks on some keys that could be played and matched: middle C up through high C.
**Student Learning Objective(s)**

The student is able to match the desired pitch with voice.

---

**State Goal**

1, 7, 10

**District Goal**

---

**Title:** Screen the Sounds

**Group Size:** pairs

**Materials:** song flute, bells, whistle, triangle, jingle bells, screen tone bells

**Procedure:**

- Students can help each other with the discrimination of sound. Place a screen between two students with like sets of instruments or tone bells on either side. Have a strong-voiced student play a pattern on the tone bell. Second student imitates. First student then sings the pattern. Second imitates.

- Have a child match various sound sources. As above have one student play different sounds asking the second to imitate. (Use song flute, bells, whistle, triangle, jingle bell.)
<table>
<thead>
<tr>
<th>Suggested Activity</th>
<th>Grade(s),</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources
SUBJECT: Music

SPECIFIC AREA: Singing: Melody Chords

The student knows:

- that chords have letter names.

The student is able to:

- play chord accompaniments for songs: (1) one or single chord, (2) two chord, (3) three chords

The student values:
<table>
<thead>
<tr>
<th>Optional Goals and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Language Arts</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Career Education</td>
</tr>
<tr>
<td>Environmental Education</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

-132-
**Student Learning Objective(s)**

The student knows that chords have letter names.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,10</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Related Areas:**


---

**Suggested Activities: Grade(s):**

When using the activities in the following objective you will use the information concerning chord letter names. Doing this in a variety of ways while the students will be having experiences with chords will enable them to absorb this concept. See page on guitar chord fingerings and chord breakdowns.

---

**Suggested Monitoring Procedures**

---

**Possible Resources**

---

**District Resources**
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Resources</td>
<td>2.1</td>
<td>-134-</td>
</tr>
<tr>
<td></td>
<td>2.3</td>
<td></td>
</tr>
</tbody>
</table>
### Learning Objective(s)

The student is able to play chord accompaniments for songs: one, two and three chord songs.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,10</td>
<td></td>
<td>2,4,5</td>
</tr>
</tbody>
</table>

### Suggested Objective Placement

### State Goal

### District Goal

### Program Goal

### Activities: Trade(s)

<table>
<thead>
<tr>
<th>Song</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch students as they play the accompaniments.</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

### Possible Resources

Songbook listings

### Procedures

#### Activities With One Chord

- **Up Size:** small groups
- **Materials:** autoharp, tone bell, piano

- Songs will sound adequate played with only one chord.
  - Strum the same chord throughout the song.
  - Students can hold the button of the autoharp and another strums.

- Use the three tone bells of the chord played on the autoharp, give one bell per student. Have the students keep time by playing together on the beat. Have the piano keys allowing the students to play the tone bells.

- Examples of one-chord songs:
  - Row, Row Your Boat (use C or D)
  - Last of Tom (use em or im)

### District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TWO CHORD SONGS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Activities with Two Chords</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> autoharp, chart music, tone bells, guitar</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Have a team of students play accompaniments for songs with the autoharp. The teacher can indicate when to change chords.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Set up the tone bells in sets. Have three students take the bells of the C-chord playing as a team at the proper time. Have three other students take the bells for the G or G7 chord and play as a team when their chord belongs in the music.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Draw a chart of the chords to allow for checking and student directed activity.</td>
<td>Example: Skip To My Lou</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C C C C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G7 G7 G7 G7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C C C C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G7 G7 C C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chords can also be played on guitar or ukelele. Have students strum while teacher fingers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set up a learning center where the students can learn the fingerings for chords. (Begin with D and A7.) Make song charts for well known songs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See list: two chord songs.</td>
<td></td>
</tr>
<tr>
<td><strong>THREE CHORD SONGS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Three-Chord Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> autoharp, chart music, tone bells, guitar</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Follow the same procedures as for two chord activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Expand team chording to three chords. Use the chords C-F-G7 as chord sets for teams.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. See list: three-chord songs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. See page of guitar fingerings and chord breakdowns.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SMALL SCHOOLS PROJECT - Working Copy

<table>
<thead>
<tr>
<th>SUBJECT:</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIFIC AREA:</td>
<td>Singing (Melody)</td>
</tr>
</tbody>
</table>

The student knows:

The student is able to:

- sing, play, and read the notes of the pentatonic scale.
- sing a scale up and down with numbers and syllables.
- recognize intervals in a melody by eye and ear.
- make notation for a small vocabulary of intervals and the patterns.

The student values:

<table>
<thead>
<tr>
<th>Grade Placement</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Goals and Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.51

-13°
**Student Learning Objective(s):** The student is able to sing, play and read the notes of the pentatonic scale.

**Related Area(s):**

**Suggested Objective Placement:** 2-3

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td><strong>Title:</strong> The Scale</td>
</tr>
<tr>
<td></td>
<td><strong>Group Size:</strong> entire class</td>
</tr>
<tr>
<td></td>
<td><strong>Materials:</strong> tone bells, pentatonic songs (see list)</td>
</tr>
</tbody>
</table>

**Procedure:**

1. Set up the tone bells for the pentatonic scale - C D E G A - in a row, on a ladder or steps. Play and sing them with numbers 2 3 5 6 and down 6 5 3 2 1. Sing them with co-re-mi-sol-la and la-sol-mi-re-do.

2. Let half the group sing a pentatonic scale while the others sing with the bells repeating over and over a two note ostinato.

3. Have the students sing a pentatonic song while another student plays the ostinato on the bells.

**Example:**

![Music notation](image-url)

**Possible Resources:**

- New Dimensions Books 2 & 3 - The Orient
- Songs That Children Sing - Chroman

**District Resources**
<table>
<thead>
<tr>
<th>Title: Codes</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: entire class</td>
<td>Write music on an overhead using the shorthand for pentatonic tones. Have students write the syllable or note it represents.</td>
<td>Mary Helen Richards charts</td>
</tr>
<tr>
<td>Materials: charts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**
- Use the letetr shorthand for pentatonic tones. Have the class sing the syllable names:
  - d = do
  - r = re
  - m = mi
  - s = sol
  - l = la
- Use hand signs and sign language for scale syllables. See Mary Helen Richards' materials.

<table>
<thead>
<tr>
<th>Title: Haiku</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: Haiku, paper, pencil, tone bells</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**
- Have students write Haiku. After they have their poem ask them to compose a piece using only the pentatonic scale. Create an ostinato to be played on the tone bells to play with the song.
- Example:
  - Broken
  - Broken
  - Again on the Sea
  - The moon so easily mends.

**District Resources**
The student will be able to sing a scale up and down with numbers and up and down with syllables. (numbers - grade two/syllables - grade three)

Suggested Activities: Grade(s) 2-3

Title: Numbers Up and Down
Group Size: entire class
Materials: tone bells, piano

Procedure:
- Starting at any pitch, sing up and down the eight-note scale using numbers. Use bells to do this also. (It is easiest to use the C scale with bells.)
- Mark the piano keys with masking tape for number and syllable scales. Have the students play and sing together.

Title: Doe a Deer
Group Size: entire class
Materials: Recording: Sound of Music

Procedure:
- Teach the song Doe A Deer as a way to expose and teach students the concept of syllable names.

Suggested Monitoring Procedures
Activities suggest monitoring procedures.

Possible Resources
The Sound of Music

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Title: Scale Songs</th>
<th>Group Size: entire class</th>
<th>Materials: scale song, blackboard, chalk, staff</th>
</tr>
</thead>
</table>

Procedure:
1. Teach songs that use the scale. (see list: scale)
2. Write the scale in made-up (devised) notation showing the ascending or falling tune.
3. Use traditional notation, arranging the notes so that students may point to them as the class sings the scale songs.

Possible Resources

District Resources
The student will be able to sing a scale up and down with numbers and up and down with syllables. (numbers - grade two/syllables - grade three)

Student Learning Objective(s)

Suggested Objective Placement 2-3

State Goal 1,10

District Goal

Program Goal 2,4

Related Area(s)

Suggested Activities: Grade(s) 2-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Finger Puppets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class/individuals</td>
</tr>
<tr>
<td>Materials:</td>
<td>paper, tape, crayons</td>
</tr>
</tbody>
</table>

Procedure:
To teach a five note scale for beginners, make finger puppets for each finger and thumb. Sing up and down for the five stems, wiggling the proper fingers.
Title: Songs By Number

Group Size: entire class

Materials: tone bells, piano, xylophone

Procedure:

1. Write some familiar songs with numbers playing them with xylophone, piano or bell sets.
   Example:
   Mary Had A Little Lamb
   \[321233\quad 222\quad 355\]
   \[321233\quad 22321\]
   Hot Cross Buns
   \[3\quad 2\quad 1\quad 3\quad 2\quad 1\]
   \[1\quad 1\quad 1\quad 2\quad 2\quad 2\quad 3\quad 2\quad 1\]

   Twinkle Twinkle Little Star
   \[115566\quad 554432\]
   \[115566\quad 44\quad 3221\]
   \[115566\quad 44\quad 3221\]
   Are You Sleeping?
   \[1231\quad 1231\quad 345\quad 345\]
   \[565431\quad 565431\quad 151\quad 151\]

2. Have the students write a tune of their own using the numbers and scale notes 1-5. Write down the tune and perform.
   Example:
   \[5543432\quad 5543432\quad 12345555\quad 33221\]

Have students play the songs in small groups.
Student Learning Objective(s) The student is able to recognize intervals in a melody by eye and ear.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Intervals</td>
</tr>
<tr>
<td><strong>Group Size:</strong></td>
<td>entire class</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>overhead, songs</td>
</tr>
</tbody>
</table>

**Procedure:**

Intervals are best understood in the context of songs the students know or are learning. Find these intervals and review with the students. See list:

**FIRST GRADE**

- sol-mi

![sol-mi music notation]

- sol-la-mi

![sol-la-mi music notation]

- do-do (octave)

![do-do music notation]
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECOND GRADE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mi-re-do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Musical notation]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sol-mi-do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Musical notation]</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THIRD GRADE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sol-fa-mi-re-do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Musical notation]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sol-ta-do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Musical notation]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>do-sol-mi-do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Musical notation]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s)  The student is able to recognize intervals in a melody by eye and ear.

State Goal  1

District Goal  0

Program Goal  2,4

Related Area(s)

Suggested Objective Placement  K-3

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: Take a Look</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: entire class</td>
</tr>
<tr>
<td>Materials: transparencies</td>
</tr>
</tbody>
</table>

Procedure:
- For eye activities make transparencies of songs and look for the tone patterns studied. Use hand signs if possible. For eye learning of patterns, use only songs in keys of E or Eb. Do not confuse the students with tone patterns in other keys which will be "living" in other lines and spaces. An introduction is enough for this complicated concept will go into the intermediate years if a specialist wants to teach it.

NOTE TO THE TEACHER:
For singing and hearing tone patterns and intervals, various keys can be used because the patterns will sound the same, though in print they will not look the same. You may find songs that have similar tone patterns.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

3.1

-148-

3.2
SMALL SCHOOLS PROJECT

Student Learning Objective(s) The student is able to make notation for a small vocabulary of intervals and tone patterns.

State Goal 1,10
District Goal
Program Goal 2,3,4

Related Area(s)

Suggested Objective Placement

Suggested Activities: Grade(s)

Title: Notating
Group Size: small groups
Materials: paper, pencil, crayons

Procedure:
- Have student experiment with ways to "write" music for pitches and high and low sounds. Use the intervals listed in the previous objective.
- Review the rhythm section on blank notation.

Activity Monitoring Procedures
Activities suggest monitoring procedures.

Possible Resources
Mary Helen Richards charts

District Resources

3-4
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Sol-Mi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Size: entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: paper, pencils</td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

### Procedure:
- Have students write notation on a two line staff using sol and mi.

```
\[ \text{\includegraphics[width=\textwidth]{sol-mi notation.png}} \]
```

- Expand to include la.

```
\[ \text{\includegraphics[width=\textwidth]{la notation.png}} \]
```

- Expand to include low do.

```
\[ \text{\includegraphics[width=\textwidth]{low_do notation.png}} \]
```

- Write do-re-mi-fa-sol.

```
\[ \text{\includegraphics[width=\textwidth]{do_re_mi_fa_sol.png}} \]
```

- The students should listen as the teacher dictates rhythm patterns and note patterns.
Playing

Science of Sound
Instruments
Environmental Sounds
SUBJECT: Music

SPECIFIC AREA: Playing: Instruments

The student knows:

- the science of sound as it relates to musical instruments: vibrating strings, vibrating air columns, vibrating membranes and vibrating materials.
- the proper care and handling of musical instruments and equipment.

The student is able to:

- make several sounds from a single source. (string instrument—bowed, scraped, plucked)
- recognize the sound of individual traditional instruments: keyboard, woodwind, brass, strings, percussion, guitar.
- recognize some ethnic or untraditional instruments: mbira, steel drum, sitar, koto, electronic, others of your choice.

The student values:
<table>
<thead>
<tr>
<th>Optional Goals and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Language Arts</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Career Education</td>
</tr>
<tr>
<td>Environmental Education</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
**Student Learning Objective(s):** The student knows the science of sound as it relates to musical instruments: vibrating strings, vibrating air columns, vibrating membranes and vibrating materials.

**Related Area(s):**

---

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIBRATING STRINGS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title: Vibrating strings</td>
<td>To monitor the students' knowledge on this objective set out all the classroom equipment asking the students to decide &quot;What will happen if....&quot;</td>
<td>Churchill Film: Strings. The World of Harry Partch</td>
</tr>
<tr>
<td>Group Size: entire class, small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: string instruments (guitar)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td>Allow students to choose an illustration of an instrument, explain the way the instrument sounds and then test the theory by using instruments.</td>
<td>The Musical Instrument: Recipe Book</td>
</tr>
<tr>
<td></td>
<td>Pluck the largest or 6th string on a guitar. Watch the vibration. Have a student press on the string at the fifth fret. If the guitar is properly tuned the 5th string will begin to vibrate sympathetically.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Place some activities in interest centers with instructions and self-test sheets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Most other activities suggest monitoring procedures.</td>
</tr>
</tbody>
</table>

**District Resources**

---

**VIBRATING STRINGS**

**Title:** Make Your Own Vibes

**Group Size:** small groups

**Materials:** fish line, board, nails, rubber bands

**Procedure:**

- Have students make their own instruments to see vibrations.

**Title:** Tension

**Group Size:** small groups

**Materials:** rubber bands, guitar

**Procedure:**

- Changing the tension/length of a string will change its pitch. Have students experiment with rubber bands stretched about the thumb and forefinger. Have the students change the tension as they "play" the rubber bands.
- Use a guitar to demonstrate how the pitch moves up and down when the string is made tight or loose by turning the peg.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> String Along</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> string, teaspoon, clothes hanger, oven rack</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**
- Attach a piece of string to a teaspoon. Let the teaspoon tap a table or desk while holding the string to the ear. The string will carry vibrations up to the ear. This will give a loud sound that will continue even after it appears to stop.
- Tie two pieces of string to the points of a clothes hanger. Put the strings to the ears by winding the string around the finger for holding. Tap the hanger with different articles.
- Attach many strings to an oven rack, allowing many students to listen to the sounds produced by striking the rack.

<table>
<thead>
<tr>
<th>Title: Phone Call!</th>
<th></th>
<th>Local Phone Company</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong> pairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> paper cups, string</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**
- Make a paper cup telephone by attaching two cups to a piece of string. Stretch tightly. The sound waves will travel along the string.
- Contact the telephone company for information on how a real telephone works with sound waves and vibrations.

<table>
<thead>
<tr>
<th>Title: Feel the Vibes!</th>
<th></th>
<th>District Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong> small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> vocal apparatus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**
- Feel the vibration or movement of the vocal cords. Have the students put their fingers along the voice box. Experiment using different sounds: say "AH" (feeling the vibration), whisper (feeling the muscle movement) and sing high and low (feeling the speed of the vibration).
- Find a picture of the vocal cords to show the students. Check for films.
Student Learning Objective(s)
The student knows the science of sound as it relates to musical instruments: vibrating strings, vibrating air columns, vibrating membranes and vibrating materials.

Related Area(s)

Suggested Activities: Grade(s)

VIBRATING AIR COLUMNS

Title: Water Bottles
Group Size: small group, pairs
Materials: containers, pitcher of water, mallets, food coloring

Procedure:
1. Collect a group of tin cans and glasses of various sizes. Fill these containers with varying amounts of water. The column of air is vibrating to give off the sound when the glass or can is struck. The container with the least water (most air) will have the lowest sound and the one with the most water (least air) will have the highest sound. It is possible to arrange these in an approximate scale. Strike with mallets.
2. Have students fill water bottles striking continuously as water level changes.
3. Color-code the water bottles using a different color for each pitch. Write out simple songs using colors to name the pitches. (see following activity)
**Suggested Activities:**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Blowing Bottles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>pop bottles, water, song chart</td>
</tr>
</tbody>
</table>

**Procedure:**

1. Put some water in pop bottles varying the water level as in the above activity. Blow over the top of the bottle to produce a tone.

2. "Tune" pop bottles for group of students. Give each student one numbered pop bottle. Play a simple song with each student playing a different note. Make music for them to play by using number or colors.

   Example: "Mary Had A Little Lamb"

   
   MAR - Y HAD A LIT - TLE LAMB
   3 2 1 2 3 3 3
   red blue green blue red red red

   LIT - TLE LAMB LIT - TLE LAMB
   2 2 2 3 5 5
   blue blue blue red clear clear

   MARY - Y HAD A LIT - TLE LAMB
   3 2 1 2 3 3 3
   red blue green blue red red red

   HIS FLEECE WAS WHITE AS SNOW.
   3 2 2 3 2 1
   red blue blue red blue green

**Possible Resources**

District Resources
### Learning Objective(s)
The student knows the science of sound as it relates to musical instruments: vibrating strings, vibrating air columns, vibrating membranes and vibrating materials.

### Area(s)______

<table>
<thead>
<tr>
<th>Suggested Objective Placement</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1,10</td>
<td>4,5</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

#### Group Size:
- Small group, pairs, individual

#### Materials:
- Brandy snifter, goblets, water

- Students with "magic fingers" can make most glasses (Those without can learn how with a little practice!) This can be done by rubbing a damp finger on the rim of a goblet or brandy snifter filled with water. A variety of sizes of goblets and amounts of water will produce a variety of sounds. When the glass is singing loud and clear, it is possible to make sound waves travelling on the surface of the water.

### Possible Resources
- Music for Glass Harmonica
- Glass Harmonica (recordings)

### Possible Resources
- District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vibrating Air Columns/Reeds</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Look and Listen</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class, small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> resource person</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong> Reed instruments have thin reeds which vibrate when blown across. Find someone to demonstrate a sax, clarinet, oboe or bassoon. Look at the reed (single/double reeds) to discover how it is made and how it works. Show students how the air column is changed to produce different pitches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Make a Reed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> plastic straws, scissors</td>
<td></td>
<td>Churchill Winds (film)</td>
</tr>
<tr>
<td><strong>Procedure:</strong> Plastic straws allow the students to play wind instruments. The film Churchill Winds shows how to cut the straw to produce a tune. Cutting the straw makes two reeds which will vibrate. Have the students place the straw in their mouths about an inch and one half, flattening the straw, but not touching it with the tongue. Blow into the straw. If it does not sound, adjust the space until it produces a pitch. To change the sound cut the length shorter and shorter with the scissors while blowing.</td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>
Student Learning Objective(s)  The student knows the science of sound as it relates to
musical instruments: vibrating strings, vibrating air columns, vibrating membranes and
vibrating materials.

Suggested Activities: Grade(s)  
<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's the Buzz?</td>
<td>small group</td>
<td>french horn mouthpiece, garden hose</td>
<td>Borrow a french horn mouthpiece. Insert it into a piece of garden hose. Twirl around in the air. What happens to the sound?</td>
</tr>
<tr>
<td>Balloon Blowup</td>
<td>small groups, pairs</td>
<td>balloons</td>
<td>Blow up a balloon. Stretch the lips of the balloon letting the air escape slowly. This produces a high pitch. The tighter the lips are stretched the higher the pitch. The looser the lower.</td>
</tr>
<tr>
<td>Group Size: small groups</td>
<td>Materials: paper scraps, rice, sand</td>
<td>Suggested Monitoring Procedures</td>
<td>Possible Resources</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Title:</strong> The Bounce</td>
<td>Adequate head space for students to move around.</td>
<td>Music and movement activities.</td>
<td>Musical Instrument Recipe Book</td>
</tr>
<tr>
<td><strong>Material:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Controlled Activities:**

**Title:** The Bounce

**Group Size:** small groups

**Materials:** paper scraps, rice, sand

**Suggested Monitoring Procedures:**

Title: The Bounce

Group Size: small groups

Materials: paper scraps, rice, sand

Procedure:

- Place scraps of paper, colored rice, or sand on a head. Strike the drum. The materials will be showing the vibration.

**Possible Resources:**

Musical Instrument Recipe Book

**District Resources:**

326
The student knows the science of sound as it relates to musical instruments: vibrating strings, vibrating air columns, vibrating membranes and vibrating materials.

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIBRATING MATERIALS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> A Piece for Vibrators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> small groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> rulers, thin metal strips</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vibrate a ruler or metal strip by snapping it on the corner of a desk. Discover ways to make different sounds by vibrating from different sources. To change the pitch make the vibration end longer (lower sounds) or shorter (higher sounds). Write &quot;A Piece for Vibrators&quot; making a score or using a previous score.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Xylophone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> small groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> wood, book, resource person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a xylophone as a class project. You may want to seek help from a carpenter. See instrument making books.</td>
<td></td>
<td></td>
<td>Musical Instrument Recipe Book</td>
</tr>
</tbody>
</table>

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong>: Variations on a Tuning Fork</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size</strong>: small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong>: tuning fork, articles in room, water, strings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**
1. Strike a tuning fork and listen to the sound it creates. Hold it close to the ear.
2. Strike a tuning fork and hold the stem to a wooden desk listening to the sound it creates. Hold it to other articles in the room to hear the differences in sound.
3. Strike a tuning fork. Hold it to a glass of water watching the unseen vibrations disturbing the surface of the water.
4. Tie a long piece of string to the tuning fork where the tines come together to form the stem. Start the fork and twirl it in the air. Discover what happens to the sound.
Student Learning Objective(s) 

The student knows the proper care and handling of musical instruments and equipment.

Related Area(s)

State Goal 1,4,10
District Goal 4,5
Program Goal

Suggested Objective Placement

Suggested Activities: Grade(s)

Title: Be Prepared
Group Size: entire class, small groups
Materials: classroom instruments

Procedure:
- Before the students use any of the classroom instruments, instruct them in the ways of caring for the instruments. Review by asking students to remind the class of proper procedures.

Title: Listen to the Pro
Group Size: entire class, small groups
Materials: demonstrator

Procedure:
- When individuals are asked to demonstrate instruments to the class, have them discuss with the students the type of care necessary for their particular instrument. Include assembling, disassembling, cleaning, repair schedules and accessory needs.

Suggested Monitoring Procedures

Watch the students as they handle the instruments for proper care.
Have one student serve as an instructor in helping others care for instruments. Check directions.

Possible Resources

"The Art of Playing" series
(Summy Birchard)

Play Your Instrument and Make a Pretty Sound

District Resources

331

332
### Suggested Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| **Instruments Repair** | entire class, small groups | resource people                              | - Take a field trip to an instrument repair shop. Have students discover ways that proper care may have stopped the instrument from being injured. Notice tools, machines and materials for instrument repair.  
- Invite the instrument repair person or owner from a local music store to speak to the class. Ask these resource people to demonstrate some instruments, talk about what materials they are made from and how to care from them. |

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| **Write a Book**    | entire class, small group, pairs, individuals | paper, pencils, instruments                   | - Display classroom instruments. Have the students create a booklet with a page for each instrument. Include on each page: picture of instrument, description of materials used to make it, playing techniques, special care instructions, possible ways to injure and repair needed for those injuries.  
- Invite music teachers or older students into the classroom to play instruments. Have students add these to the booklet. |

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Catalog</strong></td>
<td>small groups, pairs, individual</td>
<td>instrument catalogues</td>
<td>- Request instrument catalogues from music supply houses. Let students compare prices of familiar instruments.</td>
</tr>
</tbody>
</table>

### Possible Resources

- The CONN Instrument Company
- The SELMER Instrument Company
- Other companies known
**Student Learning Objective(s)**

The student is able to make several sounds from a single source (i.e.: stringed instrument - bow, scrape, pluck)

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,10</td>
<td></td>
<td>2,4</td>
</tr>
</tbody>
</table>

**Related Area(s)**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Live Performance</td>
<td><strong>Given an instrument, have the students make two or more different sounds.</strong></td>
<td>Meet the Instruments - RCA</td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td><strong>Meet the Instruments - RCA</strong></td>
<td>Homemade Band - Hap Palmer</td>
</tr>
<tr>
<td><strong>Materials:</strong> resource person</td>
<td></td>
<td>Musical Instrument Recipe Book</td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td>&quot;Whistle, Toot, Plunk, Boom&quot; (film</td>
</tr>
<tr>
<td>Ask students to bring in a string instrument that they play. Ask them to demonstrate how to bow, scrape or pluck the instrument.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Make an instrument/Make a sound</td>
<td><strong>Have students draw word cards that indicate how to sound the instrument. Check their performance.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> small groups, individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> materials for instruments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students make their own instruments such as wood blocks, coconut shells and drums.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In small groups have them experiment with sounds: hitting, scraping, dropping, knocking.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**District Resources**

Meet the Instruments - RCA
Homemade Band - Hap Palmer
Musical Instrument Recipe Book
"Whistle, Toot, Plunk, Boom" (film
### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small groups, pairs, individual</td>
</tr>
<tr>
<td>Materials:</td>
<td>classroom instruments, direction cards</td>
</tr>
</tbody>
</table>

**Procedure:**
- Set up instrument stations. Have direction cards that tell what sounds to use: strike, hit, pluck, drop, rub, and scrape. Use classroom instruments and untraditional sound sources. Have students rotate.
- Make a tape recorder station. Have a tape of different sounds from single sources. Have instruments available for students to match the tape.

### Suggested Monitoring Procedures

Give students a "scorecard" to use as they travel from station to station. Have them record their scores.

### Possible Resources

Stories in Sound (Golden Recordings, District Resources)
**Student Learning Objective(s)**
The student is able to make several sounds from a single source. (i.e.: stringed instrument - bow, scrape, pluck)

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Variations on the Daily News</td>
<td>Activity suggests monitoring procedures.</td>
<td>Manhattenville Music Curriculum Program</td>
</tr>
<tr>
<td><strong>Group Size:</strong> individual, pairs, small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> newspaper, voice, instruments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**
- Have students experiment with newspaper to find different sounds available. (crumble, bounce a newspaper "ball", rip, flap, blow)
- Have students share these sounds with another.
- In small groups have students prepare a short composition using their paper sounds. Title the piece and prepare a score.
- Play the compositions for the class. Record.
- Have students rescore their composition for voice using different vocal sounds.
- Prepare a score, play and record.
- Have students rescore the new composition for instruments.
- Prepare a score, play and record.
- Listen and compare the three compositions.
Suggested Activities:

<table>
<thead>
<tr>
<th>Title: Concerto for ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: small groups</td>
</tr>
<tr>
<td>Materials: sound sources</td>
</tr>
</tbody>
</table>

Procedure:
1. Use the classroom as a sound source. Using a pencil, pair of scissors, chop sticks or other sounders to explore the entire room for interesting or unusual sounds. Discover the different ways to play a chair, pencil sharpener, floor, closet and door.
2. With any of the above activities make a sound piece with a simple score showing what will play.

   Example: Concerto for Scissors, Chair and Floor

<table>
<thead>
<tr>
<th>Scissors</th>
<th>X X X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td></td>
</tr>
<tr>
<td>Floor</td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td>X X X</td>
</tr>
<tr>
<td>Chair</td>
<td></td>
</tr>
<tr>
<td>Floor</td>
<td></td>
</tr>
</tbody>
</table>

Activity creates monitoring procedures.

Possible Resources

District Resources
### Suggested Objective Placement

<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
<th>The student is able to recognize the sound of individual traditional instruments and families: Keyboard, Woodwind, Brass, Strings, Percussion, Guitar.</th>
</tr>
</thead>
</table>

### Related Area

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Seeing is Believing</td>
<td>Make a tape with examples of instrumental sounds. Play the tape and have students identify. List the sounds including some not used. Have students match sounds by writing on paper or pointing to the correct word.</td>
<td>Instrument Pictures - Bowmar Meet the Instruments - RCA &quot;Carnival of The Animals&quot; - Saint Saens Standard School Broadcast Series - record in each family (mailed to school libraries) Churchill series (films) on families Play Your Instrument and Make a Pretty Sound Instrument manufacturing companies</td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class, small groups</td>
<td><strong>Materials:</strong> pictures of instruments, recordings, instruments.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td><strong>Procedure:</strong> Display pictures of instruments and play examples to match. Discuss as needed. Display instruments or ask others to bring in instruments and demonstrate when possible.</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Resources

- **District Resources**
  - Instrument Pictures - Bowmar
  - Meet the Instruments - RCA
  - "Carnival of The Animals" - Saint Saens
  - Standard School Broadcast Series - record in each family (mailed to school libraries)
  - Churchill series (films) on families
  - Play Your Instrument and Make a Pretty Sound
  - Instrument manufacturing companies
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources
**Student Learning Objective(s):**

The student is able to recognize some traditional or teacher's choice ethnic instruments: electronic, mbira, steel drum, sitar, koto, and others.

**Related Area(s):**

- **Grade(s):**

**Suggested Activities:**

- **Electronic**
  - **Title:** Listening
  - **Group Size:** entire class
  - **Materials:** recordings, stereo
  - **Procedure:**
    - Listen to examples of electronic music. Use pictures to show students the instrument used.
    - Notice classical music has been "synthesized." Listen to the "original" version of a piece of music. Compare its electronic version.

- **Suggested Monitoring Procedures:**

  Play a tape of excerpts of electronic or ethnic instruments. Ask students to designate what instrument is playing.

**Possible Resources:**

- Switched on Bach
- Switched on Rock
- Tomita: Pictures at an Exhibition (original by Mussorgsky)
- Tomita: Firebird Suite (original by Stravinsky)
- The Well-Tempered Synthesizer
- Electronic Music
- Extended Voices
- The World of Harry Partch

**District Resources**
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

**Ethnic**

**Title:** Ethnic Instruments  
**Group Size:** entire class  
**Materials:** pictures, records

**Procedure:**

Use pictures, records and songs to introduce ethnic instruments. Relate these to the culture of the country from which they come using social studies, art and music.

Have students name country and instrument while listening to examples.

- **African Musical Instruments**  
  - Dietz and Olatunji  
- **Folk Instruments of the World**  
  - Follett  
- **African Story-Songs**  
  - A. Maraire  
- **Mbira Music of Rhodesia**  
  - Nonesu  
- **Music of Trinidad**  
  - National Geographic recordings  
- **Indian Music**  
  - Ravi Shankar  
- **New Dimensions in Music**  
  - units on other cultures in books 2 and 3  
  - Holt Data Bank - social studies series

**District Resources**
SUBJECT: Music

SPECIFIC AREA: Playing: Environmental

The student knows:

The student is able to:

- produce sounds with environmental objects (anything produces sound).
- distinguish between pitched and non-pitch sounds in the environment.
- match an environmental sound with its source.

The student values:
<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Music</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Language Arts</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Health</td>
<td>Reading</td>
</tr>
<tr>
<td>Career Education</td>
<td>Environmental Education</td>
<td>Other</td>
</tr>
</tbody>
</table>

352

353
**Student Learning Objective(s):** The student is able to produce sounds with environmental objects (anything produces sound).

**Related Area(s):** environmental education

<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Exploring Different Environments</td>
<td></td>
<td>Watch students to verify their abilities to produce sounds.</td>
<td>&quot;What is Music?&quot; - Churchill Films The World of Harry Partch (rec.)</td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class, small group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> objects in different environments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure:
- Explore the classroom for sounds. Strike objects with different materials.
- Explore the room for sounds. Look for containers that may make different sounds. Fill with different materials to create shakers.
- Explore the out-of-doors for sounds. Create sounds by using sticks, stones and other objects available. (Be careful with the ecology!)

| **Title:** Categories | | | |
| **Group Size:** small group | | | |
| **Materials:** objects in room, category cards, paper, pencil | | | |

Procedure:
- Divide into groups. Have students find as many objects as possible that create sounds by using the following categories: strum, pick, rattle, rub, shake, strike.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

356
The student is able to distinguish between pitched and non-pitched sounds in the environment.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Awareness&lt;br&gt;<strong>Group Size:</strong> small groups&lt;br&gt;<strong>Materials:</strong> boards, rocks</td>
<td>Activities suggest monitoring procedures.</td>
<td>District Resources</td>
</tr>
<tr>
<td>Procedure: The distinction between pitched and non-pitched sounds is often a matter of the classes own definition. Two pieces of wood struck may have a high and low sound. This indicates pitch, but it is not &quot;musical pitch&quot; as associated with the scale. A doorbell makes sounds that can be associated in a musical sense. An electric mixer is non-musical, but will change pitch when the speed is increased. Have students listen for sounds - like/unlike, same/different, and high/low. <strong>Title:</strong> Division&lt;br&gt;<strong>Group Size:</strong> small groups&lt;br&gt;<strong>Materials:</strong> classroom instrument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure: Place a number of classroom instruments on a table. Have students listen and divide the instruments into pitched and non-pitched instruments. (There may be some disagreement.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Suggested Monitoring Procedures</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Humes Grout</td>
<td>Play a sound on a pre-recorded tape. Have individual students try to match the sounds.</td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**
- Listen for pitched sounds in the environment. Match the pitch by humming. Hum along with a hair dryer, electric mixer or pencil sharpener. Make a list of sounds that the voice can/cannot match. Add to the list.

<table>
<thead>
<tr>
<th>Title</th>
<th>Water Bottles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size</td>
<td>entire class, small groups</td>
</tr>
<tr>
<td>Materials</td>
<td>water, glasses</td>
</tr>
</tbody>
</table>

**Procedure:**
- Build a water scale with pop bottles or glasses. Discover ways to make different pitches with the bottles. Use other materials for a similar activity.
**Student Learning Objective(s)**

The student is able to match an environmental sound with its source.

---

**Related Area(s)**

1, 4

---

**Suggested Activities: Grade(s) K-3**

<table>
<thead>
<tr>
<th>Title:</th>
<th>What's That?!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, small group</td>
</tr>
<tr>
<td>Materials:</td>
<td>environmental objects</td>
</tr>
</tbody>
</table>

**Procedure:**

1. Explore the environment for sounds. After the students are familiar with the sounds around them, ask them to put their heads down. Select one student to play a sound somewhere in the room. If the students can identify the sound, have them raise their hand.
2. Do this same activity outside.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Home Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, small group</td>
</tr>
<tr>
<td>Materials:</td>
<td>objects from home</td>
</tr>
</tbody>
</table>

**Procedure:**

1. Have students find unusual sounds around the home. Bring the object and "play" it for the class. Have the class try to guess what the sound is.

**Suggested Monitoring Procedures**

- Play a tape of a series of sounds heard about the room or out-of-doors. Have students write down what the sound is.
- Think of sounds that are very unique and difficult to guess.
<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

-100-
SHARING

Performance
Values
SUBJECT: Music

SPECIFIC AREA: Sharing: (Performing)

The student knows:

- appropriate performance behavior: physical appearance, eyes on leader, standing tall and straight, hands held at side, no distracting mannerisms.
- ways of using his/her musical abilities to participate in community activities and values the opportunity to contribute musically to one community.

The student is able to:

- follow a conductor's directions.
- lead others using standard conducting signs and patterns.

The student values:

- the personal satisfaction that results from participating in a musical performance.
# Optional Goals and Activities

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Music</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Language Arts</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Health</td>
<td>Reading</td>
</tr>
<tr>
<td>Career Education</td>
<td>Environmental Education</td>
<td>Other</td>
</tr>
</tbody>
</table>

3:33 - 182 - 329
**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>Learning Objective(s)</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student knows appropriate performance behavior.</td>
<td>1, 5, 10</td>
<td></td>
<td>1, 2</td>
</tr>
</tbody>
</table>

**Area(s)**

**Activities:** Grade(s) K-3

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present a song program and use a check-list students devised to evaluate performance behavior.</td>
<td>Any songs/music activities known to group.</td>
</tr>
</tbody>
</table>

- **Role:** Performance Behavior
- **Group Size:** entire class, small groups
- **Materials:** songs, checklist

- Manage students to help develop a check-list of performance behavior:
  - Physical appearance
  - Standing tall and straight
  - Good position
  - Distracting mannerisms

- The check-list is developed have students in small groups in front of the class. Have the list of the class evaluate the behavior listing all positive responses to the behavior and reactions that could improve. (Try to give all reinforcement even in those areas which change.)

- Have another class to perform some songs. Ask the singing class to evaluate students based on the list.

- Performance for a parents group or school newsletter. Have the students evaluate themselves on the check-list.
<table>
<thead>
<tr>
<th>Task Identification Number</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

- 372

- 184
DOLS PROJECT

Suggested Objective Placement

<table>
<thead>
<tr>
<th>Learning Objective(s)</th>
<th>Score Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will enjoy using ones musical abilities to participate in community activities and values the opportunity to contribute musically</td>
<td>1,4,5,7,9</td>
<td>1,2</td>
<td></td>
</tr>
</tbody>
</table>

Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Activity</th>
<th>Group Size</th>
<th>Materials</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups in the Community</td>
<td>entire class, small groups, pairs, individuals</td>
<td>community resources</td>
<td>Students name or find out the names of music groups that contribute to the community. Discuss the service they give to the community. Possibly, attend a performance of such a group. Record thoughts of students. Write appreciative letters to the performers.</td>
<td>Community Performance Groups in the Arts</td>
</tr>
<tr>
<td>Performance in the Community</td>
<td>entire class</td>
<td>songs, community resources</td>
<td>Different performance opportunities available to the community. Examples: PTSA Meetings, Open house, Booster Club Meetings, Local Community Organizations.</td>
<td>District Resources</td>
</tr>
</tbody>
</table>

Possible Resources

- Community Performance Groups in the Arts
- District Resources
<table>
<thead>
<tr>
<th>Activity: Trade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources
**Student Learning Objective(s):** The student is able to follow a conductor's directions.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,8,10</td>
<td></td>
<td>2,5</td>
</tr>
</tbody>
</table>

**Related Area(s):**

**Suggested Activities:** Grade(s) X-3

**See conducting activities in Rhythm: Meter 1**

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow the Leader</td>
<td>entire class</td>
<td>records, songs</td>
</tr>
</tbody>
</table>

**Procedure:**

* Have the class decide and act out hand and facial expressions indicating:
  - loud/soft
  - fast/slow
  - high/low
  - holds/rests
  - stop.

* Sing songs while a leader conducts the songs with hand movements indicating the above concepts.

* Listen to records. "Conduct" what the record indicates.

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lights Out!</td>
<td>entire class</td>
<td>flash light</td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures:**

Have students lead the class using hand movements practiced in the activities.

**Possible Resources:**

**District Resources:**

**Procedure:**

* Review the conducting pattern in the rhythm section: Meter 1. Turn off the lights and conduct using a flash light. Have students indicate the beat by counting out loud - 1-2-3-4, 1-2-3-4, 1-2, 1-2-3-4, 1-2-3, 1-2-3-4 ....
<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Choral Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class, small groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> choral reading materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td>Find a selection in a classroom reading book or some other source and perform as a Choral Reading. Use hand gestures to aid in expression of the group. Perform for another group of people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Shadow Plays</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> small groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> light, sheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td>Do shadow plays to aid in expressive movement of the hand. Some students may feel more relaxed using their hands in this situation instead of in leading the group. Try to incorporate a story into the shadow play that would allow for total class involvement through sounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Improvise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class in groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> vocal cords</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td>Devise a sound game for a conductor's practice. Assign one sound per group of students. When the conductor indicates, they perform their sound in the way the conductor indicates. The conductor should discover ways to have several groups sounding at once.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Manhattanville Music Curriculum Project

District Resources
### Student Learning Objective(s)

The student is able to lead others using standard conducting signs and patterns.

### Related Area(s)

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 8, 10</td>
<td></td>
<td>2, 5</td>
</tr>
</tbody>
</table>

### Related Area(s)

### Suggested Activities: Grade(s) 2-3

See activities under Rhythm: Meter 1

### Suggested Monitoring Procedures

Have students conduct the group using songs in 2/4, 3/4 and 4/4 meters. Be sure they use a strong beat on beat one.

### Possible Resources

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Objective(s)**

The student values the personal satisfaction that results from participation in a musical performance.

---

**Related Area(s)**

---

**Suggested Activities: Grade(s) K-3**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Faces Show Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>paper, pencil, crayons</td>
</tr>
</tbody>
</table>

**Procedure:**

Have small groups perform in front of the class. After returning to their seats, have the performing students draw faces of how they felt as they performed. Discuss why students felt as they did.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Volunteers, How Do You Feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>songs, rhythm instruments</td>
</tr>
</tbody>
</table>

**Procedure:**

Have students volunteer to play rhythm instruments or sing in front of the class. Have secret observers note the facial expressions of the performers. Discuss if the performers seemed pleased with the performance.

---

**Suggested Monitoring Procedures**

Have the entire class participate in a musical performance for another class. After the performance, have students note what they liked about the performance and what they felt the audience liked.

**Possible Resources**

Any songs or musical activities.

---

**District Resources**
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

- 383

- 192
CREATING
SUBJECT: Music

SPECIFIC AREA: Creating Structure

The student knows:

The student is able to:

- distinguish between repetition and contrast (same and different) in the arts and the environment.
- identify some musical signs: repeat signs, bar lines, treble clef, bass clef, double bar.
- recognize individual phrases within a song.
- categorize phrases as like, almost alike, different.
- respond in movement to musical phrases.

The student values:
<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>MUSIC</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>LANGUAGE ARTS</td>
<td>MATH</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>HEALTH</td>
<td>READING</td>
</tr>
<tr>
<td>CAREER EDUCATION</td>
<td>ENVIRONMENTAL EDUCATION</td>
<td>OTHER</td>
</tr>
</tbody>
</table>

302

-194-

303
**Suggested Objective Placement**

**State Goal**

1.4

**District Goal**


**Program Goal**

1.3

---

**Student Learning Objective(s)** The student is able to distinguish between repetition and contrast (same and different) in the arts and the environment.

---

**Related Area(s)**

---

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>K-2</th>
</tr>
</thead>
</table>

**Title:** The Same Thing  
**Group Size:** entire class  
**Materials:** textbooks, magazines

**Procedure:**

1. Take a group of textbooks of the same series lining then along the chalk tray to give the students the visual image of repetition. Use other classroom aids in duplicate to show the concept of sameness. Find other articles in the classroom or out-of-doors that are exactly the same.

2. Look through magazines for duplicate copies of advertisements. Make a bulletin board arrangement when the students have a group of the same thing.

**Title:** Alike Art  
**Group Size:** small groups, individuals  
**Materials:** paper, crayons, paint

**Procedure:**

1. Do some art lessons using the repetition of patterns such as leaves, textiles, positive and negative symbols and the students clothes.

2. Look for patterns in the clothing of people in the classroom. Have students materials with crayons or paint on paper: plaid, print, stripes.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

**Title:** ABC Likeness  
**Group Size:** entire class  
**Materials:** alphabet cards  

**Procedure:**  
1. Look at the alphabet and divide the letters into groups of letters that look the same or different.  
2. Discover as many categories as possible.  
   - Example: alphabet cards (AEFGHJLRTZ)  
   - Ask the class to find letters that are similar because they have neither characteristics that are drastically different or alike.  

**Title:** Patterns Around the Class  
**Group Size:** entire class  
**Materials:** classroom, out-of-doors, paper, crayons  

**Procedure:**  
1. Explore the classroom. Look at items in the room and categorize them by items alike, different and similar.  
2. Go for a walk. Look for the categories in the above activity. Decide where patterns occur in the out-of-doors.  
3. Using paper and crayons draw some pictures of things that are some/different in the two environments.
The student is able to distinguish between repetition and contrast (same and different) in the arts and the environment.

**Student Learning Objective(s)**

**Suggested Activities:**

**Grade(s):** K-2

**Title:** Sounds Around Us

**Group Size:** small groups

**Materials:** sounds around us

**Procedure:**

- Have the students listen to sounds inside and outside the classroom. Make a list of the sounds heard and classify them into sounds that are the same, similar or different.
- Let the students make sounds with their voices and bodies. Decide what sounds fit into the categories. Try to imitate the sounds heard in the above activity.
- Compose music by choosing those sounds that are same and different. Make a score for the piece so that the students may play it again.

**Title:** Listening

**Group Size:** entire class

**Materials:** records, phonograph

**Procedure:**

- Choose any type of recording to play for the students both singing and instrumental. Play portions of the two deciding if they should be considered same or different. There are many ways that musical sounds can be alike or unalike. There are no "wrong answers" if a student can explain the reason for what was heard.

**Possible Resources**

Make lists of "same, different, or similar." Play recordings of pieces that the students will be able to distinguish those categories easily.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**District Resources**
Student Learning Objective(s)  The student is able to identify some musical signs: repeat signs, bar lines, treble clef, double bar.

Related Area(s)

Suggested Objective Placement  

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.10</td>
<td></td>
<td>1,4,5</td>
</tr>
</tbody>
</table>

Suggested Activities: Grade(s)  K-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Flash Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>flash cards</td>
</tr>
</tbody>
</table>

Procedure:  
1. Make a flash card game of the signs that students should know. Have the students call the name on sight.  
2. Divide into teams. Appoint one student to represent each team. Hold up a flash card allowing the team representatives to identify the symbol.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>cards (four of each symbol)</td>
</tr>
</tbody>
</table>

Procedure:  
1. Create a game similar to the game "Authors." Have four cards or each sign or symbol. When the players have collected all four they have a set.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Hide Away</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>pictures of symbols</td>
</tr>
</tbody>
</table>

Procedure:  
1. Hide pictures of the symbols around the classroom within view. Have students hunt for them.

Suggested Monitoring Procedures

<table>
<thead>
<tr>
<th>Activities suggest monitoring procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat sign [;:;] (designates repetition of song)</td>
</tr>
<tr>
<td>Bar Line [ ] (designates measures)</td>
</tr>
<tr>
<td>Treble Clef [ ] (designates upper clef)</td>
</tr>
<tr>
<td>Bass Clef [ ] (designates lower clef)</td>
</tr>
<tr>
<td>Double Bar [ ] (designates end of piece)</td>
</tr>
</tbody>
</table>

Possible Resources

- Local music teachers
- Beginning music books
- Harvard Dictionary of Music
- District Resources
<table>
<thead>
<tr>
<th>Title</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| Play it Again       | - Have students find songs in songbooks that have repeat signs. (Most songbooks contain few such examples.) Use an overhead transparency to show this concept.  
| Group Size:         | entire class                                                                                   |
| Materials:          | song with repeat (see song samples)                                                             |
|                     | Activities suggest monitoring procedures.                                                     |
| Reading the Signs   | Make short rhythm patterns on cards for students to use for playing wood blocks, shakers, tone bells or hands.  
| Group Size:         | entire class, small groups                                                                     |
| Materials:          | cards, sound sources, paper, pencils                                                           |
|                     | Make a ditto with several rhythm patterns. Ask students to place bar lines and repeat signs as indicated.  
|                     | Have students create their own rhythm patterns, allowing them to put in bar lines according to the time signature desired (2/4, 3/4, 4/4). Put a repeat sign at the end. Perform the pieces.
Student Learning Objective(s) The student is able to recognize individual phrases within a song.

Suggested Objective Placement

| State Goal | 1, 10 |
| District Goal | |
| Program Goal | 2, 4, 5 |

Related Area(s)

Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title: Language and Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: entire class</td>
</tr>
<tr>
<td>Materials: reading materials</td>
</tr>
</tbody>
</table>

Procedure:
- Relate musical phrases with those found in language arts and reading activities. Talk about how phrases are understood and recognized in language, either written or spoken. Look for phrases in a book.

<table>
<thead>
<tr>
<th>Title: Musical Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: entire class</td>
</tr>
<tr>
<td>Materials: songs, transparencies</td>
</tr>
</tbody>
</table>

Procedure:
- Look at a song or songbook for the phrases. Decide how phrases can be recognized by sight.
- Sing a song and decide where the phrase ends. Decide what the "key" is to discovering this.
- Many songs used with students have four lines or phrases. Have students indicate the end of each phrase with a clap.

Activities suggest monitoring procedures.

Possible Resources

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-202-
Suggested Objective Placement

Student Learning Objective(s) The student is able to classify phrases as like, almost alike and different.  

State Goal 1.4
District Goal
Program Goal 1.5

Related Area(s)

Suggested Activities: Grade(s) 1-3

See activities from previous objective

Title: In The Songs
Group Size: entire class
Materials: songs

Procedure:
- Help student learn to listen and recognize tunes, parts of tunes, and word lines that match (either exactly or are similar).
- Find a popular or familiar song that uses a verse-chorus form. The students should be able to hear the repetition of the words and music in the chorus. Help the students notice that in the verse the music stays the same but the words change.
  See lists: verse-chorus/call-response

Title: Alike/Different
Group Size: entire class
Materials: songbooks, transparencies

Procedure:
- Find lines of songs that match and lines that do not. Sing the song singing only those lines that match and remaining silent through the lines that do not.
  Note: some lines may have matching rhythmic patterns, but not matching melodic patterns.
  See also melody: like/unlike tune patterns.

Suggested Monitoring Procedures

Possible Resources

Sing songs that have a verse-chorus form. Have students hold up one finger for the verse and two for the chorus. Use any designating system that you desire.

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

**Title:**

**Group Size:** entire class

**Materials:** song with ostinato

**Procedure:**

Sing a song that can use an ostinato. Have students discover the contrasts that an ostinato gives the song by repeating. Remember that any time there are two parts to anything that there is contrast, or the two parts could not be heard.
Student Learning Objective(s) The student is able to respond in movement to musical phrases.

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: To the Right, To the Left
Group Size: entire class
Materials: song with four phrases

Procedure:
1. Pick a song known to the students that has only four lines or phrases. Walk to the right with the beat of the song for the first phrase, then turn and walk to the left for the second phrase.
2. Have the students move only the part of their body with the phrase, changing with each phrase. (phrase one: arm; two: legs; three: head; four: entire body).

Title: [Blank]
Group Size: entire class
Materials: instrumental recordings

Procedure:
1. Play some music that does not have words. Decide where the phrases end. Show this through body movement. Change direction when a new phrase begins.
2. Toss a scarf into the air at the beginning of a phrase letting it come to rest at the end of the phrase. It will take practice to time this activity.

Suggested Monitoring Procedures

Watch the students movements to monitor this objective. Play recordings asking them to move to the phrase length. Choose pieces that are clear in phrase movement.

Possible Resources

Teaching The Three R's Through Movement Experiences - Gilbert
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>
SUBJECT: Music

SPECIFIC AREA: Creating Composition

The student knows:

The student is able to:

- recognize specific forms in music: AB, ABA, Rondo, call-response
- choose form, style, and instrumentation appropriate for carrying out his/her creative idea.
- record his/her creative idea.
- test his/her musical composition in performance (for class, program): conducting, rehearsing, recording. See also performing.

The student values:
<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>MUSIC</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>LANGUAGE ARTS</td>
<td>MATH</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>HEALTH</td>
<td>READING</td>
</tr>
<tr>
<td>CAREER EDUCATION</td>
<td>ENVIRONMENTAL EDUCATION</td>
<td>OTHER</td>
</tr>
</tbody>
</table>

419
**Student Learning Objective(s)**

- The student is able to recognize specific forms in music:
  - AB (two part or verse/chorus), ABA (three part), Rondo (ABACABA) and call-response.

**Related Area(s)**

- State Goal: 1, 5, 7
- District Goal:
- Program Goal: 2, 3, 4

**Suggested Activities: Grade(s) 1-3**

<table>
<thead>
<tr>
<th>AB</th>
<th>Title: AB Songs</th>
<th>Group Size: entire class</th>
<th>Materials: songs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sing songs that use an AB form. This includes verse/chorus songs. (See listing in appendix). Have students stand during the A section and sit for the B section.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: My Bonnie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A My Bonnie lies over the ocean My Bonnie lies over the sea. My Bonnie lies over the ocean. Oh bring back my Bonnie to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Bring back, bring back Oh bring back my Bonnie to me, to me. Bring back, bring back Oh bring back my Bonnie to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures**

- Play pieces/songs in AB form.
- Have students record on paper the form.
- Have the students stand on the A section and sit for the B section.

**Possible Resources**

- District Resources
<table>
<thead>
<tr>
<th>Title: Accompany AB</th>
<th>Group Size: small groups</th>
<th>Materials: percussion instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a percussion piece in the AB form. Divide the class into an A and B group. Have the groups play at the appropriate time.</td>
<td></td>
<td>District Resources</td>
</tr>
<tr>
<td>Accompany the songs in verse/chorus form. Have the two groups play at the appropriate time in the song.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Objective(s)**

The student is able to recognize specific forms in music: AB (two part or verse/chorus), ABA (three part), Rondo (ABACABA) and call-response.

---

**Related Area(s)**

- State Goal
  - 1, 5, 7
- District Goal
- Program Goal
  - 2, 3, 4

---

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>1-3</th>
</tr>
</thead>
</table>

ABA

See above activities. Change as needed for ABA form.

**Title:** See ABA

**Group Size:** entire class

**Materials:** ABC song - transparencies

**Procedure:**

- "The ABC Song" is in an ABA form. On butcher paper or transparency draw the notation of each line. Have the students place the designating letters to show that the piece is in an ABA form.

**Suggested Monitoring Procedures**

Have students stand and sit to show the ABA form.

**Possible Resources**

---

**District Resources**

---
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 427

- 428

- 212
### Student Learning Objective(s)

The student is able to recognize specific forms in music:

- AB (two part or verse/chorus), ABA (three part), Rondo (ABACABA), and call-response.

### Related Area(s)

### Suggested Activities

**Grade(s):** 1-3

**Rondo:**

- **Title:** Create a Rondo
- **Group Size:** entire class in small groups
- **Materials:** voices, rhythm instruments

**Procedure:**

1. Have students create a rondo. Divide the class into three sections assigning the letters A, B, C to the groups. Have each group perform a specific rhythm pattern.

2. Example:

   - A: \(\text{\textbullet\textbullet\textbullet\textbullet\textbullet} \)
   - B: \(\text{\textbullet\textbullet\textbullet\textbullet\textbullet} \)
   - C: \(\text{\textbullet\textbullet} \)

3. Have groups play their patterns on cue from the conductor. Conduct in Rondo form: ABACABA.

4. After playing the pattern ask students to write on paper the form of the composition which they created. Note how it seems to go "Round."

### Suggested Monitoring Procedures

### Possible Resources

### District Resources
<table>
<thead>
<tr>
<th>Suggested Activity: Grade(s):</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Rondo pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> glue, scissors, construction paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure:**

1. Using squares, circles and triangles cut from construction paper have students create pictures that describe the form of the piece they created in the previous activity.
2. Listen to records that use the Rondo form. Have students create designs describing the form.

**District Resources**

- [Link to District Resources]
### Student Learning Objective(s)

The student is able to recognize specific forms in music:

- AB (two part or verse/chorus)
- ABA (three part)
- Rondo (ABACABA)
- Call-response

### State Goal

| 1, 5, 7 |

### District Goal

### Program Goal

| 2, 3, 4 |

### Related Area(s)

### Suggested Activities: Grade(s) 1-3

**CALL-RESPONSE**

- **Title:** Call-Response
- **Group Size:** entire class
- **Materials:** call-response songs

**Procedure:**

- Sing call-response songs. (See list: call-response).
- Have students decide the "form" that is used.

### Suggested Monitoring Procedures

### Possible Resources

### District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

District Resources
### Student Learning Objective(s)

The student is able to choose form, style and instrumentation appropriate for carrying out his/her creative idea.

### State Goal

1, 2, 8

### District Goal

### Program Goal

3

### Suggested Monitoring Procedures

Many of the activities/objectives contain compositional opportunities. See the specific concept desired.
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources

423

218-
<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
<th>The student is able to record his/her creative idea.</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal</td>
<td>1, 2, 8</td>
</tr>
<tr>
<td>District Goal</td>
<td></td>
</tr>
<tr>
<td>Program Goal</td>
<td></td>
</tr>
</tbody>
</table>

**Relayed Area(s):**

**Suggested Activities: Grade(s):** K-3

Many of the activities/objectives in this booklet contain opportunities for individuals to create scores for recording their compositions. See specific concepts desired.

**Suggested Monitoring Procedures**

**Possible Resources**

**District Resources**
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4:3
**SMALL SCHOOLS PROJECT**

**Suggested Objective Placement**

**Grade(s)**: K-3

**State Goal**: 1, 2, 8

**District Goal**: 

**Program Goal**: 3

---

**Student Learning Objective(s)**: The student is able to test the composition in a performance situation.

**Related Goal(s)**: 

---

**Suggested Activities**: Grade(s) K-3

**Title**: Performance

**Group Size**: entire class in small groups

**Materials**: instruments needed for compositions

**Procedure**: Have students perform their compositions in a concert of their own creations. Have a special evening or afternoon of the student's pieces. Allow the students to tell the audience about interesting aspects of their pieces.

---

**Suggested Monitoring Procedures**: Have students perform their compositions.

---

**Possible Resources**: Manhattenville Music Curriculum Project

---

**District Resources**: 

---
<table>
<thead>
<tr>
<th>Suggested Activities Conducted</th>
<th>Suggested Monitoring Procedures</th>
<th>District Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Page 417

- Page 418
LISTENING

Moods
SUBJECT: Music

SPECIFIC AREA: Listening: Appreciating Art and Culture

The student knows:

- ways that music (songs) is integrated into culture: work songs, patriotic songs, ceremony and rituals, religious, mourning, love songs, narrative songs, artistic expression, social and political songs.
- that marches are used for different occasions.
- that an opera is a play with music, using songs, costumes, dance and scenery.
- that ballet is a theatre dance using costumes, scenery and music without singing and talking.

The student is able to:

The student values:
<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>MUSIC</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>LANGUAGE ARTS</td>
<td>MATH</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>HEALTH</td>
<td>READING</td>
</tr>
<tr>
<td>CAREER EDUCATION</td>
<td>ENVIRONMENTAL EDUCATION</td>
<td>OTHER</td>
</tr>
</tbody>
</table>
Student Learning Objective(s): The student knows ways that music is integrated into culture.

- Work songs, patriotic songs, ceremony and ritual songs, spirituals, love songs, lullabies.
- Narrative songs and social and political songs.

State Goal 1, 5, 6

District Goal

Program Goal

Suggested Monitoring Procedures

Have students list a title of a song under several of the study groups.

Possible Resources

- American Folk Songs for Children
- Best Loved Songs of the American People
- The Fireside Book of Folk Songs

Encourage songs and music integration in regular subject areas such as history, geography, health, humanities.

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the Songs</td>
<td>entire class</td>
<td>songs (see lists)</td>
</tr>
</tbody>
</table>

Procedure:

- Have class list songs that they know that fit under the above study themes. (See list under each topic)
- Sing the songs and discuss their use in the culture.
- Stress reasons why the songs were written.

Examples:

- work songs - make work easier
- patriotic songs - unite people of country
- ceremony songs - to provide sequence
- lullabies - to relax people

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatizing</td>
<td>small groups/entire class</td>
<td>props for drama, song</td>
</tr>
</tbody>
</table>

Procedure:

- Dramatize or pantomine songs of certain topics. Have entire class sing while others do the acting.

Example: Erie Canal
<table>
<thead>
<tr>
<th>Suggested Activity</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possibly Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Bingo by Topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> cards divided in sections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td>Devise a game similar to Bingo by dividing the card into theme areas. The students listen to recordings of songs played by the teacher. As they hear the songs they are to cover the topic heading with a piece of paper.</td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Art Work in Topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class, small groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> picture magazines, scissors, glue, paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td>Select pictures from magazines that represent the topics selected. Hold the pictures for students to see. Have students select songs/music that go with the pictures. Make collages of magazine pictures that represent to topics selected. Put the collages on a bulletin board. List under each collage the names of songs and music that correspond with the topics. Examples: wedding pictures - wedding march, baby pictures - lullabies, parade pictures - patriotic songs. Have students paint a picture around a theme idea. Have students go through song books and select titles to put under the pictures. Make a display.</td>
<td></td>
</tr>
<tr>
<td><strong>District Resources</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Objective(s)**  
The student knows that marches are used for different occasions: funeral, pageant, ceremony, celebration, military, protest.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3</td>
<td></td>
<td>1, 2</td>
</tr>
</tbody>
</table>

**Suggested Activities:**  
**Grade(s):** 2-3

<table>
<thead>
<tr>
<th>Title</th>
<th>Group Size</th>
<th>Materials</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marching</td>
<td>entire class</td>
<td>records, phonograph</td>
<td>Play recordings of marches. Have students tell how the music makes them feel. Decide for what occasion the music may be used. Examples:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Funeral: Pantomime (Comedians) - Kabalevsky</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Funeral March (2nd movement, symphony #3 - Beethoven)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pageant: Changing of the Guard - Bizet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ceremony: Pomp and Circumstance - Elgar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Celebration: March (Summer Day Suite) - Prokofieff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>military: Stars and Stripes Forever - Sousa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Washington Post - Sousa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See also: list - walking/marching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Listen and move to marches. March in the style indicated by the music.</td>
</tr>
</tbody>
</table>

**Possible Resources**  
- Bowmar Orchestral Library
- RCA - Adventures in Music
- Mod Marches - Hap Palmer
- Circus Time
- Spectacular Marches
- Marching Along
- Sound Off
- Greatest College Football Marches USA

**District Resources**
<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**District Resources**
Suggested Objective Placement
K-3

The student knows that an opera is a play with music.

Studer's Learning Objective(s)

The student knows that an opera is a play with music.

Related Arts(s)
using song, criticism, dance and scenery.

Suggested Objective(s)

K-3

District Resources

See Bibliography: Opera

Bibliography: Opera

Child's Introduction to Opera

Kopel's Dictionary of Music

Harvard Dictionary of Music

Hilton, Cross Complete Stories of the Great Operas

(Childcraft Album 38)

Possible Resources

Stories in Ballet and Opera

(Bonner Orchestral Library)

Program Goal

K-3

1.5

State Goal:

1.2.4
**Title:** Write Your Own!
**Group Size:** entire class
**Materials:** songs, scenery materials, costumes

**Procedure:**
Compose an operetta within the classroom. Have students write the libretto and songs. (The songs may be new verses to familiar melodies or even working in the complete familiar song!) Create scenery and costumes. Perform for another class or the entire school.
**Student Learning Objective(s)**

The student knows that ballet is a theatre dance using costumes, scenery and music without singing or talking.

---

**Related Area(s)**

Movement

**Suggested Activities: Grade(s) K-3**

<table>
<thead>
<tr>
<th>Title:</th>
<th>A Glimpse at Ballet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>recordings</td>
</tr>
</tbody>
</table>

**Procedure:**

1. Listen to some of the ballet music in the list below.
2. Explain to students that ballet combines an additional art form of dance with that of music.
3. Describe the stories that the ballet depicts.
4. Show pictures of ballet activities and scenery.
5. Ask students who are taking ballet or dance lessons to demonstrate and share their experiences.
6. Allow students free movement to ballet music. Have them try to depict the theme of the music and story.
7. Possible, visit the Ballet or have a professional come to the classroom and speak to the class.

**Examples of Ballet Music:**

- The Nutcracker Suite (Tchaikovsky)
- Sleeping Beauty (Tchaikovsky)
- Ballet Suite Number One (Shostokovich)
- Billy the Kid (Copland)
- Rodeo (Copland)
- Faust Ballet Suite (Gounod)
- Firebird (Stravinsky)
- Cinderella (Prokofieff)

---

**Suggested Monitoring Procedures**

Students should be aware that ballet is an art form that combines music and dance. Before playing a listening selection ask the students to describe what may be seen on stage. After listening to the music, repeat the process.

**Possible Resources**

- Stories in Ballet and Opera (Bowmar Orchestral Library)
- Harvard Dictionary of Music
- Ballet Guide

---

**District Resources**

See Bibliography: Ballet
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

-232-
SUBJECT: Music
SPECIFIC AREA: Listening Mood and Expression

The student knows:

- that a composer creates mood by using elements: fast/slow, loud/soft, color, silence.
- that melodies or songs may be bright or happy (usually major)
  or sad and thoughtful (usually minor).

The student is able to:

The student values:

100
<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Music</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Language Arts</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Health</td>
<td>Reading</td>
</tr>
<tr>
<td>Career Education</td>
<td>Environmental Education</td>
<td>Other</td>
</tr>
</tbody>
</table>
Student Learning Objective(s): The student knows that a composer creates mood by using musical elements: fast/slow, soft/loud, color, silence, theme.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s) K-3</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Special Themes</td>
<td></td>
<td>District Resources</td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> recordings, stereo</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composers often create a mood to go with a special theme. Listen to several selections of the same theme. Sing songs that fit into these theme sections. Example: Elephants 1. Selection of Carnival of the Animals (Saint Saens) 2. Baby Elephant Walk 3. One Elephant Went Out to Play Weather 1. Raindrops Keep Falling On My Head 2. Snowflakes are Dancing (Debussy) 3. I Hear Thunder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Title:** Theme Compositions
**Group Size:** small groups
**Materials:**

**Procedure:**
Have students select a theme: snow, tigers, cars, headaches. Have the students compose pieces using instruments or environmental. Perform the pieces with explanations of why certain sounds were used.
**Title:** Collage Theme  
**Group Size:** small group  
**Materials:** magazines, glue, paper  

**Procedure:**
1. Using magazine pictures, make a collage around a central theme. Have the students make a hum tune or nonsense syllable song to present with their collage. Perform the collage tune for the class.
2. Have students change the tempo of the song. Decide how this changes the mood.
3. Have students change the vocal quality as they sing. (high, heavy, light, low). Decide how this changes the mood.

**Suggested Monitoring Procedures**

**Possible Resources**
- Willa Cather Overture - Rossini  
- Night on Bald Mountain - Mussorgsky  
- Sorcerer's Apprentice - Dukas  
- Rite of Spring - Stravinsky  
- Pictures at an Exhibition - Mussorgsky  
- Peer Gynt Suite - Grieg  
- Firebird Suite - Stravinsky  
- Nutcracker Suite - Tchaikovsky  
- Grand Canyon Suite - Grofé  
- Canon - Pachelbel

**District Resources**
**Suggested Objective Placement**

Student Learning Objective(s): The student knows that a composer creates mood by using musical elements: fast/slow, soft/loud, color, silence, theme.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,5</td>
</tr>
</tbody>
</table>

**Related Area(s):**

**Suggested Activities:** Grade(s) K-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Group Size:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commercials</strong></td>
<td>entire class</td>
<td>commercials, tape recorder, paper pencil</td>
</tr>
</tbody>
</table>

Procedure:

- Have students list commercials with songs on separate pieces of paper. Put these papers in a box. Have students select one and hum that tune to the class. The class must recognize it. Have students vary the tempo and dynamics.
- Watch the "station break" time on T.V. Record the commercials and group by mood.
  - McDonald's
  - Coca Cola
  - Rice-A-Roni
  - Pepsi
  - Oscar Mayer
  - 7-up

<table>
<thead>
<tr>
<th>Title:</th>
<th>Group Size:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T.V. Themes</strong></td>
<td>entire class, individuals</td>
<td>television shows, t.v. set</td>
</tr>
</tbody>
</table>

Procedure:

- Listen to theme music from different television series. If unable to find recordings, have students listen at home. Divide the themes into areas of adventure, comedy, drama or others the students desire. Try to decide if the theme song fits the type of show.
  - Rockford Files
  - Welcome Back Kotter
  - Little House on the Prairie
  - Happy Days
  - Laverne and Shirley
  - M*A*S*H

**Suggested Monitoring Procedures:**

- Present the melody of commercial/television/movie theme songs to students. On paper have students identify the mood of the theme song.

**Possible Resources**

**District Resources**
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Soundtracks</td>
<td></td>
<td>Wait Disney Films/Records</td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class</td>
<td></td>
<td>Wizard of Oz</td>
</tr>
<tr>
<td><strong>Materials:</strong> film soundtracks</td>
<td></td>
<td>Fiddler on the Roof</td>
</tr>
<tr>
<td>Procedure:</td>
<td>Listen to soundtracks from films that the students know. Discuss what the students heard. Decide what types of techniques the composer uses to emphasize the happenings in the movie.</td>
<td>The Sting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jaws</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rocky</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2001: A Space Odyssey</td>
</tr>
</tbody>
</table>
Student Learning Objective(s): The student knows the characteristics of melody: happy and bright (usually Major) or sad and thoughtful (usually Minor).

Related Area(s):

Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Moods Happy and Sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>songs</td>
</tr>
</tbody>
</table>

Procedure:
- Sing songs that express a particular mood. Sing the song with appropriate expression.
  - Happy and bright
    - If You're Happy and You Know It
    - Old MacDonald
  - Sad and Thoughtful
    - Hey Ho Nobody Home
    - All the Pretty Little Horses
- Sing the songs using the opposite expression.
- "Rewrite" songs to show the mood change.
  - Example: "If You're Happy and You Know It"
    - If you're sad ... Give a sniff.
    - If you're tired ... Give a yawn.
    - If you're mad ... stamp about.
- Listen to records of instrumental music. Have students discover the mood expressed. (see listening list)
- Use movements that help express the mood of the piece. (smooth, sharp, hard, soft, fast, slow)
<table>
<thead>
<tr>
<th>Title: Create A Mood</th>
<th>Group Size: small groups</th>
<th>Materials: tape recorder, sound sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure:</td>
<td>Using a cassette tape recorder, have students compose pieces illustrating different moods. Allow students to use any instrumental, environmental or vocal sound to express the mood. Record. Playback the pieces. Decide how the piece made the class feel.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: Poetry</th>
<th>Group Size: small groups</th>
<th>Materials: poem books, sound sources, tape recorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure:</td>
<td>Have the students find and read poetry that expresses moods. Create instrumental or vocal accompaniments for the poetry. Decide upon a way to write the &quot;music&quot; down so that the poem may be accompanied again later. Record and playback the composition.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: Sunset Sky</th>
<th>Group Size: individual/pairs</th>
<th>Materials: butcher paper, water colors, black paper, scissors, glue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure: Show various pictures of sunsets. Talk about colors and mood. Create a sunset by painting a water color background on wet paper. When dry apply cut-out silhouettes of black construction paper against the sky background. Examples: desert dunes, skips and sails, mountains.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s): The student knows that a composer creates mood by using musical elements: fast/slow, soft/loud, color, silence, theme.

Suggested Monitoring Procedures:
As students listen to musical selections, have them record on paper the moods of the song or piece, the tempo (fast/slow) and dynamics (soft/loud).

Possible Resources:
- Really Rosie
- Free to Be You and Me

Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Face Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>cards with faces</td>
</tr>
</tbody>
</table>

Procedure:
- Choose particular songs to express mood. Use the melody, rhythm and words of the songs to discover the moods. Be sure to use songs that are fast, slow, soft and loud. These songs will indicate different moods.
- Have students draw individual face cards to express different moods. Sing or listen to a song and have students hold up the cards that show the mood.

Happy:
- Whistle While You Work
- Kookaburra
- Pop Goes The Weasel
- Little White Donkey-Ibert

Sad:
- Edelweiss
- Kum Ba Yah
- Budlo-Mussorgsky

Scary:
- Ghost of John
- Hall of the Mountain
- King-Grieg

Peaceful:
- Hush Little Baby
- Brahms Lullaby
- The Swan-Saint Saens

District Resources.
<table>
<thead>
<tr>
<th>Title:</th>
<th>Guess the Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>records</td>
</tr>
<tr>
<td>Procedure:</td>
<td>Select an instrumental piece of music. Play it for the students without indicating the title or theme. Ask students to guess what they think the composer intended. Check the title. Decide why the composer wrote the piece as he did.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Movement in Moods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>records, stereo</td>
</tr>
<tr>
<td>Procedure:</td>
<td>Have students move to musical selections. Have them move as the mood of the music expresses. Listen for the instruments used. Decide how to move to the instruments heard. Discuss why the composer may use the instruments chosen. Examples: Peter and the Wolf Flight of the Bumblebee Grand Canyon Suite</td>
</tr>
</tbody>
</table>

Possible Resources:
- Carnival of the Animals – Saint Saens
- La Mer – Debussy
- Water Music – Handel

District Resources
**SMALL SCHOOLS PROJECT - Working Copy**

**SUBJECT:** Music

**SPECIFIC AREA:**

<table>
<thead>
<tr>
<th></th>
<th>Listening</th>
<th>Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The student knows:

- Career opportunities exist in the following areas of music: performance, composition, publication, recording, education, church music, musicology, construction and repair of instruments, music therapy, critic, DJ, music store owner or clerk.

The student is able to:

- [ ]

The student values:

- [ ]
<table>
<thead>
<tr>
<th>Optional Goals and Activities</th>
<th>Physical Education</th>
<th>Music</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Health</td>
<td>Reading</td>
</tr>
<tr>
<td>Career Education</td>
<td></td>
<td>Environmental Education</td>
<td>Other</td>
</tr>
</tbody>
</table>

123
Student Learning Objective(s). The student knows career opportunities exist in the following areas of music: performance, composition, publication, recording, education, church music, musicology, construction and repair of instruments, music therapy, critic, disc jockey, music supplier.

Suggested Objective Placement

State Goal 1,8,10

District Goal

Program Goal

Related Area(s) Career Education

Suggested Activities: Grade(s) K-3

Title: Invitations
Group Size: entire class
Materials: resource persons

Procedure:
1. Invite people associated with any of the above careers into the classroom to discuss their jobs, training and hobbies.
2. Write "newspaper articles" about the visitors.

Title: On the Air!
Group Size: entire class/small group
Materials: tour materials

Procedure:
1. Tour a local television or radio station. Ask the people there to explain how tapes, radio logs, commercials and recordings are made and used. If visiting a popular music station ask how the "top ten" is chosen.
2. Write reports about the tour.
3. Create and perform the classes own radio program. Make call letters, commercials, songs, newscasts and radio games. Tape the show.

Suggested Monitoring Procedures

Activities suggest any needed monitoring procedures.

Possible Resources

Careers in Music (SPI, March 1974)
Career Opportunities in Music
Careers In .... - Institute for Research
Careers and Opportunities in Music

District Resources
Suggested Activities: Grade(s) ________

<table>
<thead>
<tr>
<th>Title:</th>
<th>Read All About 'Em</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class, individuals</td>
</tr>
<tr>
<td>Materials:</td>
<td>biographies</td>
</tr>
</tbody>
</table>

Procedure:
- Read to the class or have students read books about famous people associated with music careers.
- Have students write and perform short plays about the lives of famous individuals.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Write On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>individuals</td>
</tr>
<tr>
<td>Materials:</td>
<td>paper, envelopes</td>
</tr>
</tbody>
</table>

Procedure:
- Have students write letters to composers asking them to explain their career and preparations for their career.
- Have students write to Music Publishing Houses for information on careers in publishing. These companies may also give information in regards to how music is edited, copyrighted, prepared for printing and distributed. (See address sheet.)

Possible Resources:
The First Book of Music
Great Composers filmstrips (EAV)
Composers Posters (RCA)

District Resources
RESOURCE APPENDIX
SONG SAMPLES

ABC Song: SLMD, SFMRD 249
All the Pretty Little Horses: jump, down, minor 251
Around the Ring: SMD, game song 253
Bear Went Over the Mountain: fermata, changing verses 255
Bingo: Low sol to do, inner hearing 257
Boom-a-Chick-a-Boom: steady beat, changing verse 259
Catalina Madalina: Low sol to do, stays same verse/chorus, changing verses 261
Clap Your Hands: D-S, skip, MRD 265
Did You Ever See a Lassie?: DMS, action song, MD 269
Dip, Dip and Swing: minor, ostinato, low sol to do, round 271
Eensy Weensy Spider: finger play, DRM 273
Ghost of Tom: minor, up SFMRD 275
Ghost of Tom: examples of augmented note values 277
Head and Shoulders: action song, inner hearing, DMSD, SFMRD 279
Hey Ho - Nobody Home: minor, DRM, SFMRD, round 281
If You're Happy: stays same, skips, low sol to do, rest 283
I'm Goin' to Leave: round, ostinato, low sol to do, mi sol, call response 285
In a Cottage: low sol to do, action song, inner hearing, jumps, octave 287
John Jacob: dynamics, down 289
Looby Lou: game song, SFMRD, stays same, DMS, changing verses 291
Mary Had a Baby: DRM, MRD, up, pentatonic 293
Muffin Man: skips, tone matching 295
Music Shall Live: round, skips, sequence 297
My Bonnie: action song, jump, lines 1 and 3 same, verse/chorus 300
Noble Duke of York: low sol to do, action song, MRD, up 304
Oh Susanna: lines 2 and 4 same, verse/chorus, repeat sign 306
Old MacDonald: MRD, stays same, skips, changing verses, pentatonic 308
Polly Wolly Doodle: verse/chorus, MRD, lines alike (rhythm) 310
She'll Be Coming 'Round the Mountain: changing verses, sequence, SFMRD 314
Skip to My Lou: DMS, Lines 1 and 3 alike, MRD 316
Star Light, Star Bright: SM, SLM 318
Taffy: scale song, octave 320
This Old Man: up, MRD 322
Yankee Doodle: up, down, skips 324

408

248
A B C SONG

ABCD EFGHIJKLMNOP

GRSTUV AND W DOUBLE U AND X Y Z

SEE HOW SIMPLE IT CAN BE WHEN YOU SING YOUR A B C S.

WORDS TO SAME MELODY:

TWINKLE, TWINKLE LITTLE STAR
HOW I WONDER WHAT YOU ARE.

UP ABOVE THE WORLD SO HIGH,
LIKE A DIAMOND IN THE SKY.

TWINKLE, TWINKLE LITTLE STAR
HOW I WONDER WHAT YOU ARE.
ALL THE PRETTY LITTLE HORSES

HUSH-A-BYE DON'T YOU CRY GO TO SLEEPY LITTLE BABY.

WHEN YOU WAKE YOU SHALL HAVE ALL THE PRETTY LITTLE HORSES BLACKS AND BAYS.

DAPPLES AND GRAY COACH AND SIX LITTLE HORSES.
AROUND THE RING

1. Roll that ball around the ring. Roll that ball around the ring.

ROLL THAT BALL AROUND THE RING EARLY IN THE MORNING.

2. Push
3. Pass
4. Hand
THE BEAR WENT OVER THE MOUNTAIN

BEAR WENT OVER THE MOUNTAIN - TO SEE WHAT HE COULD SEE. AND

ALL THAT HE COULD SEE - AND ALL THAT HE COULD SEE - WAS THE


OTHER SIDE OF THE MOUNTAIN - WAS ALL THAT HE COULD SEE.
BINGO

1. There was a farmer had a dog and
   BINGO was his name O.  B I N G O.

2. (X) I N G O...
3. (X)O N G O...
4. (X)I G O...

Leave out one letter each verse.
Boom-a-Chick-a-Boom  steady beat cal-response chant

Keep steady beat throughout by tapping knees and clapping hands
Chant in a swinging style.

Leader:   I said a Boom-a-Chick-a-Boom
Group:    repeat
Leader:   I said a Boom-a-Chick-a-Boom
Group:    repeat
Leader:   I said a Boom-a-Chick-a-Rack-a-Chick-a-Rack-a-Chick-a-Boom
Group:    repeat
Leader:   Oh yeah!
Group:    Oh yeah!
Leader:   One more time
Group:    One more time
Leader:   Real -------

Suggestions for "Real -------"

fast       loud
slow       soft
high       hopping on one foot
low        silently

(the verses may also express mood: happy, sad, mad, sleepy)
1. There was a funny girl and she had a funny name. She got it from her father just the same - same - same.

2. She had ten hairs on the top of her head. Five were alive and the other five were dead.

3. She had two eyes in the middle of her head. One was glass and the other one was lead.

4. Her eyes stuck out like sails on a boat. Her adams-apple wandered up and down her throat.

5. She had two teeth in the middle of her mouth. One pointed North and the other pointed South.

6. One day a truck hit poor Catalina.
CLAP YOUR HANDS

CLAP CLAP CLAP YOUR HANDS CLAP YOUR HANDS TOGETHER

LA LA LA LA LA LA LA LA LA LA LA LA

LA LA LA LA LA LA LA LA LA LA LA LA

1. ADD EXTRA VERSES: STAMP FEET, TAP KNEES

2. JOIN HANDS IN CIRCLE ON "LA" SECTION (B SECTION)
Old Joe Clarke

1. Old Joe Clarke he built a house.  
   Took him 'bout a week.  
   He built the floors above his head  
   The ceilings under his feet.  

2. Old Joe Clarke he had a dog  
   Like none you've ever seen.  
   With floppy ears and curly tail  
   And six feet in between.  

3. Old Joe Clarke he had a girl,  
   With name of Betty Lou  
   She had two biggest brownest eyes  
   (Her other two were blue!)  

Chorus:  
Rock-a-rock, Old Joe Clark.  
Rock-a-rock, I'm gone  
Rock-a-rock, Old Joe Clarke.  
So Long Lucy Long.
DID YOU EVER SEE A LASSIE:

DID YOU EVER SEE A LASSIE, A LASSIE A LASSIE? DID YOU EVER SEE A LASSIE GO THIS WAY AND THAT? GO THIS WAY AND THAT WAY AND THIS WAY AND THAT WAY? DID YOU EVER SEE A LASSIE GO THIS WAY AND THAT?
DIP DIP AND SWING

My paddle's clean and bright flashing with silver

Follow the wild goose flight dip dip and swing

Dip dip and swing her back flashing with silver

Follow the wild goose flight dip dip and swing.

Ostinato from song
EENSY WEE NSY SPIDER

THE EEN-SY WEE NSY SPI- DER WENT UP THE WA - TER SPOUT.

DOWN CAME THE RAIN AND WASHED THE SPI- DER OUT.

UP CAME THE SUN AND DRIED UP ALL THE RAIN, AND THE

EEN-SY WEE NSY SPI- DER WENT UP THE SPOUT A-GAIN.
GHOST OF TOM

1. E minor

Have you seen the ghost of Tom?

2. G minor

Long white bones with the rest all gone

3. F minor

Ooh

4. C minor

Wouldn't it be chilly with no skin on?
1 c minor

GHOST OF TOM

2 Have you seen the GHOST OF TOM?

LONG WHITE BONES WITH THE REST ALL GONE

3 OOH

4 WOULDN'T IT BE CHILLY WITH NO SKIN ON?
HEAD AND SHOULDERS

HEAD AND SHOULDERS KNEES AND TOES, KNEES AND TOES.

HEAD AND SHOULDERS KNEES AND TOES, KNEES AND TOES.

HEAD AND SHOULDERS KNEES AND TOES, KNEES AND TOES.

LEAVE OUT ONE BODY PART EACH VERSE. AT END OF SONG CLASS SHOULD BE DOING MOTIONS SILENTLY.
HEY HO - NOBODY HOME

MEAT NOR DRINK NOR. MONEY I HAVE NONE.

YET SHALL I BE
IF YOU'RE HAPPY

IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR

FACE WILL SURELY SHOW IT IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS. CLAP IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR

ADDITIONAL VERSES:

STOMP YOUR FEET
GIVE A YELL
CREATE YOUR OWN
I'M GOIN' TO LEAVE

I'M GOIN' TO LEAVE — OLD TEXAS NOW —

THEY'VE GOT NO USE — FOR THE LONG-HORN COW.

HOME-MADE OSTINATO

CLIP-CLOP CLIP-CLOP
IN A COTTAGE

1. IN A COTTAGE

2. IN THE WOOD

3. LITTLE OLD MAN BY THE WINDOW STOOD

4. SAW A RABBIT HOPPING BY

5. KNOCKING AT HIS DOOR.

6. "HELP ME! HELP ME! HELP!" HE SAID. "OR THE HUNTER WILL SHOOT ME DEAD!"

7. "COME, LITTLE RABBIT, COME WITH ME. HAPPY WE WILL BE."

THE FOLLOWING MOTIONS CORRESPOND WITH THE NUMBERS ABOVE.

LEAVE OUT A LINE OF SINGING, DOING THE MOTIONS IN ITS PLACE, EVENTUALLY DO ENTIRE SONG SILENTLY.

1. OUTLINE COTTAGE

2. MAKE TREE WITH HANDS

3. MAKE "SMALL" SIGN

4. MOTION TO ENTER

5. STRIKE RABBIT
John Jacob Jingleheimer Smidtz

That's my name, too.

Every time we go out the people always shout "There goes John Jacob Jingleheimer Smidtz" Ba-da-da-da-da-da-da-da-da!

Repeat song singing the verse more quietly each time excepting the "Ba-da-da-da-da-da-da" which is sung loudly each time.
LOOBY LOO

1. HERE WE GO LOO. BY LOO - HERE WE GO LOO. BY LIGHT

HERE WE GO LOO. BY LOO - ALL ON A SATURDAY NIGHT

PUT MY RIGHT FOOT IN. I PUT MY RIGHT FOOT OUT.

GIVE MY FOOT A SHAKE-SHAKE-SHAKE. AND TURN MYSELF ABOUT.

2. I PUT MY LEFT FOOT IN....
3. I PUT MY RIGHT HAND IN....
4. I PUT MY LEFT HAND IN....
5. I PUT MY HANDS IN....
6. I PUT MY HEAD IN....
7. I PUT MY WHOLE SELF IN.....
MARY HAD A BABY

MARY HAD A BABY YES, LORD

MARY HAD A BABY YES, MY LORD

MARY HAD A BABY YES, LORD THE

PEOPLE KEEP A-COMIN' AN' THE TRAIN DONE GONE.

---spiritual
THE MUFFIN MAN

1. DO YOU KNOW THE MUFFIN MAN

MUFFIN MAN THE MUFFIN MAN?

DO YOU KNOW THE MUFFIN MAN WHO

LIVES ON DRURY LANE? OH!

2. YES I KNOW...
3. TWO OF US KNOW...
4. THREE OF US KNOW...
5. ALL OF US KNOW...
MUSIC SHALL LIVE

AL' THINGS SHALL PERISH FROM UNDER THE SKY.

MUSIC ALONE SHALL LIVE. MUSIC ALONE SHALL LIVE.

MUSIC ALONE SHALL LIVE NEVER TO DIE.
MY BONNIE

1. MY BON-NIE LIES O-VER THE O-CLEAN—

2. O BLOW YE WINDS OVER THE OCEAN...

3. LAST NIGHT AS I LAY ON MY PILLOW—LAST NIGHT AS I LAY IN MY BED

4. THE WINDS HAVE BLOWN OVER THE OCEAN...

OH BRING BACK MY BON-NIE TO ME—
Bring Back Bring Back Oh
Bring Back My Bonnie To Me To Me
Bring Back Bring Back Oh
Bring Back My Bonnie To Me
THE NOBLE DUKE OF YORK

HAD TEN THOUSAND MEN
HE MARCHED THEM UP T'HE

HILL AND THEN HE MARCHED THEM DOWN AGAIN
AND

WHEN YOU'RE UP, YOU'RE UP;
AND WHEN YOU'RE DOWN, YOU'RE DOWN;
BUT
OH SUSANNA

I COME FROM ALABAMA WITH MY

BANJO ON MY KNEE I'M GOIN' TO LOUISIANA MY SUSANNA FOR TO SEE.

OH SUSANNA, OH DON'T YOU CRY FOR ME. FOR I
OLD MACDONALD HAD A FARM

OLD MACDONALD HAD A FARM E-I - E-I -

O. AND ON HIS FARM HE HAD SOME COV

E-I - E-I - O. WITH A MOO-MOO HERE AND A

MOO-MOO THERE. HERE A MOO... THERE A MOO...
Polly Wolly Doodle

Verse

Oh, I went down south for to see my Sal singing.

Polly Wolly Doodle all the day.

My Sal she is a spunky gal singing.

Polly Wolly Doodle all the day.
Polly Wolly Doodle

Chorus
F

Fare thee well — Fare thee well — Fare thee well
C7

Well my Fairy Fan — Fan
C7

Goin' to Louisiana For to see my Susy An' na singing
F

Polly Wolly Doodle all the day.
SHE'LL BE COMING AROUND THE MOUNTAIN WHEN SHE COMES.

2. SHE'LL BE DRIVING SIX WHITE HORSES (WHOA BACK)
3. OH WE'LL ALL GO OUT TO MEET HER (HI BABE)
4. WE WILL KILL THE OLD RED ROOSTER (HACK-HACK)
5. AND WE'LL ALL HAVE CHICKEN AND DUMPLINGS (YUM-YUM)
SKIP TO MY LOU

1. Fly's in the Butter-milk shoo-fly shoo!

Fly's in the Butter-milk shoo-fly shoo!

Fly's in the Butter-milk shoo-fly shoo!

Skip to my Lou, my dar-ling.

2. Little red wagon painted blue.

3. Lost my partner, what shall I do?

4. Lou, Lou, skip to my Lou.

American Folk Song
STARLIGHT, STAR BRIGHT

STAR LIGHT, STAR BRIGHT. FIRST STAR I'VE SEEN TO-NIGHT.

WISH I MAY I WISH I MIGHT HAVE THE WISH I WISH TO-NIGHT.
TAFFY

TAF-FY WAS A ROB-BER  TAF-FY WAS A THIEF

TAFFY CAME TO MY HOUSE AND STOLE A LEG OF BEEF.

I WENT TO TAF-FY'S HOUSE. TAF-FY WAS IN BED.

I TOOK THE MAR-ROW BONE AND HIT HIM ON THE HEAD. OUCH!
This old man

He played one

He played knick-knack on my thumb, with a

Knick-knack pad-dy whack give a dog a bone

This old man came rolling home.

2 - shoe  3 - knee  4 - door
5 - hive  6 - sticks  7 - up to heaven
8 - gate  9 - line  10 - once again
YANKEE DOODLE

YANKEE DOODLE WENT TO TOWN RIDING ON A PONY

STUCK A FEATHER IN HIS CAP AND CALLED IT MACARONI

YANKEE DOODLE KEEP IT UP YANKEE DOODLE DANDY

MIND THE MUSIC AND THE STEP AND WITH THE GIRLS BE HANDY.
Who Stole The Cookies From the Cookie Jar? steady beat chant

- Keep a steady beat by alternately clapping hands and slapping knees.
- Assign numbers to students in a circle.
- Do rhyme game.
- The beat must be continued throughout and the rhyme cannot stop. If a student misses on the turn the student must go to the end of the circle.
- Colors, names or objects may be used to designate students.

All: Who stole the cookies from the cookie jar?
#1: Number two stole the cookies from the cookie jar?
#2: Who me?
All: Yes you!
#2: Couldn't be!
All: Then WHO stole the cookies from the cookie jar?
#2: Number three stole the cookies from the cookie jar.

(repeat until rhythm is broken)
MUSIC SHALL LIVE

\begin{music}
\newclef\newkey\newtime\newkey\newtime\newkey\newtime\newkey\newtime\newkey\newtime\newkey\newtime\newkey\newtime\newkey\newtime\newkey\newtime\newkey\newtime\newkey\newtime\newkey\newtime
\end{music}
Two Chord Songs

Aunt Rhodie
Bury Me Not on the Lone Prairie
Clementine
Down in the Valley
Farmer in the Dell
Hot Cross Buns
Hush Little Baby
I Had A Cat
I'm Gonna Leave Old Texas
Little Boxes
London Bridge
Love Somebody
Mary Had A Little Lamb
O Tannenbaum
Old Chisholm Trail
Polly Wolly Doodle
Row Your Boat
See A Lassie
Skip to My Lou
Three Blind Mice
Tcm Dooley
Whole World

Three Chord Songs

Amazing Grace
Away in the Manger
Billy Barlow
Billy Boy
Bingo
Black and White
Coming 'Round the Mountain
Deck the Halls
Dixie
Jingle Bells
Joy to the World
Kum Ba Yah
Merrily We Roll Along
Michael Row the Boat Ashore
My Bonnie
Old Brass Wagon
Old MacDonald
Red River Valley
Roll on Columbia
Sweet Betsy from Pike
Twinkle, Twinkle Little Star
Up on the Housetop
Wabash Cannon Ball
When the Saints Go Marching In

One Chord Songs

Are You Sleeping?
Dip, Dip and Swing
Ghost of Tom
Row Your Boat
Two Chord Songs

Tom Dooley

D
Hang down your head Tom Dooley.
D   A7
Hang down your head and cry.
A7
Hang down your head Tom Dooley
A7
Poor boy, you're bound to die.

Mary Had A Little Lamb

D
Mary had a little lamb,
A7   D
Little lamb, little lamb.
D
Mary had a little lamb
A7
Whose fleece was white as snow.

Hot Cross Buns

D   A   D   D   A   D
Hot cross buns. Hot cross buns.
D   A
One a penny, two a penny
D   A   D
Hot cross buns.
London Bridge

D
London Bridge is falling down,
A7    D
Falling down, falling down.
D
London Bridge is falling down
A7    D
My fair lady.

Row Your Boat

D
Row Row Row Your Boat
A7    D
Gently down the stream.
D
Merrily merrily merrily merrily
A7    D
Life is but a dream.

Hush Little Baby

D    A7
Hush little baby don't say a word.
A7    D
Papa's going to buy you a mocking bird.
D    A7
If that mockingbird won't sing,
A7    D
Papa's going to buy you a diamond ring.

2 ... turns brass, looking glass
3 ... gets broke, billy goat
4 ... won't pull, cart and bull
5 ... turns ever, dog named Rover
6 ... won't bark, horse and cart
7 ... falls down, you'll still be the prettiest baby in town.
IN A CAVERN, IN A CANYON, EXCAVATING FOR A MINE
DWELT A MINER, FORTY-NINER, AND HIS DAUGHTER CLEMENTINE
OH MY DARLING, OH MY DARLING, OH MY DARLING CLEMENTINE
THOU ART LOST AND GONE FOREVER, DREADFUL SORRY CLEMENTINE.

LIGHT SHE WAS AND LIKE A FAIRY AND HER SHOES WERE NUMBER NINE
HERRING BOXES WITHOUT TOPSES, SANDALS WERE FOR CLEMENTINE.

DROVE SHE DUCKLINGS TO THE WATER EVERY MORNING JUST AT NINE
HIT HER FOOT AGAINST A SPLINTER, FELL INTO THE FOAMING BRINE.

RUBY LIPS ABOVE THE WATER BLOWING BUBBLES SOFT AND FINE
BUT ALAS, I WAS NO SWIMMER SO I LOST MY CLEMENTINE.

THEN THE MINER, FORTY-NINER, SOON BEGAN TO PEAK AND PINE
THOUGHT HE oughtER JINE HIS DAUGHTER, NOW HE'S WITH HIS CLEMENTINE.

IN MY DREAMS SHE STILL DOTH HAUNT ME, ROBED IN GARMENTS SOAKED IN BRINE
THOUGH IN LIFE I USED TO HUG HER, NOW SHE'S DEAD I DRAW THE LINE.
OH MY DARLING, OH MY DARLING, OH MY, DARLING CLEMENTINE
THOU ART LOST AND GONE FOREVER, DREADFUL SORRY CLEMENTINE.
Three Chord Songs

Michael Row The Boat Ashore

\[
D \\
\text{Michael row the boat ashore. Alleluia.} \\
D \\
\text{Michael row the boat ashore. Alleluia.}
\]

Kum Bah Yah

\[
D \quad G \quad D \\
\text{Kum bah yah, my Lord, Kum bah yah.} \\
D \quad A7 \\
\text{Kum bah yah, my Lord, Kum bah yah.} \\
D \quad G \quad D \\
\text{Kum bah yah, my Lord, Kum bah yah.} \\
G \quad D \quad A7 \quad D \\
\text{O Lord, kum bah yah.}
\]

Billy Boy

1. \[
D \\
\text{Oh where have you been, Billy Boy, Billy Boy} \\
D \quad A7 \\
\text{Oh where have you been charming Billy?} \\
A7 \\
\text{I have been to seek a wife.} \\
D \\
\text{She's the joy of my life.} \\
G \quad D \quad A7 \quad D \\
\text{She's a young thing and cannot leave her mother.}
\]

2. \[
D \\
\text{Did she bid you to come in, Billy Boy, Billy Boy.} \\
D \quad A7 \\
\text{Did she bid you to come in charming Billy?} \\
A7 \\
\text{Yes, she bid me to come in.} \\
D \\
\text{There's a dimple in her chin.} \\
G \quad D \quad A7 \quad D \\
\text{She's a young thing and cannot leave her mother.}
\]

3. \[
\text{Did she set for you a chair ...?} \\
\text{Yes, she set for me a chair,} \\
\text{But there was no bottom there.}
\]

4. \[
\text{Can she bake a cherry pie ...?} \\
\text{She can bake a cherry pie} \\
\text{Quick as a cat can wink an eye.}
\]

5. \[
\text{How old is she ...?} \\
\text{Three times six and four times seven}
\]
SURVIVAL GUITAR ACCOMPANIMENT

Strictly Survival

D

A7

G

Survival Plus

e minor

Survival with Flair

D7

a minor

Key of D
D G A7 (em)

Key of C
G C D7 (em)
Basic Bells Accompaniment

The following notes are used to create the chords.

**Key of D**

- D = D F# A
- G = G B D
- A7 = A C# E G

**Key of G**

- G = G B D
- C = C E G
- D7 = D F# A C

**Key of C**

- C = C E G
- F = F A C
- G7 = G B D F

**Key of F**

- F = F A C
- B = B D F
- C = C E G

**Key of Bb**

- B = B D F
- E = E G B
- F7 = F A C E

**Additional**

- em = e g b
- am = a c e
- bm = b d f#
The Plastic Staff

The plastic staff is a portable staff made especially to lay upon the floor to let the students "imitate" notational symbols and movement. To create the staff, one needs a large piece of plastic or cloth upon which five lines in the shape of a musical staff are affixed with wide plastic tape. A treble clef may be added if desired.

The note symbols are "acted out" by the students in numerous ways. One student may be the note "head" while the other may be the "stem", one may be notes on the lines while another is a note on the space. Intervals can also be enacted giving the students total involvement in the musical process. Other examples can be found throughout the booklet.

Five lines taped to the floor can also be used although the plastic staff allows for a "tidier approach" for the students to curl up or lay on the staff.
PIECE PATTERNS (SOUNDS)

RED
GREEN
BLUE
BLACK
WHITE
PINK
ORANGE
YELLOW
Sound Sources

Glass
soda bottles
jugs
jars

Wood
ruler-yardstick
kitchen utensils
blocks
pencils
tables
chairs
clothespins
broom handles
popsicle sticks

Paper
newspaper
wax paper
foil
cardboard
paper bags
toilet tissue
Kleenex
magazine
boxes
straws
cups
paper plates
ice cream containers
oatmeal box
cylinders (paper towel)

Plastic
ruler
straw
bottles
cups
funnel
containers

Rubber
rubber bands
balloons
garden hose
balls
tires

Metal
screws
nails
kitchen utensils
waste basket
cans
wire
tables
chairs
pipes
whistles
bottle caps/rings
hammer
railroad spikes

Outdoor Materials
sticks
rocks
dirt
leaves
grass
water
pine cones

Other
flower pots
string
rope
ribbon
mixing bowls

Percussion Instruments
drum
woodblock
claves
tambourine
* Finger Jello Recipe *

ingredients:

2-1/2 cups cold water
5 envelopes unflavored gelatin
2 cups hot water
1 - 12 oz. box of fruit flavored jello
1 cup sugar (can be omitted in all but lime & lemon)
1 cup ice water

1. Combine the cold water & unflavored gelatin in a bowl. Set aside.
2. Combine the hot water, jello & sugar, stirring until the mixture boils.
3. Add the gelatin mixture, stirring until the gelatin dissolves.
4. Add 1 cup ice water.
5. Pour mixture into pan (9x13) and refrigerate for three hours.
6. Cut into squares.
Music Publishing Companies

Boozey and Hawkes
New York, New York 10023

Charles Hansen, Distributor
Educational Sheet Music & Books, Inc.
1860 Broadway
New York, New York 10023

E. C. Schirmer Music Co.
112 South Street
Boston, Massachusetts 02111

International Music Co.
511 Fifth Avenue
New York, New York 10023

Southern Music Co.
San Antonio, Texas 78292

Theodore Presser Co.
Bryn Mawr, Pennsylvania 19010
Instrument Manufacturing Companies

C. G. Conn
616 Enterprise Drive
Oak Brook, Illinois 60521

Getzen
Elkhorn, Wisconsin 53121

King
33999 Curtis Blvd.
Eastlake, Ohio 44094

LeBlanc
7019 - 13th Avenue
Kenosha, Wisconsin 53140

Olds
7373 North Cicero Avenue
Lincolnwood, Illinois 60646

Selmer
Box 310
Elkhart, Indiana 46514

Yamaha International Corporation
Box 6600
Buena Park, California 90620
(background: aluminum foil)

(buttons)

(soda straws)

(string)
i
cr etc

f.ea.

adia

0100

'

only S:Te: We Wel Old line car
ner. and see,ICW .1 11XC.LISivetv

af

,0C 50...

619 12

Tooc 79

a',1

sit.oes .50C

646 ts,
a

6-1J-%;

-17 on odud

Xt

WEBSTER. FORD
r
e

-r

e

S.,
nit- o

Fl^anc no avanade

ca

o-

$3438

V ,'.

r

Sre S

53575

ROY BURNETT

:rimer & Oswald. Inc

RYSLER PLYMOUTH INC
W Broadway
.771 1813

SJBARL

656-4273

77 VOLARE

B tc.

CaC.Lr.He

Bonneville 4dr HT

4 Odor sedan auto 725 :BBL
Cylinder row! seal 16.56.

P.

' el

No 53408

949
ROY BURNETT

73

Only S1395

Irrmer & Oswald Inc
+

Gl0

66

Gladstone

,_0.,gnfte Prod

;

53

FIREBIRD

75 Plymouth Duster
'93;

ceder a Weed Puwec

ew con.:

3

0

7,1

H tu)

461 Searc

64

Only 53495

S2825
TH VOLKS-Eintn. SuBAP5,

07

Dick Nr,es L

162nd a. SC Division

71

,.a.sr?...

656-4273

7NYKZ.,PeMOUTH7.2!2.4Ci..0

15X0 auks eke

0

S1897

PIVentsialb Dealer 0..7..1
Sat I. Sunday hl 3 Dial 651-7270
Better nurry.

yiCed

at ea

5,:vt .ei.ow
soec a

br

k

:Ken,

Pontiac Lemans

our torn 1300. ReCOMMIT4let
C+ Oa,. and Chet et Easman's
for 45 years rout Milyyou..e,

I

.

.

wore :nu-

7

1972
es on whiled, and ine eccnorrnfor 120i
cal 318 regular ow. eenne

I

726 ?V

665 "Ti

19.39 Pontiac 2 Door

Duster $998

LeMana 55

;04:4"

,

G C jor

GO TOPLESS

5so4 S Chi'Cb,11111

AM-PM
410e2
111,:rr r0.5 red, .^551 se]. S925
CPS, '8,e,
75.6.3red
ilulotnat.4. PS. .13, 08.. '7.
foll,:e ea- , a '11 7534, '15
snarls ?ad
7.ot

:

69 cur,

III

hrr Otr..qa.

,.

7',5 1-.5 wee.

Be

,. I 0
.:--

e. 0000

Sr.

- i,

SAVE
'3

rwsrefOC -

'7

Mt,

53795

47 Xe

5t-

s35at

._= 4 :
???

3:1

:DEAL FOR SCHOOL
OR .,AIORK

':"

I
nc-..--..

1477

&

6442064

17 PL.' 41QUT.-. dcia

secs

300.,

RS. ei.

edr.

-8.

-

-

'Do .. a

'

yil

3

-

713 5858

R :OR HT. PS aB

,0

Sl600 de-

es)CK.0

7A:5"ER 700 "7

516e0bes1 357-0755
4.1

5e :oresl C-.7

n OUSTER

Vern,lici 6 Orates 5163'5

STONE IMPORTS. 0556.1.7,5
76 DUSTER 1' 3516 m0.5 ^
PDB
dthOn. lac A
ierncni
51550 347

rat
N, a
Pe"..rr. 288,53;3

1975

77-47
Y,!-C

S.

.

7anny a.t.

.

--

.

.060 A
.01 M

10/3

too

on
73e 83.10

21 OU1i7ER 7 o
000C ....ea, 7.,

or 283.0;56

or:

:

-

iC.
0

1

7
.

.

SC

:
YT.


$48
Full Price for '77 Moi

Clearance Sale
1976 Models - Save Immediate Delivery!

Compare These Savings!

Bluebird

Sale Price Now
$4530

Sale Price Now
$3343

The Name

WEI

Chev

12th & Main St. O1

Clearance Sale

1976 Models - Save Immediate Delivery!

Compare These Savings!

Bluebird

Sale Price Now
$4530

Sale Price Now
$3343

The Name

WEI

Chev

12th & Main St. O1
SONG SELECTIONS

STEADY BEAT

Sample Songs:
ABC Song
Bingo
Catalina Madalina
Zip, Dip and Swing
Head and Shoulders
If You're Happy
Noble Duke of York
Oh Susanna
Sally Wolly Doodle
She'll Be Coming 'Round the Mountain
Skip to My Lou

Harcourt, Brace, Jovanovich - Beginning Level
The Steppy, Peppy Spider
You Can't Make a Turtle Come Out
Wiggle, Wiggle

Harcourt, Brace, Jovanovich - Level One
Rhythm
Animal Rhythm Band
The Happiest Day of My Life

Harcourt, Brace, Jovanovich - Level Two
Mama Crab
Strange Barnyard

Harcourt, Brace, Jovanovich - Level Three
Swaying
Let's Celebrate the Seasons

American Book Company: New Dimensions in Music - Music for Early Childhood
Yankee Doodle 125
We Wish You a Merry Christmas 141
Trampin' 8
This Old Man 71
This Is My Right Hand 76
Skip To My Lou 40
Riding Bumpity-Bump 7
Merry Go Round 122
Johnny Get Your Hair Cut 92
Hickory Dickory Dock 11
Farmer in the Dell 89
American Book Company: New Dimensions in Music - Beginning Music:
  Walk With Me 51
  Three Times Round 135
  Tideo 99
  Rig-A-Jig-Jig 134
  Little Wheel A-Turning 133
  Kookaburra 41
  How D'You Do 26
  A-Hunting We Will Go 28
  Clap Your Hands 29

American Book Company: New Dimensions in Music - Enjoying:
  Train is A-Coming 22
  Tinga Layo 132
  This Land is Your Land 2
  Love Somebody 188
  Hey Lidee 6
  Come Roving With Me 104
  Magic Penny 40
  Candy Land 43

American Book Company: New Dimensions in Music - Expressing:
  Yankee Doodle 30
  When Johnny Comes Marching 160
  We're All Together 4
  Over the River 169
  Marching to Pretoria 76
  Down the River 64
  Merry Go Round 38
  Tinga Layo 41

Silver Burdett-Ea:ay Childhood:
  Cooking Dinner 168
  Counting Song 109
  Epo i Tai Tai 67
  Tive Puppies 28
  Hand-Game Song 124
  Here Sits A Monkey 2
  The Jackfish 152
  Jig Along Home 60
  Jingle Bells 94
  Listen to the Horses 21
  Little Sacka Sugar 42
  Mama Paquita 140
  Punchi Nello 171
  Shake That Little Foot 37
  Sit Down, Brother 57
  Uncle Jessie 50
Silver Burdett—Book One:
A Ram Sam Sam 156
All Around the Kitchen 4
Barnacle Bill 12
Clap Your Hands 37
Hi-Dee-Room 25
Jennie Jenkins 137
Pamá Paquita 77
Roll an' Rock 1
Jingle Bells 184

Silver Burdett—Book Two:
All Me Rock 60
Band in the Square 36
Can You Do This? 28
Going Over the Sea 157
Hop Up and Jump Up 10
Little By Little 251
Old Joe Clark 49
This Old Man 199
You Can't Make a Turtle 248

Silver Burdett—Book Three:
A Ram Sam Sam 113
Bella Bimba 70
German Instrument Song 95
Ging Gong Gooli 198
I Clap My Hands 151
Mama Paquita 7
Marching to Pretoria 204
Old Joe Clark 5
Polly Won't Doodle 211
Roll an' Rock 56
Scratch 8?
'Taters 41
TEMPO CHANGES

Song Selections

Harcourt, Brace, Jovanovich - Beginning Level:
We Are Moving
Hattie the Cat

Harcourt, Brace, Jovanovich - Level One:
Animal Rhythm Band

Harcourt, Brace, Jovanovich - Level Two:
Over and Over
Sharing Spaces

Harcourt, Brace, Jovanovich - Level Three:
Friends
What's So Funny?

American Book Company: New Dimensions in Music - Beginning Music:
Fun With Hands 35
Counting Sheet 53
Slow Down Song 9

Silver Burdett - Book 1:
The Wind Blew East 27

Silver Burdett - Book 2:
Play For Ma Dogoma 8
Grey Monde 31
My Nips Hut 64
So Goes the Train

Silver Burdett - Book Three:
Poll an' Rock

Listening Selections

Children's Symphony 1st Movement (McDonald)
3rd Movement (Copland)
Circus Music (Red Pony) (Villa-Lobos)
Classical Gas (Lully)
Dueling Banjos (German)
Little Train of Caipora (Villa-Lobos)
Marche (Lully)
Morris Dance (Henry VIII Suite) (German)
Non Troppo (Cimarosiana) (Malipiero)
Parade (Divertissement) (Ibert)
Pizzicato Polka (Shostakovich)
Prelude to "The Birds" (Respighi)
Pumpkin Eaters Little Fugue (McBride)
Skating in Central Park (Love Story) (Prokofieff)
Troika (Lt. Kije) (Respighi)
Tuileries (Pictures-Tomita) (Respighi)

5:55

-311-

See Soundtracks
RCA G2V2
See Electronic
RCA G1V1
RCA G3V2
RCA G2V2
RCA G1V1
RCA G3V2
RCA G2V2
RCA G1V1
RCA G2V2
RCA G3V2
RCA G2V2
See Soundtracks
RCA G2V2
See Electronic
METER CHANGES

American Book Company: New Dimensions in Music - Music For Early Childhood:
  Little Bird, Little Bird 63
  How Many Days? 75
  Little Robin Redbreast 49

American Book Company: New Dimensions in Music - Beginning Music:
  Bright Moon 60

American Book Company: New Dimensions in Music - Enjoying:
  My Friend 106
  Sing Noel 182

American Book Company: New Dimensions in Music - Expressing:
  Play Song 56
  The Night Star 105

Silver Burdett - Early Childhood:
  Little Bird Go Through My Window 46
  Hand - Game Song 124
  Floating Down the Stream 158

Silver Burdett - Book 1:
  Tom Moulin 56
  Little Bird 78
  In the Sunny Meadow 160
  Dipidu 167

Silver Burdett - Book 2:
  Dipidu 4
  Grey Mondie 31
  My Nipa Hut 64
  Counting Song 214

Silver Burdett - Book 3:
  O' Clo' 191
  Pinata Song 210

Listening Selections
  Alligator and the Coon (Thompson) RCA G3V2
  Bells (Hanson) RCA G2V2
  Promenade (Mussorgsky) RCA G1V2
FERMATA

Song Samples:
Bear Went Over the Mountain
Harcourt, Brace, Jovanovich - Beginning Level:
Hattie the Cat
Harcourt, Brace, Jovanovich - Level One:
Animal Rhythm Band
Harcourt, Brace, Jovanovich - Level Three:
Ready to Laugh 134

American Book Company: New Dimensions in Music - Music For Early Childhood:
We Are All Nodding 13
Wake Up 19
Los Patos 59
I Like the Policeman 97
A Monorail 105

American Book Company: New Dimensions in Music - Beginning Music:
On My Way to School 4
Wake Up 16
Jump or Jiggle 31
Tiger Cat Tim 46
Snow 95
Butterfly 38

American Book Company: New Dimensions in Music - Enjoying:
Jump or Jiggle 71
Congo Lullaby 93
Drip Drop the Rain 92
The Kite 108
Up in a Balloon 161
Ten in the Bed 163
Sing to Rejoice 182
Es Regnet 190

American Book Company: New Dimensions in Music - Expressing:
The River Tea 28
Merry Go Round 38
The Moon of Wintertime 176

Silver Burdett - Early Childhood:
Sing A Little Song 45
Can You Guess What I Am? 63
Bear Went Over the Mountain 70

Silver Burdett - Book 1:
All Around the Kitchen 4
The Wind Blew East 27
Tom Noulin 56
Silver Burdett - Book Two:
  Jimmie Crack Corn 14
  Shoo, Fly
  Flying Kites 215

Silver Burdett - Book Three:
  Ain't Gonna Rain 157
  The Leprechaun 160
  Rain Song 163
  Ol' Clo 191
  El Rorro 192
REPEAT SIGN

Song Samples:
  Catalina Madalina
  Hey Ho-Nobody Home
  John Jacob

Harcourt, Brace, Jovanovich - Beginning Level:
  Which Way Does It Go?

Harcourt, Brace, Jovanovich - Level One:
  The Happiest Day of My Life 85
  Rhythm 55
  Feelings 118

American Book Company: New Dimensions in Music - Music For Early Childhood:
  Old MacDonald 61
  Count With Me 66
  Waiting 125
  George Washington 151
  Stop! Stop! 113

American Book Company: New Dimensions in Music - Beginning Music:
  Hush Little Baby 18
  Walk With Me 51
  Why Do Bells Ring? 94
  My Valentine 97
  Sam the Spaceman 139
  Rezen 86

American Book Company: New Dimensions in Music - Enjoying:
  Fiddler on the Roof 8
  Sambalele 54
  Michaud 59
  Chiapenecas 74
  Sing Noel 182
  Rock Around the World 46
  Imandwa 91
  We Are Good Musicians 126
  Tum Tum 157
  A Bell Noel 180
  A Christmas Greeting 186

American Book Company: New Dimensions in Music - Expressing:
  La Jesusita 14
  A Trip on a Rocket Ship 32
  Ngoye 55
  The Orchestra 112
  We'll Be Happy 124
  The Cuckoo 134
  Sammy 136
  Skin and Bones 168
Silver Burdett - Early Childhood:
Hey Little Boy! 8
Bonga 23
Douglas Mountain 38
I Love My Shirt 51
Mama Bake the Johnny Cake 59
Can You Guess What I Am? 63
Hush Little Baby 64
Jingle Bells 90
The Tower of Alicante 101
Red Hen's Song 104
Basay Down 108
Counting Song 109
Hand Game Song 124
Mama Paquita 140
The Angel Band 183

Silver Burdett - Book One:
Lulla Lullaby 33
Mama Paquita 77
Nobody Likes A Ghost 162
The Busy Washer Woman 168
Hop Up and Jump Up 171

Silver Burdett - Book Two:
Best Friends 53
My Nipa Hut 64
Hop Up and Jump Up 101
Jambalaya Game 136
I Clap My Hands 218
I Have a Little Drum 221

Silver Burdett - Book Three:
I Clap My Hands 151
Mama Paquita 156
Rain Song 163
Who Has the Ring? 166
Little David, Play On Your Harp 172
All Hid 173
Scratch! Scratch! 178
Ging Gong Guoli 198
What You Gonna Call? 222
Wonders Never Cease 225

Threshold to Music - Early Childhood:
Jack Be Nimble 20
I Can Play 21
Old MacDonald 25
Roll Over 55

Threshold to Music - Level One:
Old MacDonald 21
I've A Pair of... 47
Camptown Races 59
Roll Over 72
Good Bye Old Paint 86
UP AND DOWN
(see interval lists)

Song Samples:
All the Pretty Little Horses
John Jacob
Mary Had a Baby
Noble Duke of York
Old MacDonald
This Old Man
Yankee Doodle

Harcourt, Brace, Jovanovich - Beginning Level:
Steppy, Peppy Spider
Which Way Does it Go?

Harcourt, Brace, Jovanovich - Level One:
The Happiest Day of My Life
Shadow

Harcourt, Brace, Jovanovich - Level Two:
Strange Barnyard 140
Steam Shovel Song 48
Birds Can Fly Up 25
Where the Birds Fly High

Harcourt, Brace, Jovanovich - Level Three:
Let's Celebrate the Seasons 137

American Book Company: New Dimensions in Music - Music for Early Childhood:
Hickory, Dickory Dock 11
With Daddy 18
Rocking with Grandfather 21
Autumn Leaves 25
Listen to the Wind 26
There Came to My Window 29
Summer 31
Here's the Beehive 47
America 153
Sungura's Song 55
Friends 57
Old MacDonald 61
The Dentist 88
Old King Cole 117
Thanksgiving 136
Go Tell it On the Mountain 140

American Book Company: New Dimensions in Music:
Little Crab 42
Counting Sheep 53
Arithmetic Problems 55
Tiger Cat Tim 46
American Book Company: New Dimensions in Music - Enjoying Music:
  I'm Gonna Sing 3
  Monte Sur Elephant 48
  Chiapenecap 74
  Indian Lullaby 76
  Peter and Pal 79
  Bye 'n Bye 102
  The Hunter 111
  We Are Good Musicians 126
  Join Into The Game 4
  C is for Clouds 20

American Book Company: New Dimensions in Music - Expressing:
  I Like Autumn 7
  Sun is Down 8
  Marching to Pretoria 76
  An American Frigate 79
  Melody 89
  Au Clair de la Lune 89
  Theme 91
  Noel 94
  Trumpet Tune 95
  White Coral Bells 132
  Frere Jacques 139
  Simple Gifts 156
  Two Pigeons 159
  Easter is Here 191

Silver Burdett - Early Childhood:
  Counting Song 109
  Five Puppies 28
  Head Shoulders Baby 56
  Hey Liley Liley Lo 36
  My Predyl 86
  Pass the Shoe 52
  Pick a Bale of Cotton 125
  Put on Your Walking Shoes 12
  Douglas Mountain 38
  Cooking Dinner 168

Silver Burdett - Book One:
  This Old Man
  Old Roger 65
  Ghost of John 72
  Ball Goes Roun' 79
  Battle Hymn 99
Silver Burdett - Book Two:
Jimmie Crack Corn 14
Michael Row the Boat Ashore 15
Sweetheart Out A-Hunting
Can You Do This? 28
The Critter Got Away 66
Lulla, Lullaby 100
The Dragon 110
Lady Come 111
Battle Hymn 149
Alphabet Song 208
Hold My Mule 216

Silver Burdett - Book 3:
I Clap My Hands 151
All the Pretty Little Horses 161
Shepherds Came to Bethlehem 179
El Rorro 192
At the Gate of Heaven 195
Mejihor and Balthazar 206
Swing, Swing Away 217
Windows of the World 223

Threshold to Music - Early Childhood:
London Bridge 11
Let's Go Walking 12
Bow Belinda 16
Yankee Doodle 18
Old MacDonald 25
Are You Sleeping 47
Bear Went Over the Mountain 59

Threshold to Music - Level 1:
Hickory Dickory Dock 10
Swing Swing 10
Paw Paw Patch 14
Yankee Doodle 16
Hey Ho 62
Three Blind Mice 81

Threshold to Music - Level 2:
My Lord What a Morning 21
Au Clair de la Lune 21
Turn the Glasses Over 33
Come Let's Sing 36
On Top of Old Smokey 39
This Train 45
Canoe Song 47
STAYS SAME

Song Samples:
- Catalina Madalina
- If You're Happy
- Looby Lou
- Old MacDonald

Harcourt, Brace, Jovanovich - Level One:
- The Happiest Day of My Life

Harcourt, Brace, Jovanovich - Level Two:
- Steam Shovel Song 48
- Birds Can Fly Up 25

American Book Company: New Dimensions in Music - Music for Early Childhood:
- Blow Ye Winds 81
- Classroom Dance 38
- Farmer in the Dell 89
- Five Little Chickadees 67
- Four in a Boat 100
- Jingle at the Window 35
- Los Patos 59
- Old Brass Wagon 37
- Old MacDonald 61
- Peter Penguin 54
- Ti-Ri-Lin 121

American Book Company: New Dimensions in Music - Beginning Music:
- A-Hunting We Will Go 28
- Bee and the Pup 47
- Fire Song 74
- One and One 54
- We'll All Clap Hands 12
- Shore 67
- Three Times 163
- Sh! be Quiet 179

American Book Company: New Dimensions in Music - Enjoying Music:
- Riding in My Car 11
- If You're Happy 38
- The Lion Game 41
- Old Chisholm Trail 58
- Aliamoni 72
- Famous Duke of York 103
- Humming Bird 105
- My Friend 106
- The Nightingale 110
- Clocks and Watches 135
- Bonsoir, Mes Amis 166
- Happy Birthday 171
- Sing Noel 182

American Book Company: New Dimensions in Music - Expressing Music:
- We're All Together 4
- Down the River 65
- Marching to Pretoria 76
Geronimo's Medicine Song 102
Let's Build a Town 116
Y'a un Rat 164

Silver Burdett - Early Childhood:
Chickamy Chickamy Craney Crow 74
Counting Song 109
Epo i Tai Tai E 67
Red Hen's Song 106
Tottenham Toad 98
Brother Rabbit 30
Sarty Maloney 31
Dan Tucker 39
Pick a Bale of Cotton 125
Mama Paquita 140

Silver Burdett - Book One:
I'm Gonna Sing 31
Get on Board 40
Mama Paquita 77
Wild Bird 86
Ol' Bald Eagle 117
Jennie Jenkins 137
A Ram Sam Sam Sam 156

Silver Burdett - Book Two:
Wake Me 1
Get on Board 9
The Band in the Square 36
Shoo, Fly 51
Hop Old Squirrel 118
I Clap My Hands 218
One Cold Frosty Morning 232
Raid the Refrigerator 235

Silver Burdett - Book Three:
Mama Paquita 156
Rain Song 163
'Taters 168
Roll an' Rock 169
Joyous Chanukah 184
Marching to Pretoria 204
Nobody's Business 208
Yesterday Morning 226

Threshold to Music - Early Childhood:
Roll Over 55
Clocks 57

Threshold to Music - Level One:
Hop Old Squirrel 83
Old Woman 69

Threshold to Music - Level Two:
Au Clair de la Lune 21
Old Woman 25
Mary Had A Baby 29
Kookaburra 69

-321-
Song Samples:
All the Pretty Little Horses
In a Cottage
Music Shall Live
Old MacDonald
Yankee Doodle

Harcourt, Brace, Jovanovich - Level One:
Shadow
Green Song 18

Harcourt, Brace, Jovanovich - Level Two:
Curl Up - Stretch Out

American Book Company: New Dimensions in Music - Music for Early Childhood:
Black Cat 135
Cat in the Snow 27
Count with Me 66
Down by the Station 12
Going to the Fair 70
Happy Day 30
Los Patos 59
One, Two 69
Pony Song 62
Pooh’s Song 28
Rain 26
Rainbow Song 74
Slish, Slish 83
Sungura’s Song 55
Things I Touch 82
This Old Man 71
Trampin’ 8

American Book Company: New Dimensions in Music - Beginning Music:
All Night 173
Autumn Leaves 83
Black Cat 84
Down Down 167
Easter Eggs 100
Five Puppies 57
Fun With Hands 35
Giant Steps 165
Good Morning Song 17
Hanukah 88
Happy Bus 78
I'm Sam the Spaceman 177
Jump or Jiggle 31
Little Crab 42
Pussy Cat 44
Sweeterly Sings the Donkey 45
Ten Little Indians 50
Thunder and Lightning 168
American Book Company: New Dimensions - Enjoying Music:
I'm Gonna Sing 3
Bye 'n Bye 102
Bus Song, The 24
Dog and Cat 131
Dipidu 12
Hey Lidee 6
He's Got the Whole World 39
La Raspe 127
Ten in the Bed 163
My Little Sailboat 164
Row Your Boat 137
Kum Ba Yah 10
Wind Wind 29
Friendly Cricket 56

American Book Company: New Dimensions - Expressing:
All Night 10
La Jesusita 14
The Orchestra 112
Y'a Un Rat 164
French Cathedrals 190

Silver Burdett - Early Childhood:
John the Rabbit 15
Pass the Shoe 52
Jig Along Home 60
Husch, Husch, Huschl! 80
Race You Down the Mountain 82
Pick a Bale of Cotton 125
Slow - Steady 132

Silver Burdett - Book One:
Octopus' Garden 23
Lulla, Lullaby 33
Bye 'n Bye 45
The Carpenter 141
In the Window 170

Silver Burdett - Book Two:
The Band in the Square 36
The Millwheel 85
Lulla, Lullaby 100
Bye 'n Bye 147
Brother Noah 163
Hush Little Baby 172

Silver Burdett - Book Three:
Brother Noah 154
All the Pretty Little Horses 161
New Year's Song 165
'Taters 168

Threshold to Music - Early Childhood:
Let's Go Walking 12

Threshold to Music - Level Two:
There's a Hole in the Bucket 40
ROUNDS

Song Samples:
Dip, Dip and Swing
Hey Ho - 'Nobody Home
I'm Goin' to Leave
Music Shall Live

Harcourt, Brace, Jovanovich - Level Three:
Bells

American Book Company: New Dimensions in Music - Beginning Music:
Sing Together 8

American Book Company: New Dimensions in Music - Enjoying Music:
Frere Jacques 77
Try a Simple Round 134
Clocks and Watches 135
White Sand 137
Row Your Boat 137
For Health and Strength 175
A Christmas Greeting 186
Skate Boys Skate 187

American Book Company: New Dimensions in Music - Expressing Music:
White Coral Bells 132
Kites Go Sailing 133
The Cuckoo 134
Grasshoppers Three 135
Sing Together 135
Hear the Bells 138
Frere Jacques 139
Sing and Rejoice 190
French Cathedrals 190

Silver Burdett - Early Childhood:
Epo i Tai Tai E 67
Santy Maloney 31

Silver Burdett - Book One:
A Ram Sam Sam 156
Ghost of John 72
Old Koger 65

Silver Burdett - Book Two;
The Frog Song 72
Lady Come 111
Ringing Bells 103

Silver Burdett - Book Three:
Ah Poor Bird 195
A Ram Sam Sam 13
Ghost of John 46
Ging Gang Gooli 198
Threshold to Music - Level One:
  Hey Ho 63

Threshold to Music - Level Two:
  Why Shouldn't My Goose 23
  Come Let's Sing 36
  Chairs to Mend 45
  Sing Sing Together 57
CALL-RESPONSE

Song Samples:
I'm Goin' To Leave

Harcourt, Brace, Jovanovich - Level One:
Feelings 118
Making Things 92

American Book Company: New Dimensions in Music - Music For Early Childhood:
The Muffin Man 118

American Book Company: New Dimensions in Music - Beginning Music:
Who Has the Penny? 34

American Book Company: New Dimensions in Music - Enjoying Music:
Kum Ba Yah 10
Dipidu 12
The Train is a Coming 22
Imandwa 93
Pi Meinanga 94
We Are Good Musicians 126

American Book Company: New Dimensions in Music - Expressing Music:
Atadwe 54
Get on Board 72
Let's Build a Town (2.3.) 116-117

Silver Burdett - Early Childhood:
John the Rabbit 15
Birthday Song 20
Hey Liley Liley Lo 36
Train is a-Coming 96
Won't You Let The Birdie Out? 110

Silver Burdett - Book One:
Michael, Row the Boat Ashore 13
Great Big Start 178

Silver Burdett - Book Two:
Somebody's Knocking at Your Door 5
Michael, Row the Boat Ashore 15
Che Che Koolay 90
Mary Had A Baby 144
Great Big Stars 184
Run With the Bullgone

Silver Burdett - Book Three:
Che Che Koolay 158
All Hid 173
Hill an' Gully 189

Threshold to Music - Level One:
Who Has the Penny? 29

Threshold to Music - Level Two:
I Saw a Rabbit 71
MAJOR

Sample Songs:

ABC Song
Around the Ring
Bear Went Over the Mountain
Bingo
Catalina Madalina
Did You Ever See a Lassie
Eensy Weensy Spider
Head and Shoulders.
If You're Happy
In a Cottage
John Jacob
Looby Loo
Muffin Man
My Bonnie
Oh Susanna
Polly Wolly Doodle

Harcourt, Brace, Jovanovich - Beginning Level:

Stepp, Peppy Spider
Which Way Does it Go?
You Can't Make a Turtle

Harcourt, Brace, Jovanovich - Level One:

Happiest Day of My Life
Green Song

Harcourt, Brace, Jovanovich - Level Two:

Strange Barnyard

Harcourt, Brace, Jovanovich - Level Three:

What's So Funny?

American Book Company: New Dimensions in Music - Music For Early Childhood:

The Old Brass Wagon 37
London Bridge 36
One, Two 69
Johnny Get Your Hair Cut 92
Tideo 35

American Book Company: New Dimensions in Music - Beginning Music:

The Bee and the Pup 47
The Happy Bus 78
Who Has the Penny 34
Hey Betty Martin 30
Good Night 22

American Book Company: New Dimensions in Music - Enjoying Music:

America 194
Love Somebody 188
Go Tell It 179
Ten Puppies 73
Cascabel 181
American Book Company: New Dimensions in Music - Expressing Music:
Merry Go Round 38
Marching to Pretoria 76
An American Frigate 79
Crocodile Sing 42
There's A Little Wheel 43

Silver Burdett - Early Childhood:
The Bangalong Man 7
Red Hen's Song 106
Little Red Wagon 76
Five Puppies 28
Pass the Shoe 52

Silver Burdett - Book One:
A Ram Sam Sam 156
Octopus' Garden 23
Mama Paquita 77
Round the Corner, Sally 151
Hi-Du-Roon 25

Silver Burdett - Book Two:
Band in the Square 36
Can You Do This? 28
Jimmie Crack Corn 14
Ring Game 114
You Can't Make a Turtle 248

Silver Burdett - Book Three:
Ging Gong Gooli 198
Join Into the Game 202
Polly Wolly Doodle 211
Scratch 83
Clover 29
MINOR

Sample Songs
  All the Pretty Little Horses
  Dip, Dip and Swing
  Ghost of Tom
  Hey Ho -- Nobody Home

Harcourt, Brace, Jovanovich - Beginning Level:
  Rabbits Dance

Harcourt, Brace, Jovanovich - Level Two:
  Mama Crab Daughter Crab 112

American Book Company: New Dimensions in Music - Music For Early Childhood:
  Sh'ney Dubim 70
  Careful! 111
  Leave the Medicine 112

American Book Company: New Dimensions in Music - Beginning Music:
  Fun With Hands 35
  Captain and Men 56
  Boatman's Song 76
  Thunder and Lightning 169
  Bright Moon 60

American Book Company: New Dimensions in Music - Enjoying Music:
  A Shepherd Song 155
  Black and Gold 173
  Willie, Take Your Little Drum 184

American Book Company: New Dimensions in Music - Expressing Music:
  A Trip in a Rocket Ship 32
  Indian Lullaby 104
  Ramadan Chant 122
  When Johnny Comes Marching Home 160

Silver Burdett - Early Childhood:
  John the Rabbit 15
  Jackfish 152
  Purim Song 170

Silver Burdett - Book One:
  All Around the Kitchen 5
  Wild Bird 86
  For Thy Gracious Blessing 87
  All Night Long 164

Silver Burdett - Book Two:
  Shake Hands Mary 2
  Cradle Hymn 87
  Village Dance 158
  Thanksgiving 160
  Ay Lye, Lyu Lye 211
  In the Window 222
  The Little Tree 227
  Pockets 234
Silver Burdett - Book Three:
What You Gonna Call?  222
Hey Ho Hey Lo   159.
Taters   168
SCALE

Song Samples:
  Taffy
  This Old Man

Harcourt, Brace, Jovanovich - Level One:
  Feelings 118

American Book Company: New Dimensions in Music - Music For Early Childhood:
  How Many Days? 75
  Twosies 128

American Book Company: New Dimensions in Music - Beginning Music:
  Let's Play 11
  Four Little Stars 62
  Stop-Go 75
  Autumn Leaves 88
  Why Do Bells 94
  Down Down 167
  Sam the Spaceman 176

American Book Company: New Dimensions in Music - Enjoying Music:
  St. Paul's Steeple 114
  Counting Stars 114

Silver Burdett - Early Childhood:
  Put On Your Walking Shoes 12
  Sing A Little Song 44
  Mama Paquita 140
  All The Little Birds 177
  Little Bird Go Through My Window 12

Silver Burdett - Book One:
  The Death of Mr. Fly 16
  Gatatumba 18
  Ball Goes Roun' 79
  The Birds Song 168

Silver Burdett - Book Two:
  The Death of Mr. Fly 22
  My Nipa Hut 64
  My Silver Whistle 150
  The Little Tree 227

Silver Burdett - Book Three:
  Bella Bimba 174
  Mama Paquita 156
  German Instrument Song 181

Threshold to Music - Early Childhood:
  Taffy 32

Threshold to Music - Level One:
  Bells 39

Threshold to Music - Level Two:
PENTATONIC

Song Samples:
Mary Had A Baby
Old MacDonald

American Book Company: New Dimensions in Music - Music For Early Childhood:
Rainbow Song 74
Hail on the Pine Trees 84

American Book Company: New Dimensions in Music - Beginning Music:
After School 7
Bright Moon 60

American Book Company: New Dimensions in Music - Enjoying Music:
Riding in My Car 11
Autumn 147
Fuhng Yang Wa Gu 146

American Book Company: New Dimensions in Music - Expressing Music:
Sukura 144
Yi Mung Shan 148
Cha Yang Wu 149

Silver Burdett - Early Childhood:
The Angel Band 182
Chickamy Chickamy Craney Crow 74
Going on a Picnic 136
Hand Game Song 124
Head-Shoulders, Baby 56
Hey Little Boy 8
Listen to the Horses 21
Sit Down Brother 57
Won't You Let the Birdie Out? 110

Silver Burdett - Book One:
Barnacle Bill 12
Big-Eye Rabbit 157
Get On Board 40
Hop Up and Jump Up 171
Jennie Jenkins 137
Let's Go to the Sea 178
Mr. Rabbit 35
The Old Gray Goose 112
Old Joe 100
Ringing Bells 172
Sing Hallelu 185
Suo Gan 158
Who I Am 2
Wild Bird 86
Silver Burdett - Book Two:
- Cotton Eye Joe 213
- Get On Board 9
- Hold My Mule 216
- Hop Up and Jump Up 101
- Mary Had a Baby 144
- Nu Ja Ja 231
- Ringing Bells 103

Silver Burdett - Book Three:
- Hana Ichi Momme 175
- Imagination of Grand Sea 201
SOL-MI

Song Samples:
  Starlight, Starbright
  This Old Man

Harcourt, Brace, Jovanovich - Level One:
  Rhythm 55

American Book Company: New Dimensions in Music - Music For Early Childhood:
  Happy Day 30
  Little Bird 63
  One, Two 69
  Slish, Slosh 83
  Twosies 128
  Wake Up 19

American Book Company: New Dimensions in Music - Beginning Music:
  Wake Up 10
  Hanukah 88
  Summer Day 101

American Book Company: New Dimensions in Music - Enjoying Music:
  I'm Gonna Sing 3
  Dipidu 12
  Wind Wind 29
  Friendly Cricket 56
  My Little Sailboat 164

Silver Burdett - Early Childhood:
  Santy Maloney 31
  Hey Lilly Lilly Lo 36
  Star Flower 179

Silver Burdett - Book 1:
  All Around the Kitchen 4
  This Old Man 11
  Old Joe 100

Silver Burdett - Book 2:
  Play For Ma Dogama 8
  The Rooster 237

Silver Burdett - Book Three:
  Joyous Chanukah 184
  Wonders Never Cease 225
  Che Che Koolay 158

Threshold to Music - Early Childhood:
  Teddy Bear 41
  Pease Porridge Hot 41

Threshold to Music - Level One:
  Swing Swing 10

533
MI-DO

Song Samples:
Did You Ever See A Lassie?

Harcourt, Brace, Jovanovich - Level One:
Rhythm 55

Harcourt, Brace, Jovanovich - Level Two:
Mama Crab and Daughter Crab 112

American Book Company: New Dimensions in Music - Music for Early Childhood:
Trampin' 8
Black Cat 135

American Book Company: New Dimensions in Music - Beginning Music:
Black Cat 84
Fun With Hands 35
Happy Bus 78

American Book Company: New Dimensions in Music - Enjoying Music:
Hey Lidee 6
Wind Wind 29

American Book Company: New Dimensions in Music - Expressing Music:
Grasshoppers Three 135
Y'a un Rat 164

Silver Burdett - Early Childhood:
The Donkey 129
Mama Paquita 156

Silver Burdett - Book One:
Old Joe 100
Jennie Jenkins 137

Silver Burdett - Book Two:
Barnyard 122
Wake Snake 180

Silver Burdett - Book Three:
Mama Paquita 156
All Hid 173
SOL-LA-MI

Song Samples:
  ABC Song
  Starlight, Starbright

Harcourt, Brace, Jovanovich - Level Two:
  Rain, Rain Go Away 147

American Book Company: New Dimensions in Music - Music For Early Childhood:
  Rainbow Song 74
  Old King Cole 117

American Book Company: New Dimensions in Music - Beginning Music:
  Sam the Spaceman 177
  Rig-A-Jig-Jig 155

American Book Company: New Dimensions in Music - Enjoying:
  The Hummingbird 105
  Jim Along Josie 42

American Book Company: New Dimensions in Music - Expressing:
  An American Frigate 79
  Kites Go Sailing 133

Silver Burdett - Early Childhood:
  Bonga 23
  Rain 149

Silver Burdett - Book 1:
  Roll and Rock 1

Silver Burdett - Book 2:
  Nu Ja Ja 231
  My Silver Whistle 150

Silver Burdett - Book Three:
  Who Has the Ring? 166
  Ging Gong Gooli 198
  Wonders Never Cease 225

Threshold to Music - Early Childhood:
  Ring Around the Rosey 10
  What Shall We Do? 49
  Rain Rain Go Away 53
  Johnny Get Your Hair Cut 61

Threshold to Music - Level One:
  Rain, Rain Go Away 29
  I've A Pair of ... 47
  Bluebird 53
  Camptown Races 59
  Tideo 61

Threshold to Music - Level Two:
  Skater's Waltz 39
OCTAVE

Song Samples:
In A Cottage
Taffy

American Book Company: New Dimensions in Music - Music For Early Childhood:
Sungura's Song 55

American Book Company: New Dimensions in Music - Beginning Music:
Jump or Jiggle 31
Little Crab 42
Giant Steps 165
Green Grow the Leaves 64

American Book Company: New Dimensions in Music - Enjoying Music:
Bye 'n Bye 102
Dog and Cat 131

American Book Company: New Dimensions in Music - Expressing Music:
Two Wings 68
Easter is Here 191

Silver Burdett - Early Childhood:
Bangalory Man 7
Can You Guess What I Am? 63

Silver Burdett - Book One:
Clap Your Hands 37
Bye 'n Bye 45
The Flea and the Mouse 119
Sugar Is So Sweet 183
It's Me! 188

Silver Burdett - Book Two:
The Band in the Square 36
The Frog Song 72
My Silver Whistle 150
We're Coming to Greet You 245

Silver Burdett - Book Three:
'Taters 168

Threshold to Music - Early Childhood:
Taffy 32

Threshold to Music - Level One:
Old Woman 69

Threshold to Music - Level Two:
Old Woman 25
Night Herding Song 57
DO-RE-MI/MI-RE-DO

Song Samples:
Clap Your Hands
Hey Ho - Nobody Home
Mary Had a Baby
Noble Duke of York
Polly Wolly Doodle
Skip To My Lou
This Old Man

Harcourt, Brace, Jovanovich - Level Two:
Mama Crab and Daughter Crab

American Book Company: New Dimensions in Music - Music for Early Childhood:
Bow Belinda 34
Classroom Dance 38
Down by the Station 12
This Old Man 71
Where is Thumbkin? 51
Nodding 13

American Book Company: New Dimensions in Music - Beginning Music:
A-Hunting We Will Go 28
One and One 54
Arithmetic Problems 55
Shore 67
Winter Ade 98
Loud and Soft 32
Go Tell Aunt Rhody 39

American Book Company: New Dimensions in Music - Enjoying Music:
We Are Good Musicians 126
Indian Lullaby 76
Peter and Pal 79

American Book Company: New Dimensions in Music - Expressing:
Sun is Down 8
Noel 94
Trumpet Tune 95
Frere Jacques 139
Simple Gifts 156
Easter is Here 191
Au Clair de la Lune 89

Silver Burdett - Early Childhood:
Shake that Little Foot, Dinah-O 37
Sit Down Brother 57
Epo I Tai Tai E 67
Little Red Wagon 76
Old Woman and the Pig 78
Love Somebody 104
It Takes Alot of Hands 119
Riding in the Buggy 138
Silver Burdett - Book One:
Barnacle Bill 12
Michael Row the Boat Ashore 13
I'm Gonna Sing 31
Get on Board 40
Ol' Bald Eagle 117
Suo Gan 128

Silver Burdett - Book Two:
Get on Board 9
Lulla, Lullaby 100
Ringing Bells 103
Hello, I'm Me 115
Hop Old Squirrel 118
Jambalaya Gate 136
Shanghai Chicken 173
Takibi 192
Ay-Lye Lyu-Lye 211
Cotton-Eye Joe

Silver Burdett - Book Three:
Ain't Gonna Rain 157
Clover 162
What is Love? 175
Shepherds Came to Bethlehem 179
Lemons 186
Burgalesa 193

Threshold to Music - Early Childhood:
Who's That? 38

Threshold to Music - Level One:
Jumping 11
Paw Paw Patch 14
Who Has the Penny? 29
Tideo 61
Three Blird Mice 81
Are You Sleeping 85

Threshold to Music - Level Two:
Mary Had A Baby 29
Sing Music That's Gay 39
DO-MI-SOL/SOL-MI-DO

Song Samples:
Around the Ring
Did You Ever See A Lassie?
Skip To My Lou

American Book Company: New Dimensions in Music - Music For Early Childhood:
Bow Belinda 34
Cat in the Snow 27
Color Song '127
Los Patos 59
Pony Song 62
Pooh's Song 28
Paw Paw Patch 39
Walking with the New Math 72

American Book Company: New Dimensions in Music - Beginning Music:
Good Morning Song 17
Pussy Cat 44
Ten Little Indians 50
Five Puppies 57
Autumn Leaves 83
Easter Eggs 100
All Night 173
Sam the Spaceman 177

American Book Company: New Dimensions in Music - Enjoying Music:
Kum Ba Yah 10
Bus Song 24
He's Got the Whole World 39
Swing Song 136
Ten in a Bed 163

Silver Burdett - Early Childhood:
Ambos a Dos 9
Listen to the Horses 21
Bonga 23
Santy Maloney 31
Roll on the Ground 66
Love Somebody 104
The Old Woman and The Pig 78

Silver Burdett - Book One:
Skip to My Lou 6
Hi-Dee-Roon 25
Old Roger 65
Mama Paquita 77
Candy Man Blues 95

Silver Burdett - Book Two:
Michael Row the Boat Ashore 15
A Happy Song 182
Ring Game 114
Silver Burdett – Book Three:
Mi Pollera 207
Mama Paquita 156
Ain't Gonna Rain 157
Brother Noah 154

Threshold to Music – Early Childhood:
Bow Belinda 16
Jack Be Nimble 20
I Can Play 21
Ten Little Indians 35
Clocks 57

Threshold to Music – Level One:
Old Woman 69
Love Somebody 73

Threshold to Music – Level Two:
Why Shouldn't My Goose 23
Old Woman 25
DO-RE-MI-FA-SOL

Song Samples:
  ABC Song
  Ghost of Tom
  Head and Shoulders
  Hey Ho - Nobody Home
  Looby Lou
  She'll Be Coming 'Round the Mountain

American Book Company: New Dimensions in Music - Music For Early Childhood:
  Pony Song 62
  Little Bird, Little Bird 63
  One Elephant 68
  Twinkle, Twinkle 85
  Peas Porridge Hot 124

American Book Company: New Dimensions in Music - Beginning Music:
  On My Way to School 4
  Magic Penny 34
  Ten Little Indians 50
  Green Grow the Leaves 64
  Pitter Patter 65
  Black Cat 84
  Three Times 163
  Los Pollitos 43

American Book Company: New Dimensions in Music - Enjoying Music:
  My Little Sailboat 164
  Sing and Rejoice 182
  Try a Simple Round 134

American Book Company: New Dimensions in Music - Expressing Music:
  Marching To Pretoria 76
  Melody 89

Silver Burdett - Early Childhood:
  Little Bird Go Through My Window 46
  My Dredyl 86
  The Tower of Alicante 101
  Wise Man Built His House 126
  All The Little Birds 177

Silver Burdett - Book One:
  Ghost of John 72
  The Busy Washerwoman 168
  Song of the Shepherds 182
Silver Burdett - Book Two:
The Critter Got Away 66
The Frog Song 72
Morning is Come 75
Lady Come 111
Ring Game 114
Dreydl Song 138
The Village Dance 158
Brother Noah 163
Ay, Di, Di Di 207
Little by Little 251

Silver Burdett - Book Three:
Hey Ho Hey Lo 159
Ghost of John 168
Roll an Rock 169
German Instrument Song 181
Contando 197
Howjido 200
Join Into The Game 202
Marching to Preotria 204

Threshold to Music - Level One:
Little Ducklings 29

Threshold to Music - Level Two:
Why Shouldn't My Goose?
SOL TO DO

Song Samples:
Bingo
Catalina Madalina
In A Cottage

Harcourt, Brace, Jovanovich - Level One:
The Happiest Day of My Life

American Book Company: New Dimensions in Music - Music for Early Childhood:
Down by the Station 12
Things I Touch 82
Waiting 125
Color Song 127
My Son John 126

American Book Company: New Dimensions in Music - Beginning Music:
Sweetly Sings the Donkey 45

American Book Company: New Dimensions in Music - Enjoying Music:
Bye 'n Bye 102
La Raspe 127

Silver Burdett - Early Childhood:
Uncle Jessie 50
My Dredyl 86
Zumba, Zumba 92
The Tottenham Toad 99
All the Little Birds 177
Brother John

Silver Burdett - Level One:
Barnacle Bill 12
The Wind Blew Fast 27
Mr. Rabbit 35
Clap Your Hands 37
Ringing Bells 172

Silver Burdett - Book Two:
My Nipa Hut 64
Che Che Ko Clay 90
Going Over the Sea 157
Pockets 234

Silver Burdett - Book Three:
Brother Noah 154
The Frog In the Well 180
Lemons 186
The Mad Man 190
Threshold to Music – Early Childhood:
  See Saw Marjorie Daw 11
  Old MacDonald 25

Threshold to Music – Level One:
  Clap Your Hands 12
  Bingo 25
  Scotland's Burning 35
  Roll Over 72

Threshold to Music – Level Two:
  All Night 30
  Sing Together 57
DO-MI-SOL-DO/DO-SOL-MI-DO

Song Samples:
Head and Shoulders
I'm Goin' to Leave

American Book Company: New Dimensions in Music - Music For Early Childhood:
Leave the Medicine Alone! 112

American Book Company: New Dimensions in Music - Beginning Music:
Down Down 167
Thunder and Lightning 137

American Book Company: New Dimensions in Music - Enjoying Music:
Row Your Boat 137

American Book Company: New Dimensions in Music - Expressing Music:
La Jesusita 14
The River Lea 29

Silver Burdett - Early Childhood:
I Love My Shirt 51
The Donkey 129

Silver Burdett - Book One:
The Death of Mr. Fly 16

Silver Burdett - Book Two:
Hop Up and Jump Up 101
Ring Game 114
A Happy Song 182

Silver Burdett - Book Three:
Caramba! 185

Threshold to Music - Level One:
Camptown Races 59
Brooms 91

Threshold to Music - Level Two:
On Top of Old Smokey 39
The Echo 58
VERSE/CHORUS

Song Samples:
Catalina Madalina
Looby Lou
My Bonnie
Oh Susanna
Polly Wolly Doodle

Harcourt, Brace, Jovanovich - Beginning Level:
Steppy, Peppy Spider
Hattie the Cat

Harcourt, Brace, Jovanovich - Level One:
The Happiest Day of My Life

American Book Company: New Dimensions in Music - Music For Early Childhood:
One Boy in A Ring 42

American Book Company: New Dimensions in Music - Beginning Music:
O Tannenbaum 93
Fire Song 74

American Book Company: New Dimensions in Music - Enjoying Music:
Sambalele 54

American Book Company: New Dimensions in Music - Expressing Music:
Get on Board 72
All Night All Day 10
Tinga Layo 41

Silver Burdett - Early Childhood:
Little Sacka Sugar 42
Shady Grove 85
Dan Tucker
Zumba Zumba 92
Yankee Doodle 123

Silver Burdett - Book One:
Jennie Jenkins 137
Big-Eye Rabbit 157
Songs of the Shepherd 182

Silver Burdett - Book Two:
Play For Ma Dogama 8
Old Joe Clark 49
Going Over the Sea 157
Brother Noah 163
Shanghai Chicken 173

Silver Burdett - Book Three:
Brother Noah 154
Old Joe Clark 155

CHANGING VERSE SONGS

Song Samples:
Bear Went Over the Mountain
Boom-A-Chicka-Boom
Catalina Madalina
Looby Lou
My Bonnie
Oh Susanna
Old MacDonald
Polly Wolly Doodle
She'll Be Coming 'Round the Mountain

Harcourt, Brace, Jovanovich - Beginning Level:
You Can't Make a Turtle Come Out

Harcourt, Brace, Jovanovich - Level Three:
Let's Celebrate the Season 137

American Book Company: New Dimensions in Music - Beginning Music:
Hush Little Baby 18
Aiken Drum 62
Rise, Rise and Up She Rises 129

American Book Company: New Dimensions in Music - Expressing Music:
An American Frigate 79

Silver Burdett - Early Childhood:
Five Puppies 28
Hush Little Baby 64
Ambos a Dos 9
Douglas Mountain 39

Silver Burdett - Book One:
Death of Mr. Fly 16
This Old Man 11
I'm Gonna Sing 31
Old Roger 65

Silver Burdett - Book Two:
Death of Mr. Fly 22
Can You Do This 28
The Critter Got Away 66
Barnyard 123

Silver Burdett - Book Three:
The Leprechaun 160
'Taters 168
The Mad Man 190
Clover 162
WHAT'S IT LIKE TO BE

Harcourt, Brace, Jovanovich - Level One:
Animal Rhythm Band
Shadow

Harcourt, Brace, Jovanovich - Level Two:
Strange Barnyard 140
Steam Shovel Song 47
Steam Shovel Song 48

American Book Company: New Dimensions in Music - Music For Early Childhood:
Things I Touch 82
What Will You Be? 135

American Book Company: New Dimensions in Music - Beginning Music:
I'm Sam The Spaceman 138

American Book Company: New Dimensions in Music - Enjoying:
The Kite 108

Silver Burdett - Early Childhood:
Can You Guess What I Am? 63

Silver Burdett - Book One:
Boa Constrictor 153

Silver Burdett - Book Two:
You Can't Make a Turtle 248
Flying Kites 215

Silver Burdett - Book Three:
Scratch 83
Ghost of John 46
Moods

Sample Songs
If You're Happy

Harcourt, Brace, Jovanovich - Beginning Level:
What Does Your Funny Face Show?

Harcourt, Brace, Jovanovich - Level One:
The Happiest Day of My Life 85
Feelings 118
Making Things 92

Harcourt, Brace, Jovanovich - Level Two:
Sharing Spaces

Harcourt, Brace, Jovanovich - Level Three:
Friends
What's So Funny?/Ready to Laugh 136

American Book Company: New Dimensions in Music - Music For Early Childhood:
The Happy Day 30
Pooh's Song 28

American Book Company: New Dimensions in Music - Beginning Music:
A Happy Song 13
If You're Happy 132

American Book Company: New Dimensions in Music - Enjoying:
If You're Happy 38
Isn't It Fun 78

American Book Company: New Dimensions in Music - Expressing:
Make New Friends 47
We'll Be Happy 124

Silver Burdett - Book One:
Who I Am 2

Silver Burdett - Book Two:
Best Friends 53
Happy Song 182

Silver Burdett - Book Three:
I Clap My Hands 151
LOVE SONGS

Sample Songs:
  My Bonnie
  Polly Wolly Doodle

American Book Company: New Dimensions in Music - Early Childhood:
  Be My Valentine 144
  Love Somebody 144

American Book Company: New Dimensions in Music - Beginning Music:
  Doll's Wedding 20
  My Pretty Girl 19
  My Valentine 97

American Book Company: New Dimensions in Music - Enjoying:
  Dearest Child 119
  Love Somebody 188
  Magic Penny 40
  St. Valentine's Day 188

American Book Company: New Dimensions in Music - Expressing Music:
  Love Somebody 188
  Will You Be My Valentine? 184

Silver Burdett - Early Childhood:
  Love Somebody 104
  'Till Myself to You 142

Silver Burdett - Book One:
  Flea and the Mouse 119

Silver Burdett - Book Two:
  Little Quails 89

Silver Burdett - Book Three:
  What is Love 81
  Love 203
NARRATIVE

Sample Songs:
- Catalina Madalina
- In A Cottage
- My Bonnie
- Mary Had A Baby

American Book Company: New Dimensions in Music - Early Childhood:
- Down By the Station 12
- Mary Had A Baby 142
- Four in a Boat 100
- Erie Canal 102

American Book Company: New Dimensions in Music - Beginning Music:
- Go Tell Aunt Rhody 39
- Hush Little Baby 18
- Over the River 87
- Five Puppies 57

American Book Company: New Dimensions in Music - Enjoying Music:
- Aiken Drum 62
- Famous Duke of York 103

American Book Company: New Dimensions in Music - Expressing Music:
- Skin and Bones 168
- Sammy Put the Paper 136

Silver Burdett - Early Childhood:
- Go Tell Aunt Rhodie 166
- Jennifer's Rabbit 156
- Jig Along Home 60
- Red Hen's Song 106
- Skin and Bones 178

Silver Burdett - Book One:
- Boa Constrictor 153
- Cricket's Song 46
- Death of Mr. Fly 16
- The Elephant 38
- In a Sunny Meadow 160
- Little Shoemaker 158
- Old Roger 65
- Three Little Pigs 149

Silver Burdett - Book Two:
- Death of Mr. Fly 22
- The Little Quails 89
- Three Maple Trees 241

Silver Burdett - Book Three:
-行贿ing Fish 40
PATRIOTIC SONGS

Sample Songs
Yankee Doodle

American Book Company: New Dimensions in Music - Music For Early Childhood:
America 153
Battle Hymn of the Republic 150
My Country's Flag 4
Yankee Doodle 152

American Book Company: New Dimensions in Music - Beginning Music:
America 108
America, the Beautiful 106
Battle Hymn 107
I Pledge Allegiance '105
There Are Many Flags 104
Yankee Doodle 109

American Book Company: New Dimensions in Music - Enjoying:
America 194
America the Beautiful 195
Star Spangled Banner 197
This Land is Your Land 2

American Book Company: New Dimensions in Music - Expressing:
America 193
America the Beautiful 196
Star Spangled Banner 194
This Land is Your Land 2
Yankee Doodle 30

Silver Burdett - Early Childhood:
America 174
Yankee Doodle 123

Silver Burdett - Book One:
America 127
Battle Hymn 99

Silver Burdett - Book Two:
America 174
Battle Hymn 149

Silver Burdett - Book Three:
America 119
America the Beautiful 120
This Land Is Your Land 220
WORK SONGS

Sample Songs

She'll Be Coming 'Round the Mountain

American Book Company: New Dimensions in Music - Music For Early Childhood:
- Erie Canal 102
- Blow Ye Winds 81

American Book Company: New Dimensions in Music - Beginning Music:
- Boatman's Song 76
- A Hunting We Will Go 28

American Book Company: New Dimensions in Music - Enjoying Music:
- Old Chisholm Trail 58

American Book Company: New Dimensions in Music - Expressing Music:
- Corn Grinding Song 101
- Night Herding Song 73
- Rice Planting Song 149

Silver Burdett - Early Childhood:
- Pick a Bale of Cotton 125

Silver Burdett - Book One:
- Barnacle Bill 12

Silver Burdett - Book Three:
- Cargo Workers 196
- Down the River 64
- Haul on the Bowline 199

Others:
- Yeo Heave Ho
- Shenandoah
- Casey Jones
- I've Been Working on the Railroad
- Home on the Range
- A-Roving
- John Henry
- Green Grow the Lilacs
SPIRITUALS

Harcourt, Brace, Jovanovich - Beginning Level:
All Night, All Day

American Book Company: New Dimensions In Music - Early Childhood:
Train is A-Coming 104

American Book Company: New Dimensions in Music - Beginning Music:
All Night All Day 137

American Book Company: New Dimensions in Music - Enjoying:
Go Tell It On The Mountain 179
Whole World 39
I'm Gonna Sing 3
My Lord What A Morning 118

American Book Company: New Dimensions in Music - Expressing:
My Lord What A Morning 46
All Night All Day 10

Silver Burdett - Early Childhood:
All Night All Day 163
Bounce Around 150
Great Big Stars 180
Sit Down Brother 57
Train is A-Coming 96
Zion's Children 1

Silver Burdett - Book One:
All Night, All Day 1
Great Big Stars 179
Get On Board' 40
I'm Gonna Sing 31
Sing Hallelu 185

Silver Burdett - Book Two:
Hold My Mule 216
Mary Had A Baby 144
Get on Board 9
Great Big Stars 184
Wake Me 1
Whoa Mule 246

Silver Burdett - Book Three:
All Hid 61
Sen' Er One Angel Down 124
Roll an Rock 56
LULLABIES/QUIET SONGS

Sample Songs:
All the Pretty Little Horses

American Book Company: New Dimensions in Music - Music For Early Childhood:
Quiet, Quiet 20
We Are All Nodding 13

American Book Company: New Dimensions in Music - Beginning Music:
All Through the Night 23
Good Night 22
Hush Little Baby 18
Lai-Lah 61

American Book Company: New Dimensions in Music - Enjoying:
November Twilight 174
Congo Lullaby 89
Indian Lullaby 76

American Book Company: New Dimensions in Music - Expressing Music:
Indian Lullaby 104
Stille Nacht 174

Silver Burdett - Early Childhood:
All Night, All Day 163
Douglas Mountain 38
Hush Little Baby 64

Silver Burdett - Book One:
All Me Rock 173
All Night 147
All Night Long 164
Bye 'm Bye 45
A Kiss for the Baby 148
Lulla, Lullaby 33
Suo Gan 158

Silver Burdett - Book Two:
All Me Rock 60
Ay-Lye, Lye-Lyu 211
Bye 'n Bye 147
Cotton-Eye Joe 213
Cradle Hymn 87
Hush Little Baby 172
Hush-a-ba, Birdie 217
Lulla, Lullaby 100
Lullaby 22R
SONG GAMES

Song Samples:
Around the Ring
Bingo
Clap Your Hands
Did You Ever See A Lassie
Head and Shoulders
Looby Loo
My Bonnie
Noble Duke of York
She'll Be Coming 'Round the Mountain
Skip to My Lou
This Old Man

American Book Company: New Dimensions in Music - Music for Early Childhood:
Bow Belinda 34
Classroom Dance 38
Jingle at the Window 35
London Bridge 36
Old Brass Wagon 37
We Can Play On The Big Bass Drum 41
There's Just One In A Ring 42

American Book Company: New Dimensions in Music - Beginning Music:
Looby Lou 10
Paw Paw Patch 27
Captain and Men 56
Slow Down Song 9
Swinging and Swaying 33

American Book Company: New Dimensions in Music - Enjoying:
Any Little Rhythm 80
Bus Song 24
Chiapenecas 74
Hopping Song 88
Join Into The Game 4
La Raspe 127
The Lion Game 41
Sandy Land 43
Swing Song 136
Three Little Girls 192
Riding in My Car 11

Silver Burdett - Early Childhood:
Here Sits a Monkey 2
Ambos A Dos 9
Shake That Little Foot, Dinah-O 37
Race You Down the Mountain 82
Be Da This-A-That 103
Silver Burdett - Book One:
  All Around the Kitchen 4
  Wild Bird 86
  Miss Jenny Jones 163
  Jennie Jenkins 137
  Hop Up and Jump Up 171

Silver Burdett - Book Two:
  Old Joe Clark 49
  The Water Wheel 244
  Hop Up and Jump Up 101
  Ring Game 114
  Spin the Dreydl 139

Silver Burdett - Book Three:
  Who Has the Ring? 166
  Bella Bimba 174

Threshold to Music - Level Two:
  Turn the Glasses Over 33
SOLO/MANY VOICED SELECTIONS

Vocal:
Bless the Beasts and the Children (Carpenters: A Song for You)
Day is Done (Peter, Paul and Mary)
Going to the Zoo (Peter, Paul and Mommy)
Happy (Carpenters: Horizon)
I Have a Song to Sing-O (Peter, Paul and Mommy)
Jambalaya (Carpenters: Now and Then)
Sing (Carpenters: Now and Then)
Top of the World (Carpenters: A Song for You)

Instrumental:
Badinere (Bach) RCA G3V1
Ballet of the Sylphs (Berlioz) RCA G1V1
Dance of the Sugar Plum Fairy (Tchaikovsky) RCA G2V2
Dragons of Alcala (Bizet) RCA G1V2
Elephant, the (Saint Saens) RCA G2V1
Grazioso from English Dances (Arnold) RCA G3V2
Jack in the Box (Bartok) RCA G3V2
Swan, The (Saint Saens) RCA G1V2
LISTENING SELECTIONS

Accents

Bear Dance (Bartok)  
California Strut (Walter Murphy)  
Circus Music (Red Pony) (Copland)  
Great Gate of Kiev (Pictures-Tomita)  
Lesquercade (The King Is Amused) (Delibes)  
Tambourin (Gretry - Mottl)  
Waltz (Rossini-Britten)

RCA G3V2
PS 2015
RCA G2V1
See Electronics
RCA G1V2
RCA G2V1
RCA G1V2

Heavy

Baby Yaga (Pictures-Tomita)  
Bydlo (Mussorgsky)  
The Elephant (Saint Saens)  
Fairies and Giants (Elgar)  
Great Gate (Pictures-Tomita)  
Pantomime (the Comedians)(Kabalevsky)

RCA G1V2
RCA G3V1
RCA G1V2
RCA G2V1
See Electronics
RCA G1V1

Light

Bauree and Minuet (Handel)  
Dance of the Reed Pipes (Tchaikovsky)  
Fairies and Giants (Elgar)  
Jesu, Joy of Mans Desiring (Swithced on Bach)See Electronics
March (Summer Day) (Prokofieff)

RCA G3V2
RCA G1V2
RCA G2V1
See Electronics
RCA G1V1

Short Sounds

Ballet of the Unhatched Chicks (Mussorgsky)  
The Little Swans (Tchaikovsky)  
The Sugar Plum Fairy (Tchaikovsky)  
Fairies and Giants (Elgar)  
March (Summer Day Suite) (Prokofiev)  
March of the Toys (Herbert)  
March Past of the Kitchen Utensils (Williams)

RCA G1V1
RCA G1V1
BOL 58
RCA G3V1
RCA G1V1
RCA G2V1
RCA G3V1

Long Sounds

Ballet of the Sylphs (Berlioz)  
Barcarole (Offenbach)  
Berceuse (Dolly) (Favre)  
Berceuse (Firebird) (Stravinsky)  
Dance of the Rose Maidens (Khachaturian)

RCA G1V1
RCA G3V1
RCA G2V2
RCA G1V1
RCA G1V2
RCA G1V2
RCA G3V1

Pantomime (Kabalevsky)  

RCA G1V1
<table>
<thead>
<tr>
<th>Meter - Duple</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Gai (Gluck)</td>
<td>RCA G1V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gigue (Gretry)</td>
<td>RCA G1V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gigue (Suite #3 in D Major) (Bach)</td>
<td>RCA G1V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March (Rossini-Britten)</td>
<td>RCA G1V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March Past of the Kitchen Utensils (Williams)</td>
<td>RCA G3V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March Militaire (Schubert)</td>
<td>BOL 54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tambourin (Gretry)</td>
<td>RCA G2V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cortege of the Sardar (Ivanov)</td>
<td>BOL 54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dagger Dance (Herbert)</td>
<td>RCA G3V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March of the Toys (Herbert)</td>
<td>RCA G2V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March (Summer Day Suite) (Prokofiev)</td>
<td>RCA G1V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pantomime (Kabalevsky)</td>
<td>RCA G1V1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meter - triple (Waltz)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Petite Ballerina (Shostakovich)</td>
<td>RCA G2V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skaters Waltz (Waldenfel)</td>
<td>BOL 55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waltz (Meyerbeer)</td>
<td>RCA G2V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waltz of the Doll (Delibes)</td>
<td>RCA G1V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waltz on the Ice (Prokofiev)</td>
<td>RCA G3V2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waltz No. 1 (Gounod)</td>
<td>RCA G3V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ballet of the Sylphs (Bizet)</td>
<td>RCA G1V1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anitra's Dance (Grieg)</td>
<td>RCA G1V2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Elephant (Saint Saens)</td>
<td>RCA G1V2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waltz (Matinees Musicales) (Rossini-Britten)</td>
<td>RCA G1V2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waltz (The Comedians) (Kabalevsky)</td>
<td>RCA G1V2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swanhilde's Waltz (Delibes)</td>
<td>RCA G2V2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waltz (Gounod)</td>
<td>RCA G2V1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SONGS WITH MOVEMENT COMMANDS

Sample Songs:
  Around the Ring
  Clap Your Hands
  Did You Ever See A Lassie?
  Head and Shoulders
  If You're Happy
  Looby Lou
  Noble Duke of York

Harcourt, Brace, Jovanovich - Beginning Level:
  We Are Moving
  Steppy, Peppy Spider
  What Does Your Funny Face Show? (facial expressions)
  Wiggle, Wiggle

Harcourt, Brace, Jovanovich - Level Two:
  Curl Up - Stretch Out

Harcourt, Brace, Jovanovich - Level Three:
  Ready to Laugh
  Swaying

American Book Company: New Dimensions in Music - Music for Early Childhood:
  Bow Belinda 34
  Classroom Dance 38
  Put Your Finger in the Air 6
  Hokey, Pockey 10
  Helping Mother 17
  Old Brass Wagon 37

American Book Company: New Dimensions in Music - Beginning Music:
  How D'You Do? 26
  Clap Your Hands 29
  Hey Betty Martin 30
  Jump or Jiggle 31
  Swinging and Swaying 33

American Book Company: New Dimensions in Music - Enjoying:
  Join Into the Game 4
  If You're Happy 38
  Rock Around the World 46
  Famous Duke of York 103

Silver Burdett - Early Childhood:
  Bonza 23
Silver Burdett — Book One:
   All Around the Kitchen 4
   Hi-Dee-Roon 25
   Clap Your Hands 37
   Pretty Trappings 102

Silver Burdett — Book Two:
   Wake Me 1
   Shake Hands, Mary 2
   Can You Do This? 28
   Che Che Koolay 90

Silver Burdett — Book Three:
   Join Into The Game 202
LISTENING FOR MOVEMENT

<table>
<thead>
<tr>
<th>Walking/Marching</th>
<th>Composer</th>
<th>Recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Gai (Iphigenia in Allis)</td>
<td>Gluck</td>
<td>RCA G1V1</td>
</tr>
<tr>
<td>'Changing of the Guard (Carmen Suite #2)</td>
<td>Bizet</td>
<td>RCA G3V2</td>
</tr>
<tr>
<td>Colonel Bogey March</td>
<td>Alford</td>
<td>BOL 54</td>
</tr>
<tr>
<td>March and Comedians Gallop</td>
<td>Kabalevsky</td>
<td>RCA G2V1</td>
</tr>
<tr>
<td>March (Love for Three Oranges)</td>
<td>Prokofiev</td>
<td>BOL 54</td>
</tr>
<tr>
<td>March (Nutcracker Suite)</td>
<td>Tchaikovsky</td>
<td>BOL 58</td>
</tr>
<tr>
<td>March of the Kings</td>
<td>Menotti</td>
<td>RCA G1V1</td>
</tr>
<tr>
<td>March of the Siamese Children</td>
<td>Rodgers</td>
<td>BOL 54</td>
</tr>
<tr>
<td>March of the Toys (Babes in Toyland)</td>
<td>Herbert</td>
<td>RCA G2V1</td>
</tr>
<tr>
<td>March Past of the Kitchen Utensils</td>
<td>Williams</td>
<td>RCA G3V1</td>
</tr>
<tr>
<td>March (Summer Day Suite)</td>
<td>Prokofiev</td>
<td>RCA G1V1</td>
</tr>
<tr>
<td>March Militaire</td>
<td>Schubert</td>
<td>BOL 54</td>
</tr>
<tr>
<td>Parade</td>
<td>Ibert</td>
<td>RCA G1V1</td>
</tr>
<tr>
<td>Pomp and Circumstance</td>
<td>Elgar</td>
<td>BOL 54</td>
</tr>
<tr>
<td>Semper Fidelis</td>
<td>Sousa</td>
<td>RCA G3V2</td>
</tr>
<tr>
<td>Stars and Stripes Forever</td>
<td>Sousa</td>
<td>BOL 54</td>
</tr>
<tr>
<td>Walking Song</td>
<td>Thomson</td>
<td>RCA G1V1</td>
</tr>
<tr>
<td>Chorale Prelude &quot;Wachet Auf&quot; (Switched on Bach)</td>
<td>MS 7194</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hopping/Jumping</th>
<th>Composer</th>
<th>Recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballet of the Unhatched Chicks</td>
<td>Mussorgsky</td>
<td>RCA G1V1</td>
</tr>
<tr>
<td>Little White Donkey</td>
<td>Ibert</td>
<td>RCA G2V1</td>
</tr>
<tr>
<td>Dance of the Little Swans</td>
<td>Tchaikovsky</td>
<td>RCA G1V1</td>
</tr>
<tr>
<td>Leap Frog</td>
<td>Bizet</td>
<td>RCA G1V1</td>
</tr>
<tr>
<td>Pumpkin Eaters Little Fugue</td>
<td>McBride</td>
<td>RCA G2V2</td>
</tr>
<tr>
<td>Ballet of the Unhatched Chicks (Pictures)</td>
<td>Tomita</td>
<td>See Electronic</td>
</tr>
<tr>
<td>Prelude and Fugue #2 (Switched on Bach)</td>
<td></td>
<td>MS 7194</td>
</tr>
<tr>
<td>Two Part Invention in F Major (Switched on Bach)</td>
<td></td>
<td>MS 7194</td>
</tr>
<tr>
<td>I'm In Love With Big Blue Frog</td>
<td>Peter,Paul,Mary</td>
<td>WB 1700</td>
</tr>
<tr>
<td>J-Jump (Sesame Street)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Running</th>
<th>Composer</th>
<th>Recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ball (Children's Games)</td>
<td>Bizet</td>
<td>RCA G1V1</td>
</tr>
<tr>
<td>Entrance of the Little Fauns</td>
<td>Pierne</td>
<td>BOL 54</td>
</tr>
<tr>
<td>Pizzicato Polka</td>
<td>Shostakovich</td>
<td>RCA G1V1</td>
</tr>
<tr>
<td>Invention in D Minor (Switched On Bach)</td>
<td>Shostakovich</td>
<td>MS 7194</td>
</tr>
<tr>
<td>Invention in F Major (Switched On Bach)</td>
<td></td>
<td>MS 7194</td>
</tr>
<tr>
<td>Sinfonia to Cantata #29 (Switched on Bach)</td>
<td>Tomita</td>
<td>See Electronic</td>
</tr>
<tr>
<td>Tuileries (Pictures)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Smooth and Slow Movements</th>
<th>Composer</th>
<th>Recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Swan</td>
<td>Saint Saens</td>
<td>RCA G3V2</td>
</tr>
</tbody>
</table>
Fountain Dance
Waltz #1
Air on a G String (Switched on Bach)
Heather (Now and Then)
Love is Blue (Paul Mariat)
Romeo and Juliet – Love Theme
Theme from Love Story

Skating/Waltzing
Aragonaise (Le Cid)
Petite Ballerina
The Skater’s Waltz
Waltz (Les Patineurs)
Waltz
Waltz on the Ice
Ballet of the Sylphs
Waltz of the Doll
Anitra’s Dance
The Elephant
Waltz (Matinee’s Musicale)
Waltz (The Comedians)
Swanhilde’s Waltz

Skipping
Badinere
Gigue
Gigue (Suite #3)
Prelude and Fugue #2 (Switched on Bach)
Dueling Banjos
Grandma’s Feather Bed
Thank God I’m A Country Boy

Creep
Dragons of Alcala
Brandenburg Concerto #3 – 2nd MVT. (Switched on Bach)
Bydlo (Pictures)
Catacombs – Cum Mortius (Pictures)
The Gnome (Pictures)
The Firebird
The Old Castle (Pictures)
Two Part Invention in B Flat (Switched on Bach)

Calloping
Badinerie (Suite #2 B Minor)
Finale (William Tale)
March
Taranteua
BIBLIOGRAPHY

MUSIC EDUCATION BOOKS


SONGBOOKS


**INSTRUMENTS**


"Art of Playing..." series. Summy-Birchard, Evanston, Illinois. (books on each instrument)


**ETHNO BOOKS**


**CAREERS IN MUSIC**


Institute for Research. *Careers in ...*. 537 S. Dearborn St., Chicago, Illinois 69605

- Careers in Instrument Retailing  #284
- Careers in Music Education  #88
- Careers in Popular Music  #279
- Careers in Radio  #59
- Careers in Television  #213
- Careers in TV, Radio, Records and Retail  #121
- Careers in Radio  #158
- Music as a Career  #11


**BALLET**


**OPERA**


**GAME BOOKS**


**POEM AND PARTY PLUS**


**ART**


# DISCOGRAPHY

## SONG RECORDS

**Burl Ives**

<table>
<thead>
<tr>
<th>Song</th>
<th>Label</th>
<th>Catalog Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lollipop Tree</td>
<td>Harmony</td>
<td>HS 1445</td>
</tr>
<tr>
<td>Little White Duck</td>
<td>&quot;</td>
<td>HS 14507</td>
</tr>
<tr>
<td><em>Ella Jenkins (Folkways)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call and Response: Rhythmic Folk Singing</td>
<td></td>
<td>FC 7308</td>
</tr>
<tr>
<td>My Street Begins at My House</td>
<td></td>
<td>FC 7543</td>
</tr>
<tr>
<td>Play Your Instruments nd Make a Pretty Sound</td>
<td></td>
<td>FC 7665</td>
</tr>
<tr>
<td>This A-Way That A-Way Cheerful Songs and Chants</td>
<td></td>
<td>FC 7546</td>
</tr>
</tbody>
</table>

**Peter, Paul and Mary (Warner Brothers)**

<table>
<thead>
<tr>
<th>Album</th>
<th>Label</th>
<th>Catalog Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Album 1700</td>
<td>WS</td>
<td>1700</td>
</tr>
<tr>
<td>Peter, Paul and Mary</td>
<td>WB</td>
<td>2552</td>
</tr>
<tr>
<td>Peter, Paul and Mommy (children's songs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ten Years Together</td>
<td>WB</td>
<td>2552</td>
</tr>
</tbody>
</table>

**Nancy Raven (Pacific Cascade Records)**

<table>
<thead>
<tr>
<th>Song</th>
<th>Label</th>
<th>Catalog Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hop Skip and Sing</td>
<td>LPL</td>
<td>7015 (activity songs)</td>
</tr>
<tr>
<td>Lullabies and Other Children's Songs</td>
<td></td>
<td>7007</td>
</tr>
<tr>
<td>People and Animal Songs</td>
<td>LPL</td>
<td>7013</td>
</tr>
<tr>
<td>Singing in a Circle</td>
<td>LPL</td>
<td>7014 (circle &amp; activity)</td>
</tr>
<tr>
<td>Songs for the Holiday Season</td>
<td>LPL</td>
<td>7017</td>
</tr>
<tr>
<td>Wee Songs for Wee People</td>
<td>LPL</td>
<td>7012 (nursery rhymes)</td>
</tr>
</tbody>
</table>

**Malvina Reynolds**

<table>
<thead>
<tr>
<th>Song</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artichokes, Griddle Cakes &amp; Other Good Things</td>
<td>LPL 7018</td>
</tr>
<tr>
<td>Funny Bugs, Giggle Worms &amp; Other Good Friends</td>
<td>LPS 7025</td>
</tr>
<tr>
<td>Held Over</td>
<td>CFS 3688</td>
</tr>
</tbody>
</table>

**Pete Seeger (Folkway)**

<table>
<thead>
<tr>
<th>Song</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Folk Songs for Children</td>
<td>FP 7011</td>
</tr>
<tr>
<td>Birds, Beasts, Bugs and Bigger Fishes</td>
<td>FC 7001</td>
</tr>
</tbody>
</table>

**Joe Wayman**

<table>
<thead>
<tr>
<th>Song</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anything Can Happen</td>
<td>LP 594   (book available)</td>
</tr>
<tr>
<td>Dandy Lions Never Roar</td>
<td>MK57-362</td>
</tr>
<tr>
<td>Imagination and Me</td>
<td>MK47-230</td>
</tr>
</tbody>
</table>

**Hy Zaret and Lou Singer**

<table>
<thead>
<tr>
<th>Song</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballads for the Age of Science</td>
<td>MRBX 1</td>
</tr>
<tr>
<td>It Could Be A Wonderful World</td>
<td>MR10 (motivation records)</td>
</tr>
</tbody>
</table>

**Patty Zeitlin and Marcia Berman**

<table>
<thead>
<tr>
<th>Song</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everybody Cries Sometime (self appreciation/expression)</td>
<td>AR 561</td>
</tr>
<tr>
<td>I'm Not Small (circle games/activity songs)</td>
<td>AR 567</td>
</tr>
<tr>
<td>Rainy Day Dances, Rainy Day Songs</td>
<td>AR 570</td>
</tr>
<tr>
<td>Spin Spider Spin</td>
<td>AR 551</td>
</tr>
<tr>
<td>Won't You Be My Friend (social/emotional growth)</td>
<td>AR 544</td>
</tr>
</tbody>
</table>
### Music Time with Charity Bailey
- Songs from Under the Apple Tree (Baumgarten) - Folkways
- Songs to Grow On (Guthrie) - Folkways
- Through Children's Eyes (Timeliters) - RCA
- Songs About Animals & Birds for Children (Olsen) - CAS-1030
- I Wonder What I'll Be (Betty & Cecil Simpson) - Omnisound
- Songs of Fox Hollow (Tom T. Hall) - Mercury
- Puff the Magic Dragon (Richard Wolfe Children's Chorus)

### STORIES
- Aesop's Fables in Song ** (George Mysels) - Omnisound
- Story Songs ** (Carmino Ravosa) - Omnisound

### SOUND EFFECTS
- Songs of the Humpback Whale - Capital
- Sound Effects - Audio Fidelity
- Stories in Sounds - Golden

### Hap Palmer
- Creative Movement and Rhythmic Exploration
- Feelin' Free - Vocabulary/Language
- Feel of Music
- Folk Song Carnival
- Getting to Know Myself *
- Homemade Band
- Holiday Songs and Rhythms
- Ideas, Thoughts and Feelings
- Learning Basic Skills Through Music Vol. 1 *
- Learning Basic Skills Through Music Vol. 2 *
- Learning Basic Skills Through Music Vocabulary
- Learning Basic Skills Through Music Health/Safety
- Math Readiness Vocabulary/concepts
- Math Readiness Addition/subtraction
- Mod Marches
- Modern Tunes for Rhythms and Instruments
- Movin'
- Patriotic and Morning Time Songs
- Pretend
- Singing Multiplication Tables

### MOVEMENT RECORDS
- Creative Movement and Rhythmic Exploration (Hap Palmer)
- Movin' (Hap Palmer)
- Perceptual Motor Rhythm Games (Capon Hallum)
- Rainy Day Record (Glass & Hallum)
- Rhythm Stick Activities (Glass & Hallum)
- Rhythms Today (Silver Surdett)
- Square Dance Fun for Everyone (Franklin)
<table>
<thead>
<tr>
<th>Source</th>
<th>Label</th>
<th>Album/Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Folk Instruments of the World</em></td>
<td>Follet</td>
<td>L24</td>
</tr>
<tr>
<td><em>Music From Distant Corners of the World</em></td>
<td>Nonesuch</td>
<td>H7-11</td>
</tr>
<tr>
<td><em>National Geographic Society</em></td>
<td></td>
<td>(Many cultures on this label)</td>
</tr>
<tr>
<td><strong>Africa</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Africa South of the Sahara</em></td>
<td>Folkways</td>
<td>EE 4508</td>
</tr>
<tr>
<td><em>African Story Songs (Maraire)</em></td>
<td>UW Press</td>
<td>FC 7110</td>
</tr>
<tr>
<td><em>Ashanti Folk Tales from Ghana</em></td>
<td>Folkways</td>
<td>1001</td>
</tr>
<tr>
<td><em>Mbira Music of Rhodesia</em></td>
<td>UW Press</td>
<td></td>
</tr>
<tr>
<td><strong>Japan</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>A Bell Ringing in the Empty Sky</em></td>
<td>Nonesuch</td>
<td>H72025</td>
</tr>
<tr>
<td><em>Japanese Koto Classics</em></td>
<td>Nonesuch</td>
<td>H72008</td>
</tr>
<tr>
<td><em>Koto Music of Japan</em></td>
<td>Nonesuch</td>
<td>MS 72005</td>
</tr>
<tr>
<td><em>Traditional Folk Songs of Japan</em></td>
<td>Folkways</td>
<td>FE 4534</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Sounds of Indian America</em></td>
<td>Indian House, Box 472, Taos, New Mexico 87571</td>
<td></td>
</tr>
</tbody>
</table>
INSTRUMENTS

RCA: Meet the Instruments
Play Your Instrument and Make a Pretty Sound  
FC 7665

Keyboard
Standard School Broadcast
Ferrante and Teicher  United Artist  
LA 681-G

Woodwind
Standard School Broadcast
Peter and the Wolf (Prokofieff)  Columbia  
MS-6193
First Chair Encores  Columbia  
MS-6977
Suite for Flute and Jazz Piano  Columbia  
MWN 33233
Benny Goodman - Clarinet  Columbia  
PG-31547

Brass
Standard School Broadcast
Louis Armstrong - Trumpet  Audio Fidelity  
6132
Al Hirt - Trumpet  Audio Fidelity  
6282

Strings
Standard School Broadcast
The Seasons (Vivaldi)  London  
CS 6809
Canon (Pachelbel)  London  
CS 6206

Guitar
Standard School Broadcast
Suite for Classical Guitar and Jazz Piano  RCA  
FRL1-0149
Dueling Banjos  WB  
7659
Classical Gas  WB  
7190

Percussion
Standard School Broadcast
### ELECTRONIC MUSIC

<table>
<thead>
<tr>
<th>Title</th>
<th>Composer</th>
<th>Label</th>
<th>Serial #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Music (Cage, Berio, Mimaroglu)</td>
<td>Truabout</td>
<td>TV 340565</td>
<td></td>
</tr>
<tr>
<td>Electronic Music for the Ballet &quot;Electronics&quot; (Gassman)</td>
<td>Westminster/WGS 8110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Voices</td>
<td></td>
<td>/Oydessy/</td>
<td>32160156</td>
</tr>
<tr>
<td>Switched on Bach</td>
<td></td>
<td>/Columbia/</td>
<td>MS 7194</td>
</tr>
<tr>
<td>Pictures At An Exhibition (Tomita)</td>
<td>RCA</td>
<td>ARL 1-0830</td>
<td></td>
</tr>
<tr>
<td>The Firebird (Tomita)</td>
<td>RCA</td>
<td>MA 7286</td>
<td></td>
</tr>
<tr>
<td>The Well-Tempered Synthesizer (Carlos)</td>
<td></td>
<td>/Columbia/</td>
<td></td>
</tr>
<tr>
<td>The World of Harry Partch</td>
<td></td>
<td>/Columbia/</td>
<td></td>
</tr>
<tr>
<td>(makes and plays his own instruments)</td>
<td></td>
<td>MS 7207</td>
<td></td>
</tr>
<tr>
<td>Music for Glass Harmonica (Hoffman)</td>
<td>Turnabout</td>
<td>TV-534452</td>
<td></td>
</tr>
<tr>
<td>Glass Harmonica (Hoffman)</td>
<td>Condide</td>
<td>CE-31007</td>
<td></td>
</tr>
</tbody>
</table>

### ORCHESTRAL MUSIC

<table>
<thead>
<tr>
<th>Title</th>
<th>Composer</th>
<th>Label</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canon (Pachelbel)</td>
<td></td>
<td>London</td>
<td>CS 6206</td>
</tr>
<tr>
<td>Carmen Suite (Bizet)</td>
<td></td>
<td>SRV 197</td>
<td></td>
</tr>
<tr>
<td>Carnival of the Animals (Saint Saens)</td>
<td></td>
<td>Columbia</td>
<td>MS-6368</td>
</tr>
<tr>
<td>Classics for Children (Volumes 1 and 2)</td>
<td>Capital</td>
<td>T3223</td>
<td></td>
</tr>
<tr>
<td>Firebird Suite (Stravinsky)</td>
<td></td>
<td>Columbia</td>
<td>MS-31632</td>
</tr>
<tr>
<td>Grand Canyon Suite (Grofe)</td>
<td></td>
<td>Columbia</td>
<td>MS-6003</td>
</tr>
<tr>
<td>Hansel and Gretl (Humperdinck)</td>
<td>RCA</td>
<td>CAS-1024</td>
<td></td>
</tr>
<tr>
<td>La Mer (Debussy)</td>
<td></td>
<td>MA-6077</td>
<td></td>
</tr>
<tr>
<td>Music For Children (Orff)</td>
<td>Angel</td>
<td>3582</td>
<td></td>
</tr>
<tr>
<td>Night on Bald Mountain (Mussorgsky)</td>
<td></td>
<td>Columbia</td>
<td>MS-7148</td>
</tr>
<tr>
<td>Nutcracker Suite (Tchaikovsky)</td>
<td></td>
<td>Columbia</td>
<td>MS-6193</td>
</tr>
<tr>
<td>Peer Gynt Suite (Grieg)</td>
<td></td>
<td>Columbia</td>
<td>MS-6199</td>
</tr>
<tr>
<td>Pictures At An Exhibition (Mussorgsky)</td>
<td></td>
<td>Columbia</td>
<td>MS-7148</td>
</tr>
<tr>
<td>Rite of Spring (Stravinsky)</td>
<td></td>
<td>Columbia</td>
<td>MS-6010</td>
</tr>
<tr>
<td>Scheherazade (Rimsky-Korsakov)</td>
<td></td>
<td>Columbia</td>
<td>MS-6365</td>
</tr>
<tr>
<td>Sorcerer's Apprentice (Dukas) - narrated</td>
<td></td>
<td>Columbia</td>
<td>CR 21501</td>
</tr>
<tr>
<td>Sorcerer's, Moldau, Danse Macabre</td>
<td>RCA</td>
<td>LM-2056</td>
<td></td>
</tr>
<tr>
<td>Water Music (Handel)</td>
<td></td>
<td>Columbia</td>
<td>MS-6095</td>
</tr>
</tbody>
</table>

### MARCH RECORDS

<table>
<thead>
<tr>
<th>Title</th>
<th>Performer</th>
<th>Label</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circus Time</td>
<td>Ringling Brothers and Barnum &amp; Bailey Bands</td>
<td>DECCA DL 78451</td>
<td></td>
</tr>
<tr>
<td>Greatest College Football Marches</td>
<td>University fo Michigan</td>
<td>VSD-29-30</td>
<td></td>
</tr>
<tr>
<td>Marching Along</td>
<td>Eastman Wind Ensemble</td>
<td>Mercury SRI-75004</td>
<td>ST-3931</td>
</tr>
<tr>
<td>National Anthems and Their Stories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound off! (Sousa) Eastman Wind Ensemble</td>
<td></td>
<td>Mercury SRI-75047</td>
<td></td>
</tr>
<tr>
<td>Spectacular Marches (assorted symphonic marches)</td>
<td>Ormandy</td>
<td>RCA ARLI-0450</td>
<td></td>
</tr>
<tr>
<td>USA! (Patriotic)</td>
<td></td>
<td>Angel S-36936</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Label</td>
<td>Catalog Number</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Alice in Wonderland/Cinderella</td>
<td>Disney</td>
<td>SPC 3184</td>
<td></td>
</tr>
<tr>
<td>Butch Cassidy and the Sundance Kid</td>
<td>A&amp;M</td>
<td>SP 4227</td>
<td></td>
</tr>
<tr>
<td>Fiddler on the Roof</td>
<td>United Artist</td>
<td>10900</td>
<td></td>
</tr>
<tr>
<td>Hans Christian Anderson</td>
<td>Decca</td>
<td>DL 78479</td>
<td></td>
</tr>
<tr>
<td>It's A Small World</td>
<td>Disney</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jaws</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love Story/Skating in Central Park</td>
<td>KAPP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical Score: Wizard of Oz/Pinocchio (Garland/Yound)</td>
<td>United Artist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>Enterprise</td>
<td>AL 693-G</td>
<td></td>
</tr>
<tr>
<td>Romeo and Juliet</td>
<td>RCA</td>
<td>LSOD-2005</td>
<td></td>
</tr>
<tr>
<td>Rocky</td>
<td>MCA</td>
<td>2087</td>
<td></td>
</tr>
<tr>
<td>Shaft</td>
<td>RCA</td>
<td>2040</td>
<td></td>
</tr>
<tr>
<td>Sound of Music</td>
<td>RCA</td>
<td>SIE-13</td>
<td></td>
</tr>
<tr>
<td>The Sting</td>
<td>MGM</td>
<td>ST 3957</td>
<td></td>
</tr>
<tr>
<td>2001: A Space Odyssey</td>
<td>Disney</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wizard of Oz*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Song for You (Carpenters)</td>
<td>A&amp;M</td>
<td>SP 3511</td>
<td></td>
</tr>
<tr>
<td>Now and Then (Carpenters)</td>
<td>A&amp;M</td>
<td>SP 3519</td>
<td></td>
</tr>
<tr>
<td>Horizon (Carpenters)</td>
<td>A&amp;M</td>
<td>SP 4530</td>
<td></td>
</tr>
<tr>
<td>An Evening with John Denver</td>
<td>RCA</td>
<td>CPL2-0764</td>
<td></td>
</tr>
<tr>
<td>John Denver's Greatest Hits</td>
<td>RCA</td>
<td>CPL1-0374</td>
<td></td>
</tr>
<tr>
<td>A Fifth of Beethoven (Murphy)</td>
<td>Private Stock</td>
<td>PS 2015</td>
<td></td>
</tr>
<tr>
<td>Joy (Apollo 100)</td>
<td>Mega</td>
<td>M31-1010</td>
<td></td>
</tr>
</tbody>
</table>

* includes book
Series

Young Peoples Records/Children's Record Guide
100 - 6th Avenue
New York, New York
(series of records which covers many topics through songs and listening lessons)

Chevron School Broadcast
225 Bush Street
San Francisco, CA  94104
(musical visions of America (Mix Series) and record set of instrumental families)

RCA: Adventures in Music

Bowmar Orchestral Library