



FUN WITH FUNDAMENTALS

CHILD-FRIENDLY CONCEPT BASED EXPERIENCES

ARTIE ALMEIDA, CLINICIAN

MUSICPLAY LIVE 2023



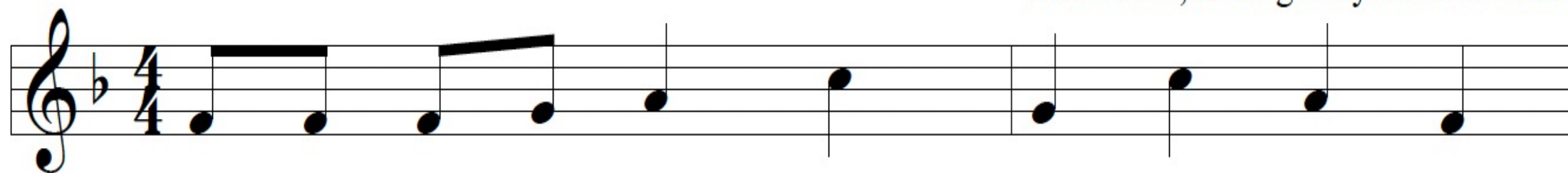
**Pass the
Friendship
Beanbag/Hammer
and
Pass the
Music Beanbag**

31. Pass the Friendship Bean Bag

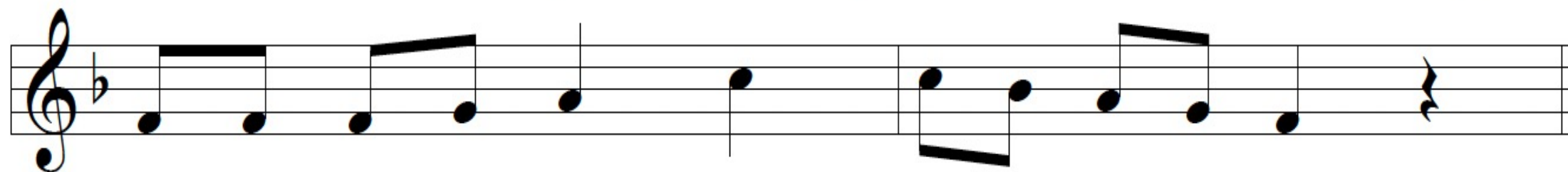


2 bar intro

Traditional, Arranged by Artie Almeida



Pass the friend - ship bean bag, bean bag, bean bag.

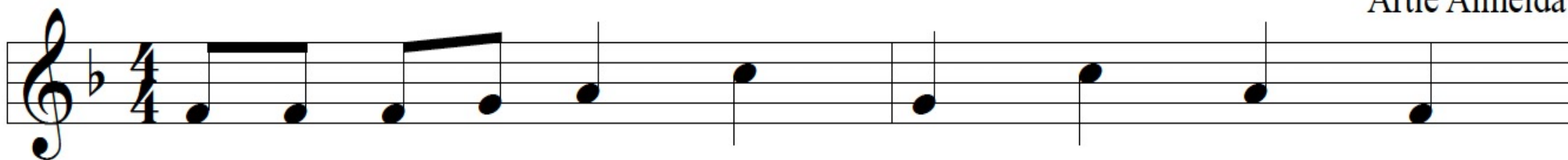


Pass the friend - ship bean bag. Then tell us your name.

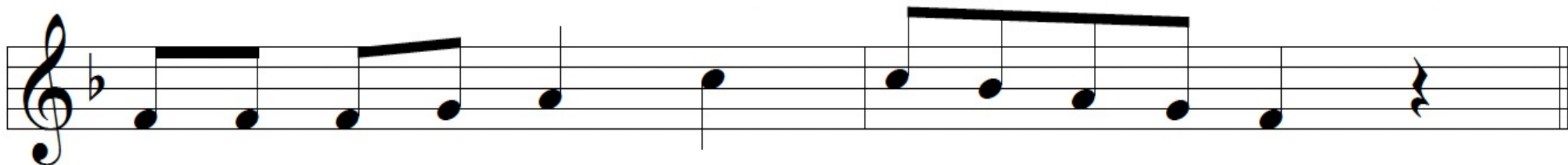
32. Pass the Music Bean Bag

2 bar intro

Artie Almeida

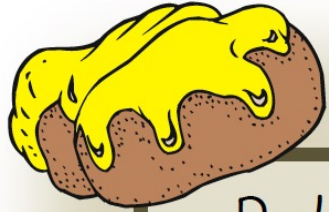


Pass the mu - sic bean bag, bean bag, bean bag.



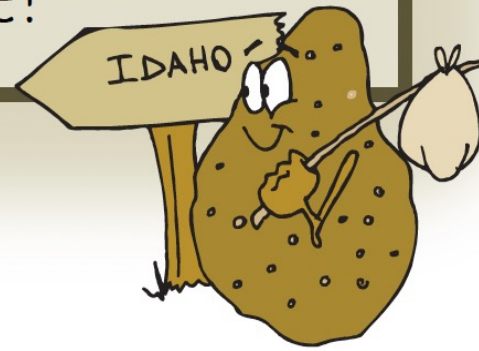
Pass the mu - sic bean bag, List - en for your clue.

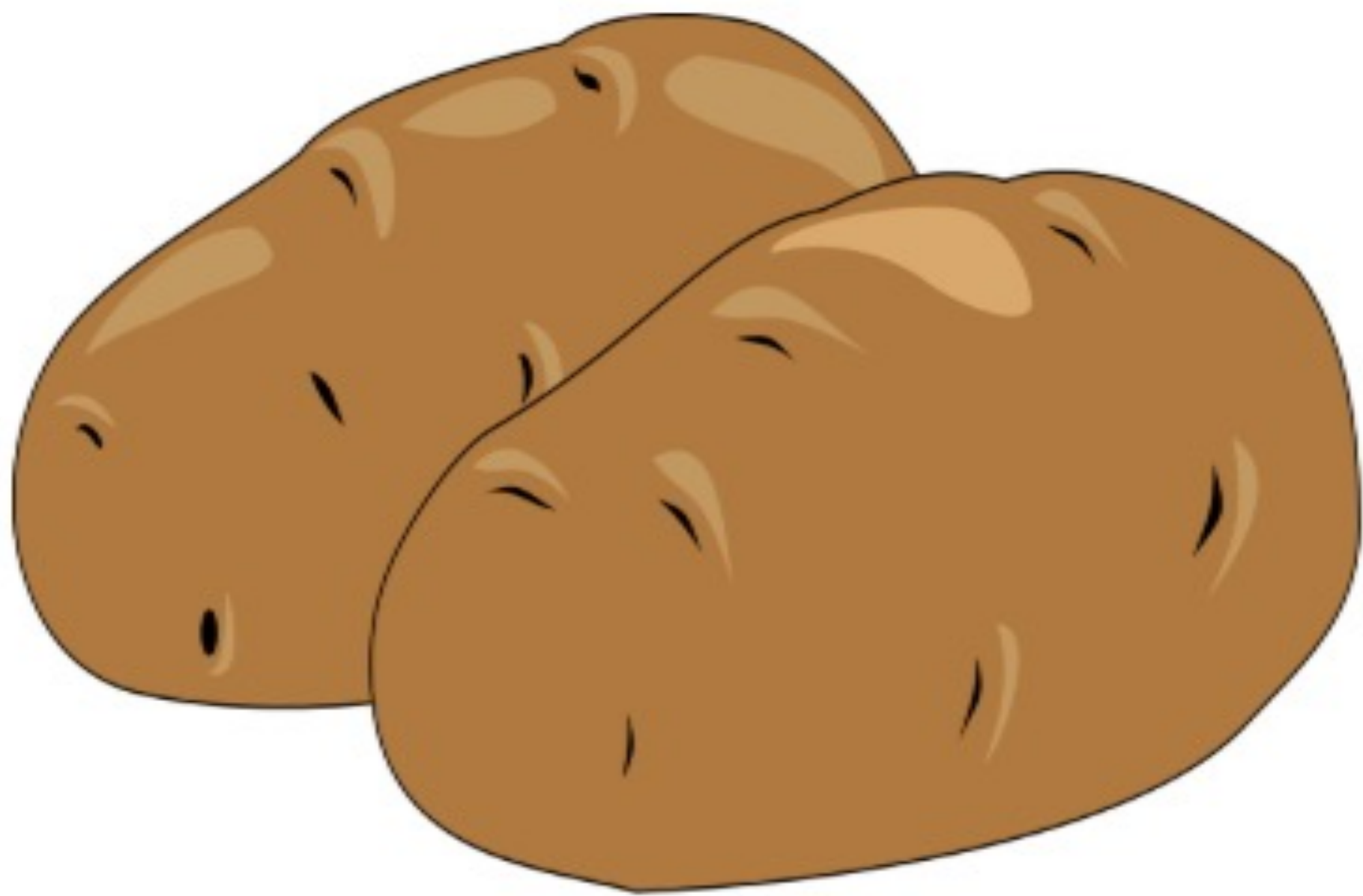


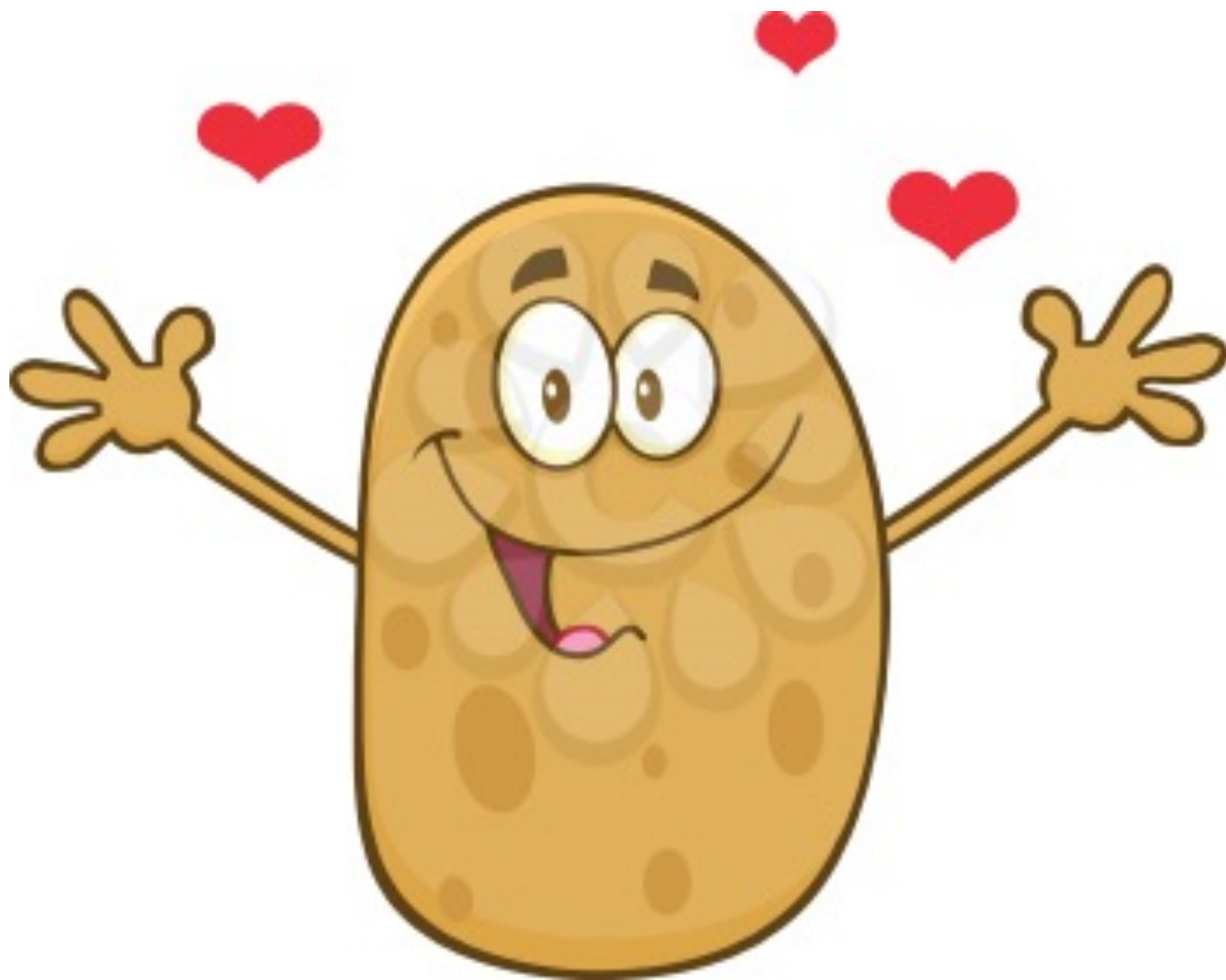


Baked potato, mashed potatoes,
hot french fries . . .

Spuddy Buddy might give you
a big surprise!







Grades
K-3

Color Visuals Included!

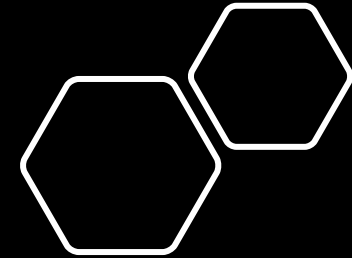


get to the Point!

A collection
of Pointing Pages
and Powerful Plans



Artie Almeida and
Katie Grace Miller



**SEE LESSON
DESCRIPTIONS
ON NEXT PAGE**

Sneak Peek: Get to the Point: A Book of Pointing Pages & Powerful Plans

Book of reproducibles and lessons, by Artie Almeida & Katie Grace Miller.

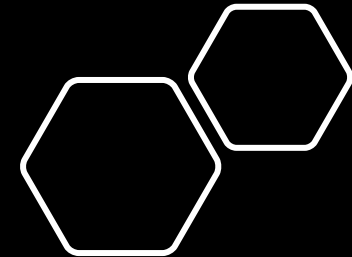
Focus: A multitude of musical concepts

Pointing Pages are visual music fluency tools that offer every student the opportunity to interact with various aspects of a piece of music: beat, rhythm, melodic contour, phrasing, form, etc. They can be used as springboards into a unit or as an assessment tool at the end of a unit. Best of all, Pointing Pages bump up the student engagement and keeps all learners involved in the lesson. These tactile response pages give teachers a powerful too for Individual Accountability, and the assessment of Literacy Skills in the areas of Music, Math and Language Arts.

Each Pointing Page lesson begins with a music-literacy-based pointing page and then transfers to either a **(1) movement lesson or game, (2) instrument activity (3) non-pitched or mallet percussion activity, (4) composition activity, (5) recorder lesson, or other extension opportunity**. See the list of lessons below. All visuals are on Data Disk ready to print onto colorful cardstock.

Pointing Page Lesson Topics:

Bluebird Go Through My Window (Iconic & Staff Notation Pg, Birdie Responders, Circle Game)
Engine, Engine #9 (Rhythm & Melody Pointing Pgs, Note Value Train Game transfer. All Aboard!)
Twinkle Little Star (Melody Contour & Phrase Pointing Pages. Melody Puzzle Packs transfer)
Teddy Bear, Teddy Bear (Sol-Mi, Melody Dir. Pg. Teddy Responders, Children's Book, Mvmt)
Jelly in the Bowl (Melodic Direction pages. Jelly Jar Composition, Perc & Recorder transfers)
Oats, Peas, Beans (Melodic Direction, Audiation. Body Percussion, Non-Pitched Percussion)
Sally Go 'Round the Sun (Phrases, Melody Pointing Page. Skipping Game and Perc transfers)
Go 'Round the Village (Phrases, Beat, Timbre, Form Ptg. Page. Non-pitched Percussion Hoops)
This Old Man (Beat, Rhythm, Phrase Ptg. Page. Orff Instrument and Non-Pitched Percussion)
One, Two, Tie My Shoe (Beat, Rhythm Pointing Page. Non-pitched Percussion and Parody)
Ten in the Bed (Beat, Melody, Arpeggio, Timbre Ptg. Page. Percussion and Ribbon Streamers)
The Sun is Rising (Melodic Direction, Phrasing Pointing Page. Mallet Percussion transfer)
Pick-a-Place (Sol-Mi-La, Composing, Notation Page. Solfege Composition Boards/Bingo Chips)
Frere Jaques (Melody, Rhythm, Intervals Page. Melody Bells, Orff Instruments & Puzzle Pack)
Straight or Bouncy? (Eighth Notes, Dotted 8th/16th Notes. 3-Song Comparison Ptg. Pages)





**One, Two, Buckle My Shoe!
Rhythm Pointing**



One, Two, Buckle My Shoe!
Percussion Transfer



Rhythm Compositions

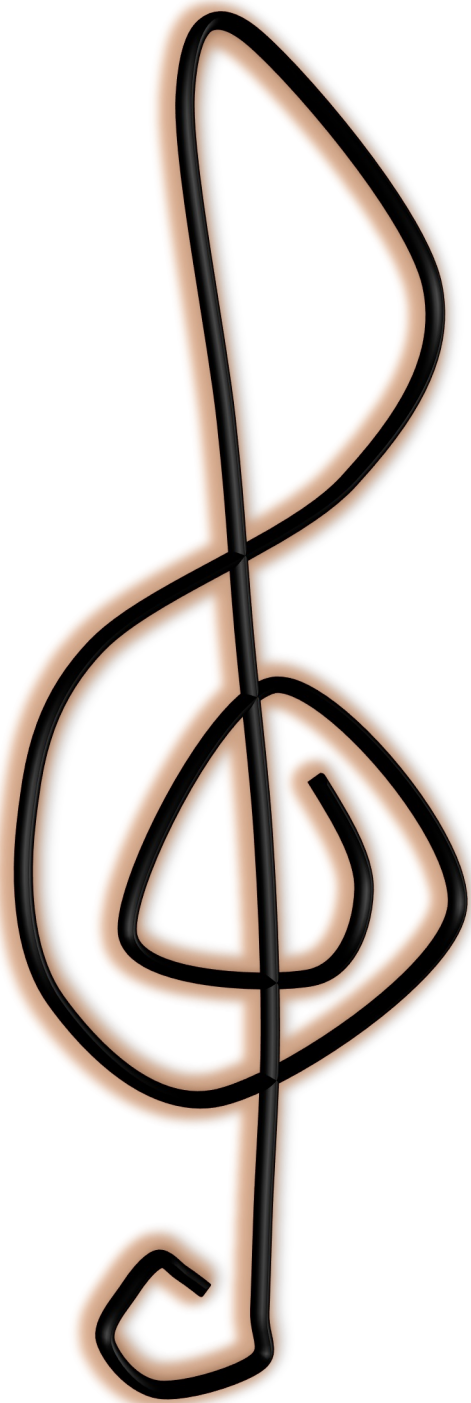


**Teddy Bear, Teddy Bear
Melody Direction Activity**



**Sally Go 'Round the Sun
"Here comes the BOOM!"**





Engine, Engine Number 9



ENGINE, ENGINE #9

















RHYTHM PICTURE POINTING PAGE

 [No Title]			
En-gine	en-gine	num-ber	nine,
			
Go-ing	down Chi-	ca-go	line.
			
If the	train goes	off the	track,
			
Will I	get my	mon-ey	back?

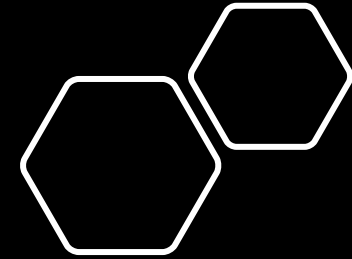
ENGINE, ENGINE #9

RHYTHM NOTATION POINTING PAGE

1. Sing the words and clap the rhythm. Follow the  and the  above the words.

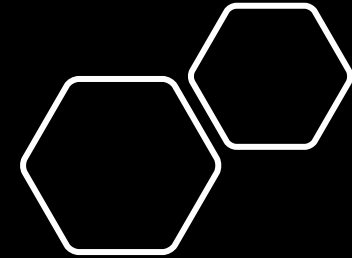
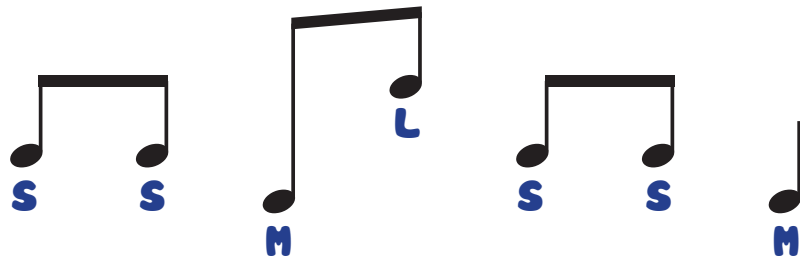
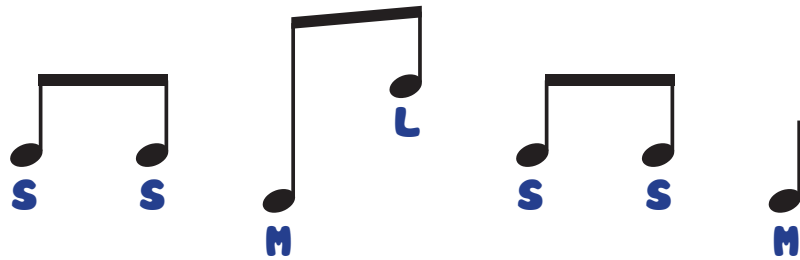
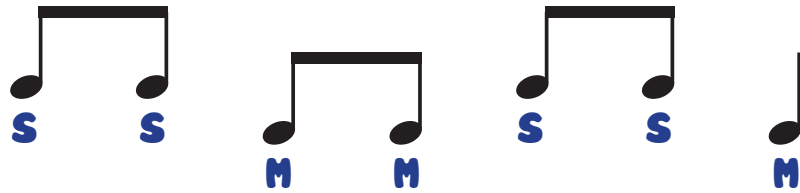
 En-gine	 en-gine	 num-ber	 nine,
 Go-ing	 down Chi-	 ca-go	 line.
 If the	 train goes	 off the	 track,
 Will I	 get my	 mon-ey	 back?

2. Clap and sing the rhythm syllables. Say "ta" for every . Say "ti-ti" for every pair of .



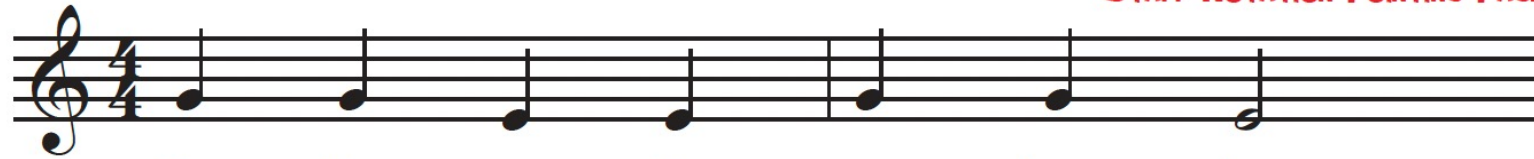
ENGINE, ENGINE #9

SOLFÈGE NOTATION POINTING PAGE

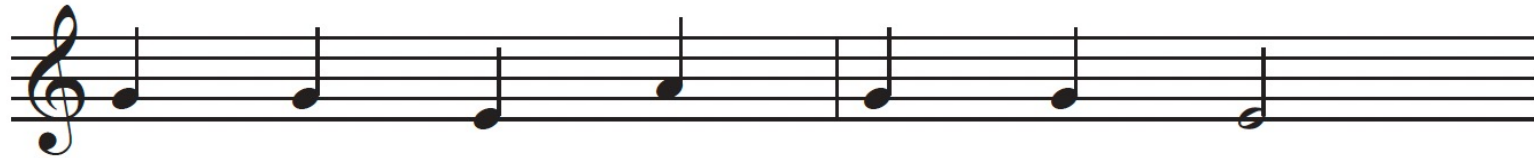


ENGINE, ENGINE #9

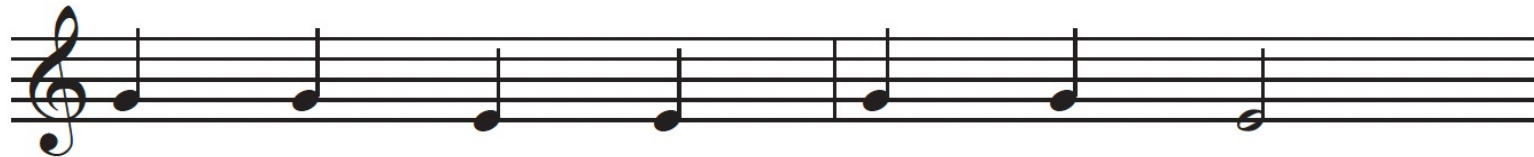
STAFF NOTATION POINTING PAGE



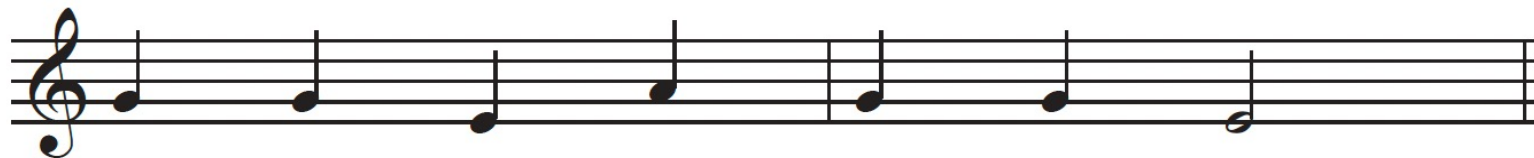
En - gine, en - gine num - ber nine.



Go - ing down Chi - ca - go line.

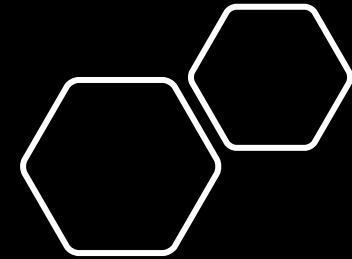


If the train goes off the track,



will I get my mon - ey back?

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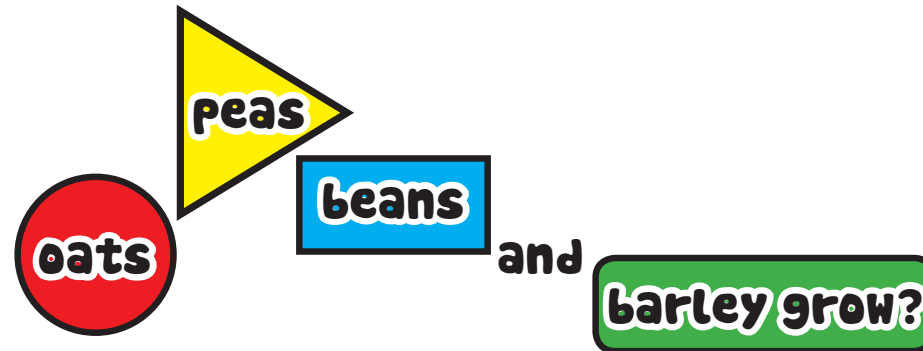
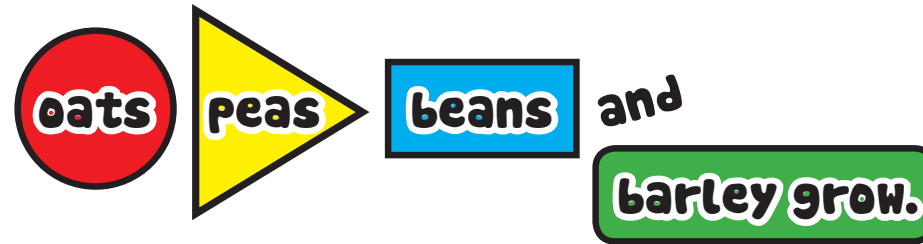
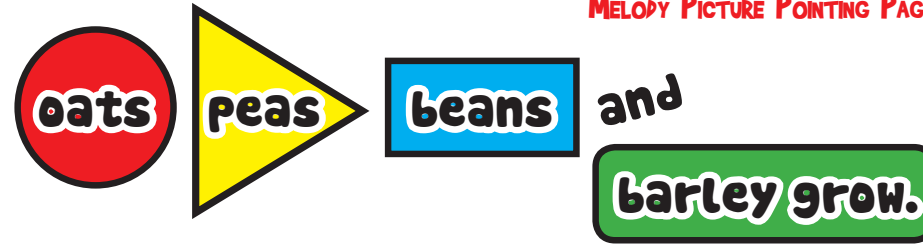




TRAIN DERAILMENT !

OATS, PEAS, BEANS

MELODY PICTURE POINTING PAGE



OATS, PEAS, BEANS

A body percussion and instrument challenge!

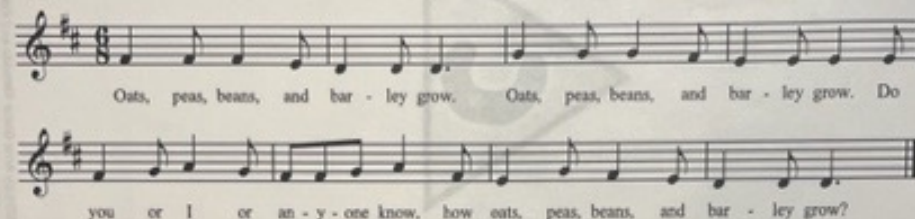
Suggested Grade Levels: 2-3

Focus

- Melodic Direction
- Audiation
- Body Percussion

Materials

- Class set of pointing pages (see page 48)
- Pointing devices (optional)
- Non-pitched percussion



Instructional Steps

Melody Picture Pointing Page

1. Sing the song for the children, showing each of the four phrases by moving your hand and arm in an arc from one side of your body to the other.
2. Direct the children to close their eyes and listen while you sing the song a second time.
3. Ask the children to open their eyes, sing with you, and show the phrase lines.
4. Ask the children the following questions:
 - ♦ How many phrases are in the song?
 - ♦ Do any of the phrases have the same words?
 - ♦ Which phrase has different words from the rest?
5. Sing the song once more, listening to confirm the children's answers to the questions.
6. The third phrase can be challenging. Isolate this phrase and teach it by rote. Then, have the students sing the third phrase while you sing the first, second, and fourth phrases.
7. Switch jobs, with you singing the third phrase while the students sing the others.
8. Display the Melody Picture Pointing Page and sing the song again as a class while you point to the images on the page.
9. Distribute copies of the Melody Picture Pointing Page to your students, along with pointing devices, if you wish.
10. Have the students point to their page while singing the entire song together as a class.
11. Choose four students to be soloists and assign each one a phrase to sing by themselves while the rest of the class audiates (sings in their head) the song. Consider having the soloists come up front with their pointing pages to sing and point during their turns.
12. Repeat this activity with four new soloists, and then divide the class into four groups to sing the piece in the same fashion.
13. Pair up the students, assigning one to be the pointer and another to sing while clapping the rhythm of the piece. ~~Two students will share one pointing page for this activity.~~ When they are done, tell the students to trade jobs and repeat.

Body Percussion Activity

1. Instruct the students to once again look at the recurring patterns on their pointing pages (you may choose to project a digital image of the page for this portion of the lesson). Have the students add a snap on the word "oats" as the class sings again.
2. Continue singing the song three more times, adding more body percussion sounds on each word, as listed below. As you add more body percussion, slow the tempo a little so that the students will have more success. Once they have practiced a few times, return to the original tempo.
 - ♦ First singing: Snap on "oats"
 - ♦ Second singing: Add a clap on "peas"
 - ♦ Third singing: Add a pat on "beans"
 - ♦ Fourth singing: Add stamps on "barley grow"
3. Once the body percussion is established and the students have practiced it a few times, divide the class into four groups. Each group should sing and perform the body percussion for their words only. You can sing the third phrase and the "ands." Fun!
4. For the final body percussion challenge, instruct the entire class to perform all of the body percussion parts while audiating the song.

Non-pitched Percussion/Audiation

1. Working again with four groups of students, assign each group a word and a non-pitched percussion instrument. Perform the song with all of the students singing while they play. You can use the instruments suggested below or choose your own.
 - ♦ Oats: Rhythm Sticks
 - ♦ Peas: Maracas
 - ♦ Beans: Triangles
 - ♦ Barley grow: Drums
2. Eliminate the singing one phrase at a time, until the only words being sung are "Do you or I or anyone know how ..."

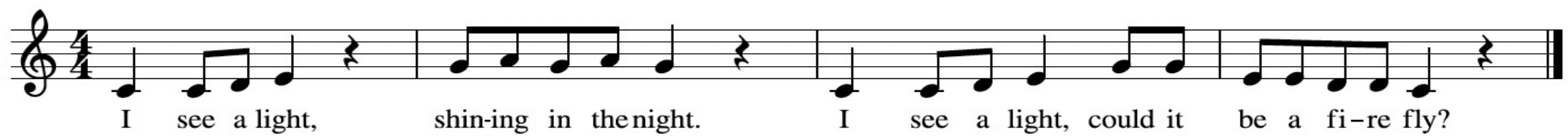


Non-pitched percussion transfer

Eric Carle

The Very Lonely Firefly





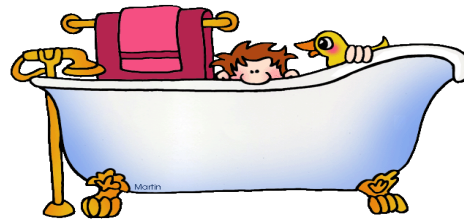
Be the girl on the right

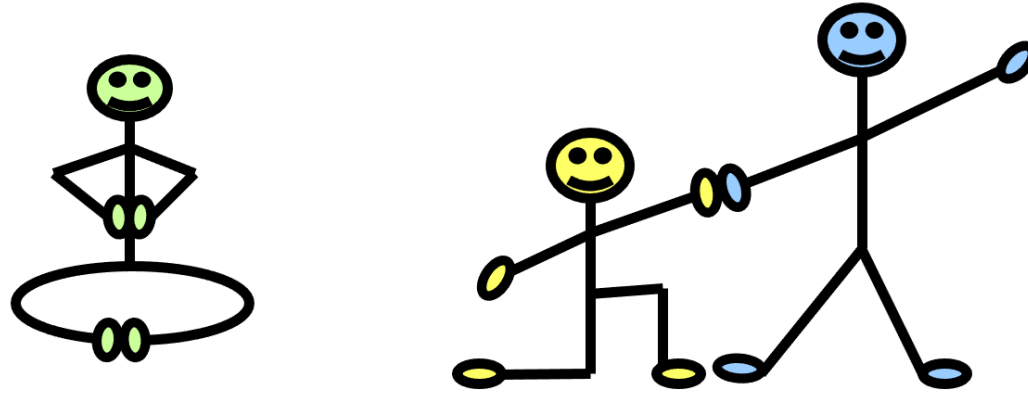


My Sister's Fault by Goldie Gryn

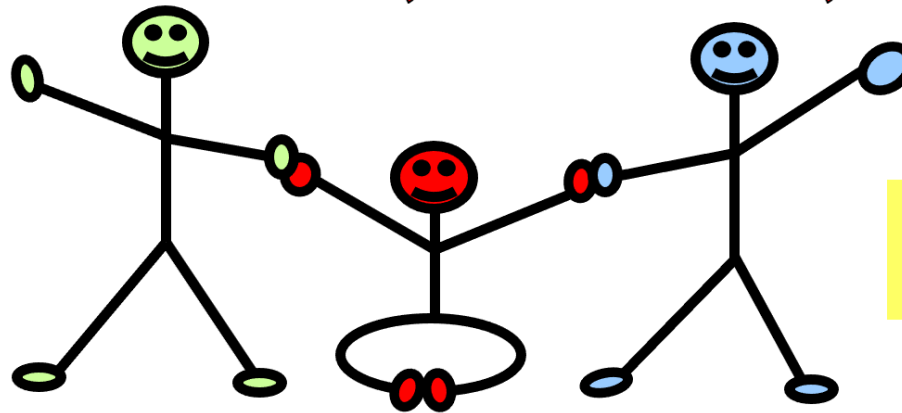
I took a bath in vinegar,
I took a bath in salt.
My body is all wrinkly,
and it's my sister's fault!

She said that I'd be
sparkling clean,
she said it wouldn't hurt.
But now I'm puckered
like a prune,
I wish I'd kept the dirt!!





Stick Figure Mirroring Activities: Individuals, Partners, and Trios



**Created by
Marie Boyett, Ed.D.
Marieboyett@gmail.com**



Artie's Teaching Resources

Woods, Metals, Shakers, Skins

Hoop Group Activities for Your Active Music Room

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The Wonderful World of Non-Pitched Percussion

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Totally Terrific Interactive Games

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A Collection of Pointing Pages and Powerful Plans

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Mallet Madness Strikes Again!

A collection of engaging units for mallet instruments and drums

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- #1—Rhythm Rockets
- #2—Sneaky Snake (vocabulary)
- #3—Beat Strips and Rhythm Markers
- #4—Doggone Dynamics
- #5—Melody Mice
- #6—Percussion Discussion (with CD)
- #7—Mood Meters (with CD)
- #8—Ensembles for Everyone (with CD)
- #9—Style Dials (with CD)
- #10—Super Singers (with CD)

Artie's Jazz Pack

CD included • Games and Activities for Teaching About Jazz in the Classroom



Artie Almeida



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About the Clinician

Dr. Artie Almeida has 37 years of public-school teaching experience and was the music instructor at Bear Lake Elementary in the Orlando FL area, where she taught 1200 K-5 students. Her dynamic performing groups have performed for hundreds of audiences, including AOSA, FMEA, Walt Disney World, and on the NBC Today Show.

Artie's accolades include Florida Music Educator of the Year, Runner-Up for Florida Teacher of the Year, International Educator 2006 (Cambridge UK Biographical Society), school level Teacher of the Year six times, Seminole County Teacher of the Year, and University of Central Florida Alumni of the Decade. Artie is included in the publications Who's Who in American Education and Great Minds of the 21st Century.

Artie was an adjunct professor of music education at the University of Central Florida for 34 years, the saxophone instructor at Valencia State College, the music and movement instructor at Seminole State College and a saxophone performer and instructor. Additionally, she performs early music on woodwinds with Ars Antiqua and the Halifax Consort.

Artie presents music education symposia throughout the world and her 30 publications celebrate innovative delivery systems for K-5 music instruction. Heavy Academics: Delivered Joyfully!

Contact Artie at musicja@me.com

Refer to the following page for a list of Artie's Teaching Resources.