

# New School Year Lesson

## Jesslyn Hall

### Assignment 6

**Grade Level:** 4th Grade/5th Grade

#### Objectives

- SWBAT respond to a I-IV-V melody by play the chord structure.
- SWBAT perform a syncopated rhythm.
- SWBAT perform a counter melody on the barred instruments.
- SWBAT create rhythmic compositions using given rhythmic building blocks.

**Main Melody Source:** MfC Volume 3, pg. 69, no. 18

#### Required Materials

- Barred Instruments (AX, SX, BX, BM)
- Woodblock
- School Supply Rhythm Cards

#### Anticipatory Set

Class discussion...What's your favorite part of the school year beginning? What are some emotions you have when the school year begins? What goals do you have for the new school year?

#### Day 1- Main Melody

1. Sing the main melody

The musical notation is in 4/4 time and consists of two staves. The first staff begins with a red square on the left. The melody is written on a treble clef staff with a key signature of one flat (Bb). The lyrics are: "Since the school year is be - ginn - ing, Let us have a fresh start." Above the notes are chord symbols: IV, I, I, IV, I. The second staff continues the melody with lyrics: "See - ing all your friends and teach - ers We will learn new things to - ge - ther." Above the notes are chord symbols: V, I, V, I. The piece ends with a double bar line and repeat dots.

2. Teach the melody by rote, phrase by phrase.
3. Students choose which phrase they want to be responsible for.
  - a. Teacher sings other phrases
4. Students pick another phrase, to sing in addition to the phrase they chose first
  - a. Teacher sings other phrases
5. Students pick another phrase, to sing with the other phrases
  - a. Teacher sings that other phrase
6. Students sing the entire song

## Day 2- Movement

1. Have students think about what they do to get ready for the school year or school day.
  - a. Wake up, get dressed, brush teeth, eat breakfast, ride the bus, buy school supplies, etc.
2. Have students listen to “Syncopated Clock” by Leroy Anderson
  - a. Before listening ask students to listen for the form of the song
3. Discuss the form- write it on the board
  - a. ABACA
4. Turn on the music and have students act out their morning routine for school.

## Day 3- BX

1. Review the main melody
2. Teach bass part using body percussion and teacher singing the words
  - a. “Don’t buy Rose Art”

The image shows a musical staff in 4/4 time with a treble clef and a key signature of one flat (Bb). The melody consists of the following notes: a quarter note G4 (labeled 'Don't'), a quarter rest (labeled 'click'), a quarter note Bb4 (labeled 'buy'), a quarter note D5 (labeled 'Rose'), and a quarter note E5 (labeled 'Art'). Below the staff, the lyrics are written with corresponding body percussion notations: 'Don't' is 'Pat L', 'click' is 'click', 'buy' is 'PR', 'Rose' is 'PL', and 'Art' is 'PR'.

3. Transfer bass part to the barred instruments (all students play)
  - a. Have students explore to find the correct notes for the bass part...starts on F
  - b. Teacher assesses for accuracy
  - c. Teacher reveals answer!
4. Split class in half
  - a. Half plays bass part, half sings the melody
  - b. SWITCH Roles

## Day 4- AX

1. Review main melody
2. Review bass part on barred instruments
3. Teach AX part
  - a. Students echo sing after teacher
  - b. “Glue rest Elmers Glue” (C rest F C)

The image shows a musical staff in 4/4 time with a treble clef and a key signature of one flat (Bb). The melody consists of the following notes: a quarter note G4 (labeled 'glue'), a quarter rest (labeled 'El'), a quarter note Bb4 (labeled 'mer's'), and a quarter note G4 (labeled 'mer's').

4. Transfer to barred instruments
  - a. C rest F C
5. Combine BX and AX
  - a. Half on BX, half on AX
  - b. SWITCH roles
6. Ask for student volunteers to sing the main melody
  - a. Other students play BX and AX

## Day 5- Rhythmic Composition/Improvisation

1. As a full class, create rhythm patterns using given different school supply rhythm cards.
2. Have students break into terrific twos to create their own rhythm pattern using a total of 4 cards. (Cards can be repeated if desired)
3. Full class performance of rhythm creations
4. Ask students to create a form together of performing the rhythm compositions with the main melody

a. Example

Sing  
Half of class  
Sing  
Other half  
Etc.

5. Teacher record each groups composition

## Day 6- UPP

1. School supply list day!!
2. Students echo teacher with text and body percussion
  - a. Crayola Crayons rest
  - b. Colored Pencils
  - c. Highlighters and Pencils

\*\*If playing woodblock, pat rhythms on one leg alternating hands\*\*

\*\*If playing Tubanos, pat bass towards knee, pat tone

3. Echo longer sections, until full pattern is solid
  - a. Crayola Crayons rest Colored pencils, highlighters and pencils

Cray-o - - la Crayons  
B T T T

col - ored pen-cils High-lit-ers and pen - cils  
B T T T B T T T T T

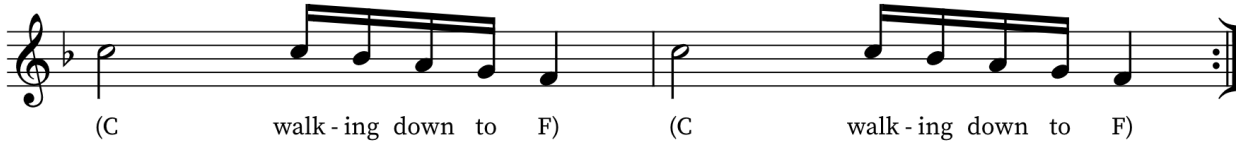
4. Split class
  - a. Half play UPP, Half sing
  - b. SWITCH roles
5. Add a couple students on BX, AX
6. Play/sing all parts

## Day 7- Countermelody

1. Ask students to listen for a change in the teacher's melody, while students sing the melody.
  - a. *What did you notice?*
2. Sing entire countermelody on Loo, students listen



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3. Teach phrases by rote
  - a. Modify parts as needed
    - i. Simplify measure 2
      1. F C' D' C'
    - ii. Simplify measures 3 and 4
      1. C'\_\_ C' F
4. Teacher sings first two phrases, students sing last 2 repeated phrases
5. Ask students what phrase they would like to sing next.
  - a. Teacher sings one phrase, students sing the rest
6. Students sing full countermelody
7. Teacher sings main melody, students sing countermelody  
\*\*students could pick what part they feel more comfortable singing\*\*

## Day 8- Put it ALL together

1. Review main melody
2. Review countermelody
3. Sing melody and counter-melody together
4. Review BX and AX
5. Sing melody/counter-melody, play BX and AX
6. Review Tubano/Woodblock
7. Sing melody/counter-melody, play BX, AX, Tubano/Woodblock
8. Layer parts in bottom up
  - a. BX
  - b. AX
  - c. Tubano/Woodblock
  - d. Main Melody
  - e. Counter-Melody

### **Day 9- Final form**

1. Review school supply rhythm compositions
2. Ask students where they think we should put that within the order of the song
3. Create a full performance form with student input
  - a. Movement
  - b. Rhythmic Compositions
  - c. Barred instruments
  - d. Singing
  - e. UPP

### **Extensions**

- Have students use different school supplies to create found sound compositions, and incorporate those into the final performance.
- Students could create skits about the beginning of the school year and how it makes them feel. (SEL connection)