

SING! SING! SING!

Musicplay Live with Artie, Denise and JJ 2023

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Join your colleagues in lessons that will have your students singing joyfully, while addressing audiation, melody direction, intervals, steady beat, and phrases. These fun and challenging opportunities include both primary and intermediate level lessons to encourage musical growth in unique ways.

1. **Stand Up!** (Source: www.musick8.com. Available as a single download)

Focus: Steady Beat, Fun! Refer to the projectable visual provided for lyrics. My students enjoy this in music classes and did it as an audience participation song at a school PTA meeting. Have the children demonstrate the song first then invite their parents to join in the fun and challenging motions that go with it!

2. **One Finger Kept Moving** (Source: **Sing! Sing! Sing!** book by Almeida)

Focus: Steady Beat, Tuneful Singing, Phrases, Cumulative Song. Refer to the visual for notation.

1. Begin singing the song for students with no introductory comments.
2. Using the thumb and first finger of your dominant hand, tap the finger against the thumb energetically, in **large** motions to the steady beat, while you sing Verse 1.
Verse 1: "One Finger, one finger, kept moving, kept moving, kept moving.
One finger, one finger, kept moving, Hi-ho! Hi-ho! Hi-ho!"
3. Invite children to join you in singing and doing the finger motions.
4. Ask them to listen to your next solo and sing verse 2 for them.
Verse 2: "One Finger, two fingers kept moving, kept moving, kept moving.
One finger, two fingers, kept moving, Hi-ho! Hi-ho! Hi-ho!"
5. Ask the children to raise their hand if they can describe for their classmates what is happening in this song. Help elicit the nature of the cumulative event (an "add-em-up" song!) and tell them you hope they had a nice big breakfast (or lunch) because "they're gonna need it!"
6. Invite the children to stand and sing - and be ready for some surprises.
7. Continue with the singing of Verses 3 through 8. They are listed in the PPT and also at the bottom of this plan. In all the subsequent verses, **sing quite slowly and dramatically on the additive parts of the songs**. The additive sequence happens twice in each verse, getting longer with each new body part added. Sing much more quickly each time you get to the "kept moving" lyrics, as opposed to the body part words.
8. At the end of the song tell them you have some homework to assign them for tonight. After the groans subside, inform them that they are to go home and teach their family members this song! Assure them that it will be so hilarious to see their family trying to sing this song and do all the motions, that they'll wish they'd shot video of the event! ☺
9. Ask them to report back next week and let you know how they did as "the music teacher" to their families.
Verse 3: One finger, two fingers, one elbow kept moving . . .
Verse 4: One finger, two fingers, one elbow, two elbows kept moving . . .
Verse 5: One finger, two fingers, one elbow, two elbows, one foot kept moving . . .
Verse 6: One finger, two fingers, one elbow, two elbows, one foot, two feet kept moving . . .
Verse 7: One finger, two fingers, one elbow, two elbows, one foot, two feet, one head kept moving . . .
Verse 8: One finger, two fingers, one elbow, two elbows, one foot, two feet, one head, one body kept moving . . . (Staging suggestions on next page)

ON STAGE!

- *One Finger Kept Moving* is a hilariously fun piece to add to a concert or show as an audience participation event. Choose some dynamic students to line up on the front of the stage to lead the audience in the movements for the song. For even more smiles, **invite a few parents up to be on stage**, trying their best to get through all the movements!

3. Little Cabin in the Wood (Source: **Singing Fun and Games!** book by Almeida)

Focus: Steady Beat, Phrases, Audiation. Refer to the adorable child-appealing visual for the song notation, fun bunny facts and more.

1. Perform a dramatic rendition of the song for children, adding the motions for each phrase and hamming it up on the various parts of the song.
2. Begin the audiation portion of the lesson. Use a *sung* cue (on low Sol, then up to Do) of "Get ready, here we go!" Then *audiate* Phrase #1 while tongue-clicking the beat, and then sing the rest of the song aloud (with motions for all phrases). Continue in this fashion, replacing each consecutive phrase with tongue clicks and the hand motions listed below. Adjust the oral cavity to (roughly) approximate the melodic direction of each phrase.
3. For *The Audiation Final Exam* (*spoken snootily – with nose in air*) instruct the children to audiate all the lyrics except the final word "hide." Encourage them to make that last sung note beautiful and in tune by remembering to audiate the entire song in preparation! If it is in tune and gorgeous – you get a A+ on your test. ☺
4. Encourage the children to go home and teach this song to their families and friends.

Hand Motions for Little Cabin in the Wood:

Phrase 1 – Make a roof shape, using both hands, and bounce it up and down to the beat.

Phrase 2 – Shade eyes with one hand and move your head from the students' left to right, to the beat.

Phrase 3 – Use bunny ears (with fingers) moving them from students' left to right with a hopping motion.

Phrase 4 – Use your hand to "knock on the door" five times.

Phrase 5 – Wave both arms up and down three times with a strong voice and frightened face.

Phrase 6 – Thrust both hands out, palms up, to the sides emphatically. For "terrified," place both hands on side of face, with a shocked look on your face.

Phrase 7 – Gesture with a "come here" motion, four times to the beat, with one hand.

Phrase 8 – Make bunny ears with one hand & gently pet "the ears" 3 times to the beat of "Safely you may hide."

4. The Horse Went Around (Source: **Singing Fun and Games!** book by Almeida)

Focus: Fermata, Phrases, Audiation. **My melody for this fun song is the theme from *The Finale to the William Tell Overture***, the famous "horse piece" with which most children are familiar. Begin the lesson with some horse questions for the children.

- Does anyone in this class own a horse?
 - How many of you have ridden a horse?
 - If you could adopt a horse today, what color and size horse would it be?
1. Display the visual and discuss the fermata over the first note. Instruct students to make an "O" shape with their fingers each time the "Oh . . ." is sung. Have fun with the length of this fermata, making it different each time! ☺
 2. Sing the song to the children, leading them to realize that most of them have heard this melody before . . . *The main theme to The William Tell Overture finale.* (Feel free to shout out "*Hi- Ho, Silver!*")
 3. Discuss audiation (inner hearing) with the children and explain that this audiation song is challenging because it "takes away" the words from the *end of the song*, rather than the beginning like usual.
 4. Display the visual and perform the entire song. Consider doing a "quick quiz" a few times in the activity, by asking all the children to sing the home tone out loud before some of the verses. This helps you get a read on how many children are actually singing the piece in their heads.

5. Walk Old Joe

Focus: Steady Beat, Tempo. I used this a baby bounce song for the little people in my family over the years, and then used it in my school classes with stick horses for the primary-aged children. Discuss the three tempi terms: Moderato, Allegro, Presto and listen to the metronome for each marking: Walk = 112 bpm. Trot = 156 bpm and Gallop = 200 bpm. Prepare with lap patting, then transfer to stick horses. Be sure to stress safety

while “riding.” Consider giving horses snacks from the riders’ pockets and then grooming them at the end of the ride. ☺

6. Booktime: Alexander and the Terrible, Horrible, No Good, Very Bad Day. Book by Judith Viorst
(Source: *Mallet Madness* book by Almeida)

Focus: *Rhythm Patterns, Non-Pitched Percussion Timbres, Expressive Speech*

This lesson works well with four groups of students seated around hula hoops, in a “Hoop Group” configuration.

Process:

1. Teacher displays rhythm segment flash cards, demonstrates pattern by clapping and speaking, then invites they children to speak it with them. Repeat this, clapping the pattern while speaking.

2. Practice doing a “drumroll” on laps whenever the teacher speaks the word “Australia.”

3. Add a crescendo/decrescendo to the “Australia” drumroll, getting gradually louder, then softer.

4. Divide children into four groups, assigning each group one pattern to speak and clap:

- Group 1 - “Terrible!”
- Group 2 - “Horrible!”
- Group 3 - “No Good!”
- Group 4 - “Very bad!”
- Then **ALL** groups perform “Day!”

5. Practice performing the four parts to a steady beat a few times, then assign instruments.

- Group 1=Sticks
- Group 2=Tambourines
- Group 3=Maracas or Guiros
- Group 4= Drums.
- ALL students play on “Day!”

6. Teacher reads book dramatically while students play on each refrain.

7. Encourage students to check the book out of the library and share the lesson with their families. Families can consider using kitchen mixing bowls or plastic storage containers, struck with silverware items, to play the four parts of the refrain during their reading of the book. A variety of other “found sounds” can be substituted for bowls or plastic containers. ☺

7. Scotland’s Burning

Focus: *Harmony, Rounds, Steady Beat, Phrases.* Help children locate Edinburgh, Scotland on a map and discuss if desired. This is frequently listed as a Scottish children’s song, but some versions are titled “London’s Burning,” referencing England. Different sources have listed this as the Edinburgh fire of 1544, or the Great Fire of London in 1666. Check the numerous sources and decide which lyrics you wish to use.

1. Demonstrate song for children, then invite them to sing with you.

2. Repeat the singing with children keeping their eyes closed. Open eyes when done. Practice a few more times.

3. Sing as 2-part round.

4. Sing as 3-part round, if you feel the students are ready.

5. Add motions, while singing in unison, then in a round

Motions:

Phrase 1: Hands down by sides, then up in air and repeat (4 beats)

Phrase 2: Shade eyes with one hand and look from one side to the other 2 times (4 beats)

Phrase 3: Wave hands quickly in air on each side of face four times (with a panicked expression), leaning slightly from side to side on each beat

Phrase 4: Make a “bucket grabbing” motion, then a motion of “tossing the water.” (repeat)

(Continued on next page)

Bucket Game

1. Line up students in three rows - of 8 people each, one row behind another. If there are extra students, you could add one student to each of the other lines, modifying the motions accordingly, or make a new, shorter line in the back and help the students brainstorm a modification for their row.
2. Give first student in each row a small, plastic beach bucket (available at the dollar-type stores). Sing song and add the following motions:
3. **"Scotland's burning"**: Student #1 gently bounces the bucket down and up one time, on the first beat ("Scotland's") and passes it to Student #2 on the second beat ("burning").
4. **Repeat singing of "Scotland's burning"**: Student #2 passes it on immediately as do students #3 and #4.
5. **"Look out! Look out!"** On these lyrics the bucket moves from student #5 to #6, #7 and #8.
6. **"Fire! Fire! Fire! Fire!"**: Students at the end of each row who are holding the buckets (#8 students), pretend to toss water out of the bucket (to their left side) for four beats in a row.
7. **"Pour on water, pour on water"**: Students #8 (who just "tossed the water") quickly run behind their row, back to the front of their line of 8 students, while all the other students in the row take one step to their left, making room for the runner to stand in position #1 in the line.
8. The song immediately begins again, with a new "runner" each verse until all eight children have had a turn. Remind the students that the #1 student in line each time must hold the bucket and bounce it once for the #1 beat that is on the first word of the song. Otherwise, it goes down the row too soon.

Optional addition: Put a small amount of large confetti-type pieces in each bucket. I used regular copy paper and cut it into small squares, about 2" in diameter (for easy clean-up). This provides a fun visual component to the tossing of the water on the first verse. The larger size pieces of "confetti" make for quick and easy clean up.

LESSON ADDITIONS . . .

This is a fun song to add to an evening performance program. Choose student leaders (assisted by your chorus) to teach the song to the parents, then invite some parents to join the one or two children who led the lesson in playing the bucket game. If there is room, you could have two lines of "performers", one near the right-hand side of the stage and one near the left. Encourage the audience to sing along and add the hand motions for the event!