

A Zine About:

Elementary Music



Ten Songs Every English Speaking Canadian Should Know:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Pop, Classical, Opera, Jazz, Children's, Seasonal, Blues, Country, Folk, Latin, March, Middle eastern, Military, Musicals, R&B, Soul, Rap, Hip-Hop, Reggae, Rock, Devotional, New Age, Novelty, Caribbean, Electronic, Heavy Metal, Cajun, Zydeco, Calypso, Celtic, Ska, Disco, Dixieland, Flamenco, Funk, Gregorian Chant, Gothic, Lounge, Junkanoo, Kompa, Mariachi, Polka, Ragtime, Salsa, Techno, Western, Tango, Orchestral, Choral, Bluegrass.

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Kindergarten

Music supports learning through integration.



Move:



Finger plays: *Where is Thumbkin, Criss-Cross Applesauce, Five Little Monkeys Jumping on the Bed.*

Action songs/rhymes: *O Canada with sign language, Jelly in the Bowl, Hokey Pokey, Head, Shoulders, Knees and Toes.*
[http://wiki.kcls.org/tellmeastory/index.php/Fingerplays, Rhymes and Songs](http://wiki.kcls.org/tellmeastory/index.php/Fingerplays,_Rhymes_and_Songs)



Sing: *Alphabet, Down by the Bay, I Know an Old Lady,*
<http://www.kindersite.org/Directory/DirectoryFrame.htm>

Listen: Clap rhythm then students copy.

Raffi, Sharon, Lois and Bram, Wee Sing, Disney Hits, Veggie Tales, Classics for Kids,



Play: Drums, sticks, shakers, bells, tambourine, cymbals, guiro, woodblock, triangles, xylophone, tone bars, bamboo flutes, rubber bands.

Grades One and Two

Music is a vehicle for learning.

We remember through music...advertising jingles, alphabet song...

Singing Voice:

Breathing--exercises

Voice placement—from the diaphragm,

Heavy/light mechanism—high, low, loud, soft,

Pitch matching—alone and in unison

Teaching: Sing “*Here we go*” on starting pitch and tempo.

Catch-on method or Rote teaching method

Rhythmic Body:

Space-- Provide space for music.

...Moving independently

...sitting or standing circle

...circle with leader in middle

...circle with leader moving around circle

...moving circle holding hands

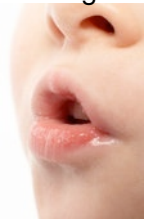
Beat and Rhythm

Clapping hands, stomping feet, patting knees

Dynamic

Music and songs with varied loudness.

<i>pp</i>	pianissimo	very soft
<i>p</i>	piano	soft
<i>mp</i>	mezzo piano	medium soft
<i>mf</i>	mezzo forte	medium loud
<i>f</i>	forte	loud
<i>ff</i>	fortissimo	very loud



Listening Ear:

Listening Centers

Peter and the Wolf -by Prokofiev

Sting / Abbado Deutsche Grammophon

Bernstein Sony Classics

Fantasia -Disney

Grades Three & Four

Music triggers creative expression.

Echo Echo Echo Echo Echo Echo..

songs/clapping/ostinato (repeating phrases)
- "My paddle's clean and bright"

Improvisation

Instrument sounds depicting –metamorphosis, a volcano, life cycle of a frog, egg hatching, spring shower, storm
"Play" visual pattern, or visual artworks, or moods, or peoples personalities

Singing in Harmony

Camp songs
Part songs
Singing in Rounds

Recorder

<http://music.pppst.com/recorders.html>

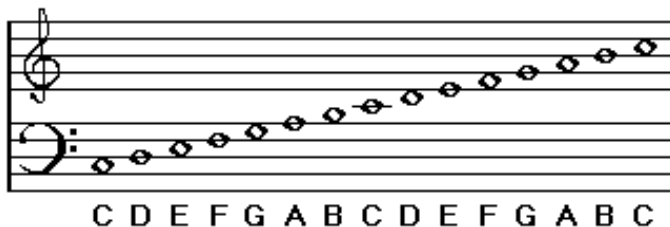


- Class set of identical recorders—easier tuning
- Include echo playing and playing by ear.
- Notation—sing notes before playing them
- Check for pleasing sound—make corrections.

http://www.wcboe.k12.md.us/custom_pages/300/BARNHART/YOURE~1_files/v3_document.htm

Notation

FACE
Every Good
Boy Deserves
Fudge.



Good Boys Deserve Fudge Always.
All Cows Eat Grass.

Flash cards
Keep learning fun

4.

<http://www.happynote.com/music/learn.html>

References:

Books:

- Cornett, C.E. & Smithrim, K. (2001). *The arts as meaning makers: Integrating literature and the arts throughout the curriculum. (Canadian Edition)*. TO: Prentice Hall.
- Smithrim, K., Solar, A., & Johnston, A. (2005). *Curr 393/389/391: Curriculum course notes*. Queen's Custom Course Ware.

Images:

Page 1:

Voice image: <http://ldc.upenn.edu/myl/llog/carelessU3.gif>

Page 2:

Hand print: www.palmistryinternational.com/fingershape.htm

Marching band: broomstreetband.com/calendar.htm

Child singing: musicalinspirations.com/.../30.cgi

Rhythm instruments: www.musicalinstrumentsandmore.com/products/

Page 3:

Foot print: tentacolor.com/category/ll-policy-woes/

Singing mouth: www.inmagine.com/searchterms/lips.html

Band swirl: www.klezmershack.com/calendar/cat_loc_usa_nor...

Listening ear: www.just-for-u.blogspot.com/

Page 4:

Playing ar madillo: www.bcslibrary.org/ljrsummer2008.html

Girl playing recorder: www.freewebs.com/mcgorrymusic/recorder.htm

Music staff: www.cinderzelda.com/musicutor/pitch.htm

Treble clef: commons.wikimedia.org/wiki/Image:Treble_clef.svg

Bass clef: commons.wikimedia.org/wiki/Image:Bass_clef.svg

Page 5:

Guitar pick: musicalinstrumentreviews.blogspot.com/2008/08...

Guitar chords: www.guitaralliance.com/guitar_lessons/guitar_...

Guitar fingering: www.music-mind.com/Music/mpage1.HTM

Electric guitar: www.designflavr.com/.../

Hand with notes: <http://oregonmts.com/img/midi.jpg>

Page 6:

Band Instruments: www.sfcreate.co.uk/illus/music.html

iPod: www.winandmac.com/2007/12/

Page 7:

Music Notes: cmsweb2.loudoun.k12.va.us/5482094223614773/

You don't have to be
a singer or
play an instrument
to teach music to
Elementary School Students



“The woods would be very silent if no birds sang except those that sang best.” –Henry David Thoreau

Do what you can.

Integrating Music:

- ♪ Teach songs/music from diverse cultures.
- ♪ Play a variety of music genres.
- ♪ Invite musical guests and specialists.
- ♪ Present songs and rhythmic activities for enjoyment.
- ♪ Make and play instruments.
- ♪ Sing –doesn't matter how good you think you are
- ♪ Share your own musical tastes—value students'.
- ♪ Start or respond to a lesson with music.

Keep learning.

8. Take a music course or learn an instrument.

Grades Five and Six

Music gives enjoyment and bonds people.

Guitar

Play by ear approach using bar chords.

Two chord songs: "Alouette",

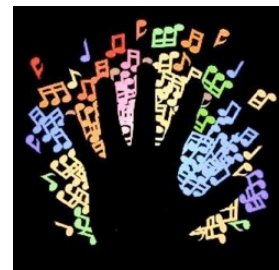
"The Bird Song"

Three chord songs: "This Land is Your Land", "Old MacDonald", "There's a hole in my bucket"

<http://www.teachguitar.com/content/teachmats.htm>

<http://www.all-guitar-chords.com/>

Chords
And
Fingering



Technology

- △ Audio equipment, TVs, VCRs
- △ The Internet
- <http://ababasoft.com/music/>
- <http://www.mccormicksnet.com>
- △ Computer/synthesizer workstations

- software driven, wide variety
- Interactive instructional media; CD ROM or Internet
- Music scoring and composing software
- Auto accompaniment software: Karaoke or play-along
- Internet audio capture; playback and uploading

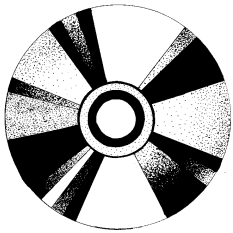
Singing to Remember: *The Helping Verb Song.*

<http://www.youtube.com/watch?v=-F2JWKY63K0>

5.

Grades Seven and Eight

Music develops pride and identity.



Music influences mood...can be effective when played in the classroom.

Responding

Music Elements: Rhythm, melody, timbre, dynamics, texture, harmony, form.

Respond to lyrics through listening charts.

Popular Music

Cover study—info presented on a CD cover, creation, marketing, distribution, retail—students can design their own CD cover.

Lyric study—interpret/compare recurring themes in pop music

Choreograph a self-selected song
Compose a percussion or instrumental piece to accompany a poem. Compose a poem to accompany instrumental music.

Compare pop music from different decades—technology, trends, social evolution.

Band

Woodwinds, brass, strings, percussion
piccolo, flute, obo, French horn, bassoon, clarinet, saxophone, trumpet, trombone, euphonium, tuba, string bass, electric bass, cello, viola, violin, snare drum, tom-toms, bass drum, cymbals, tambourine, casaba, keyboard, orchestra bells, xylophone, marimba, chimes, vibraphone, timpani



6.

Assessment in Music

Will this enhance the artistic life of this student?

Assessment: Gathering info/plan for meaningful instruction. Don't grade everything, but give descriptive feedback on progress. Checklists of tasks.

Evaluation: Value judgment placed on work. Discuss what makes quality work. Use rubrics.

Grading: Attaching a symbol to the results.



Documentation:

- ♫ Portfolios of songs created and collected
- ♫ Audio/video tapes students have made
- ♫ Checklists of progress in using musical elements
- ♫ Journal/writing entries about music
- ♫ Written/performance tests

- Ie: Recorder Performance Rubric: Student Chosen Piece.

	1	2	3
Melody	Not accurate	Close to accurate	completely accurate
Rhythm	Not accurate	Close to accurate	Completely accurate
Tone	Harsh	OK	Pleasant
Overall effect	Poor.	Satisfactory	Good
Level	Easy	Moderate	Difficult

Self and Peer Evaluation:

- ♫ Observing and listening
- ♫ Class generated criteria

Interviews:

- ♫ Teacher/student
 - What did you learn?
 - What did you enjoy most? Why?
 - How did you fee before performing? After? What happened?
- ♫ Audience interviews?



7.