



**MOVING TOWARD MASTERY:
IN KID-FRIENDLY WAYS!**

ARTIE ALMEIDA, CLINICIAN

**PUTNAM COUNTY, TENNESSEE
ELEMENTARY MUSIC
EDUCATION FACULTY**

Grades
9-12

Color master included

Get to the Point!

A collection
of Pointing Pages
and Powerful Plans



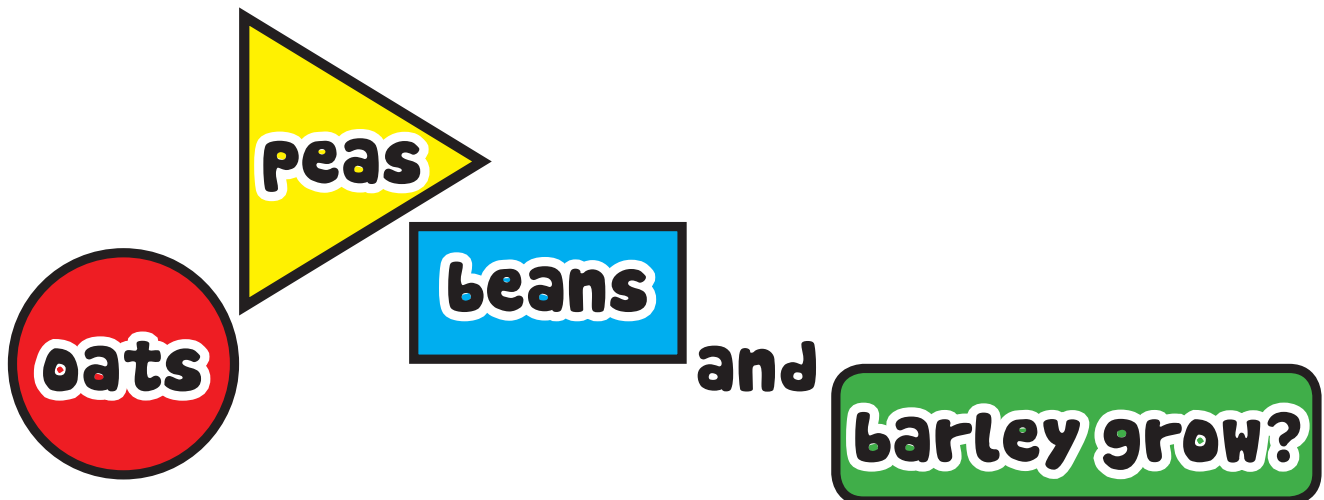
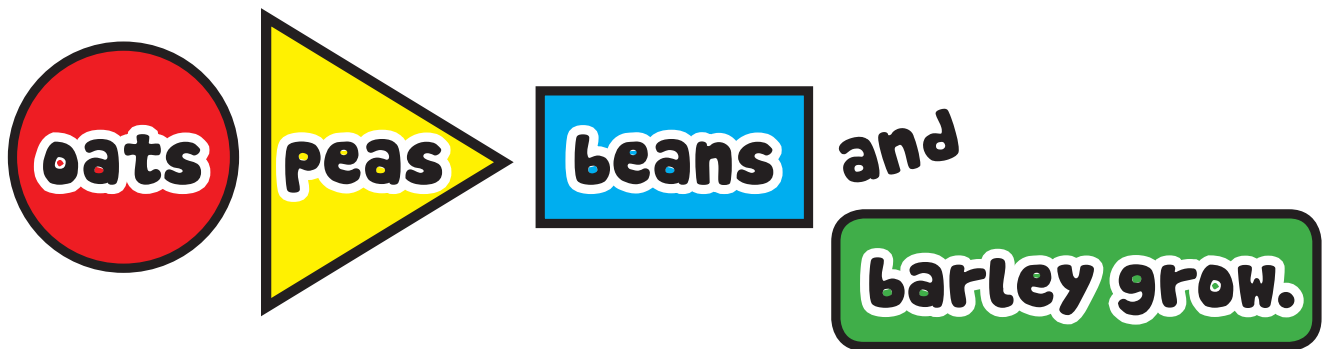
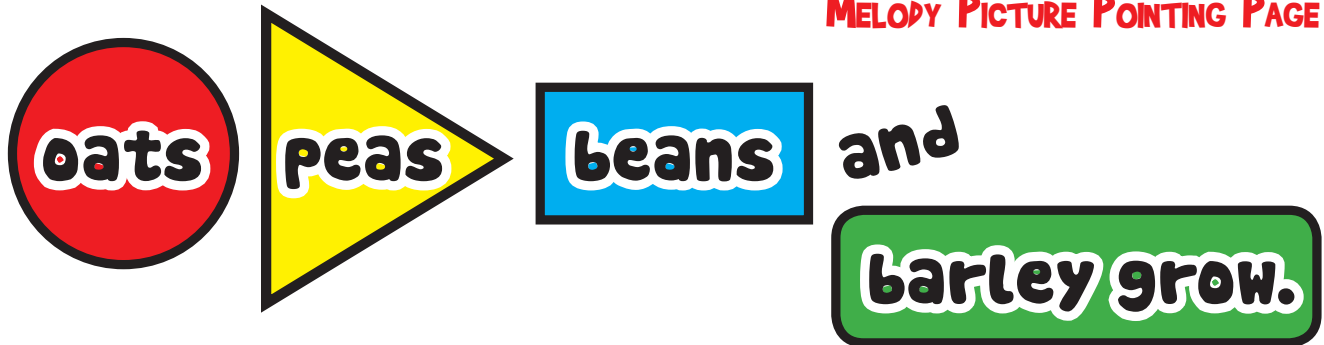
Artie Almeida and
Katie Grace Miller





OATS, PEAS, BEANS

MELODY PICTURE POINTING PAGE



Lesson Created by Katie Grace Miller

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

The image shows two staves of musical notation in G major (one sharp) and 4/4 time. The melody is simple and repetitive. The lyrics are written below the notes.

Oats, peas, beans, and bar - ley grow. Oats, peas, beans, and bar - ley grow. Do
you or I or an - y - one know, how oats, peas, beans, and bar - ley grow?

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

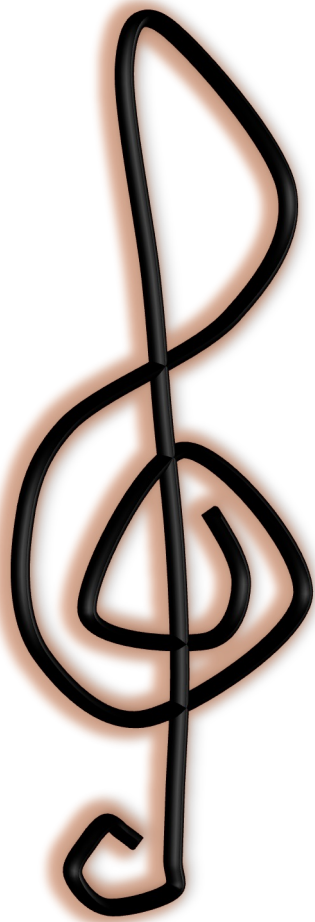
1. Instruct the students to once again look at the recurring patterns on their pointing pages (you may choose to project a digital image of the page for this portion of the lesson). Have the students add a snap on the word "oats" as the class sings again.
2. Continue singing the song three more times, 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

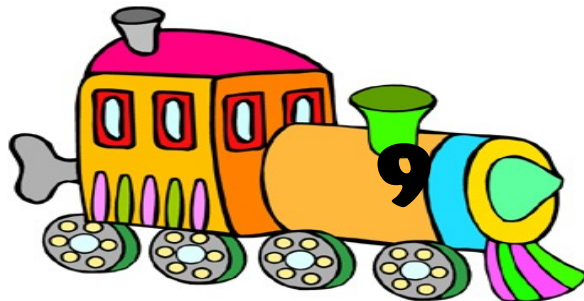
1. Working again with four groups of students, assign each group a word and a non-pitched percussion instrument. Perform the song with all of the students singing while they play. You can use the instruments suggested below or choose your own.
 - ◆ Oats: Rhythm Sticks
 - ◆ Peas: Maracas
 - ◆ Beans: Triangles
 - ◆ 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



















Engine, Engine
Number 9



Note Value Fun!

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

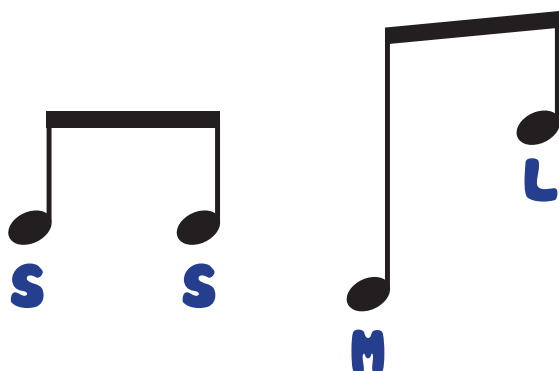
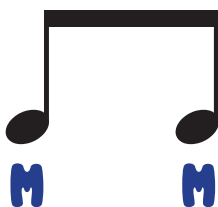
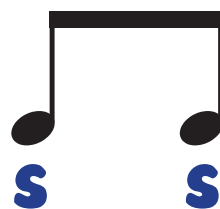
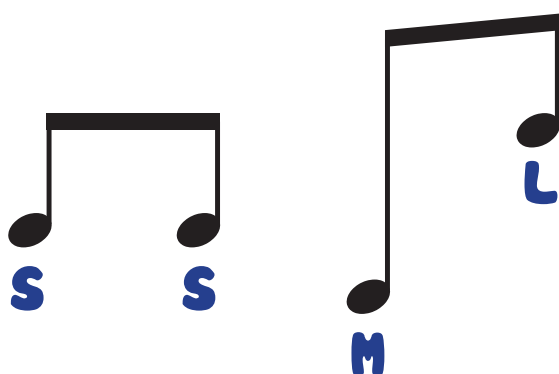
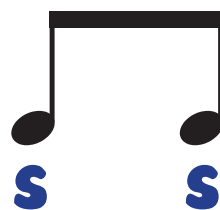
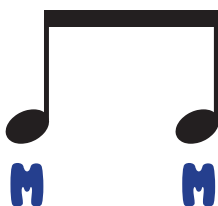
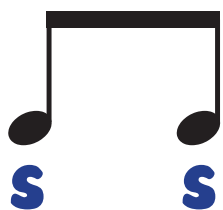
1. Sing the words and clap the rhythm. Follow the  and the  above the words.

 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 .

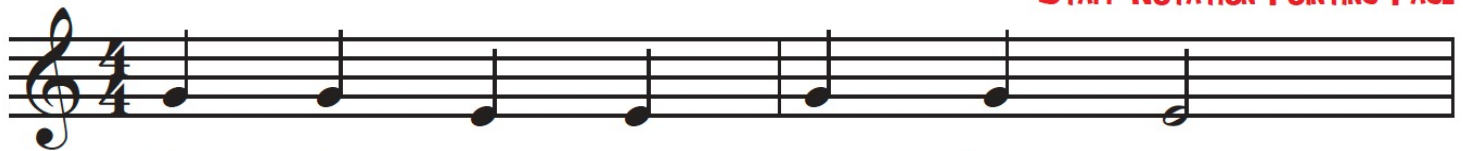
ENGINE, ENGINE #9

SOLFÈGE NOTATION POINTING PAGE

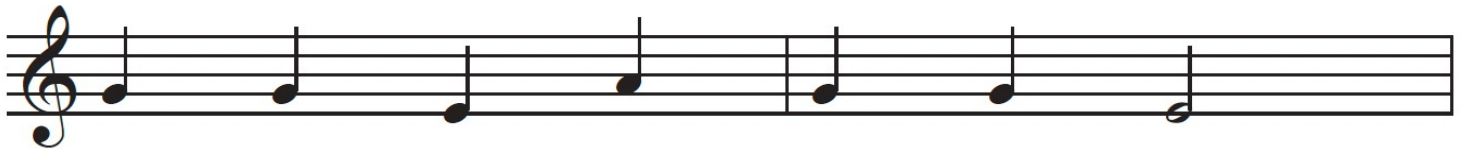


ENGINE, ENGINE #9

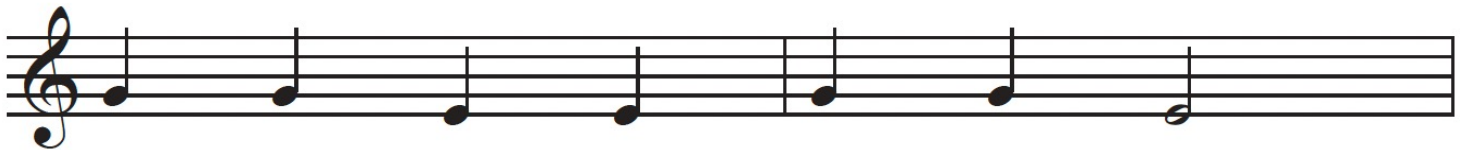
STAFF NOTATION POINTING PAGE



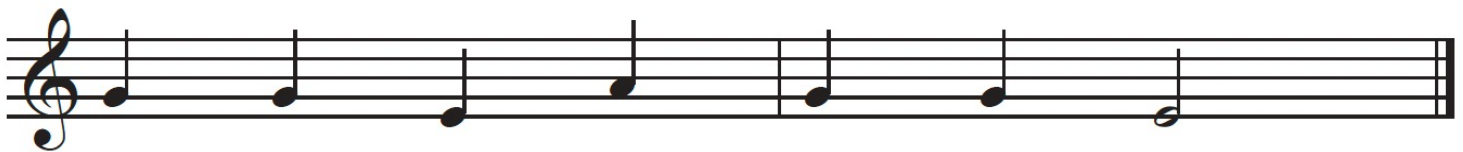
En - gine, en - gine num - ber nine.



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 !

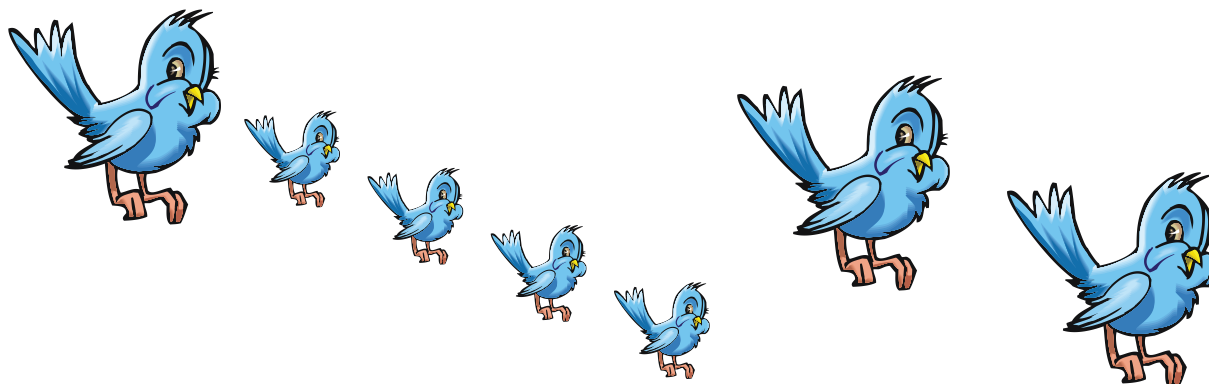
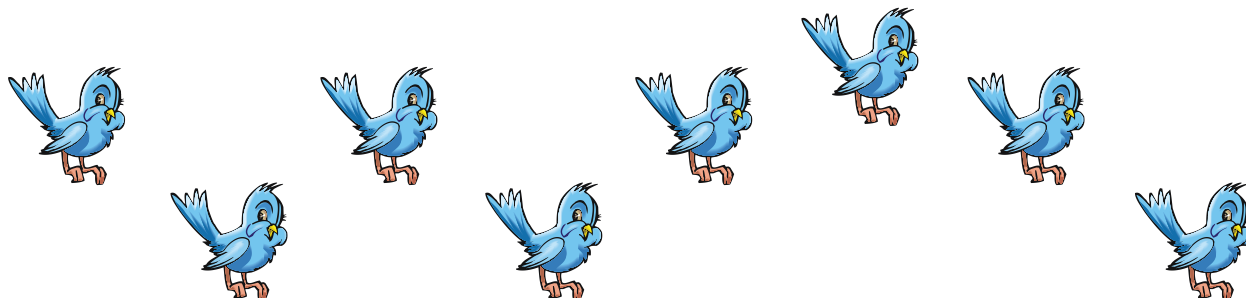
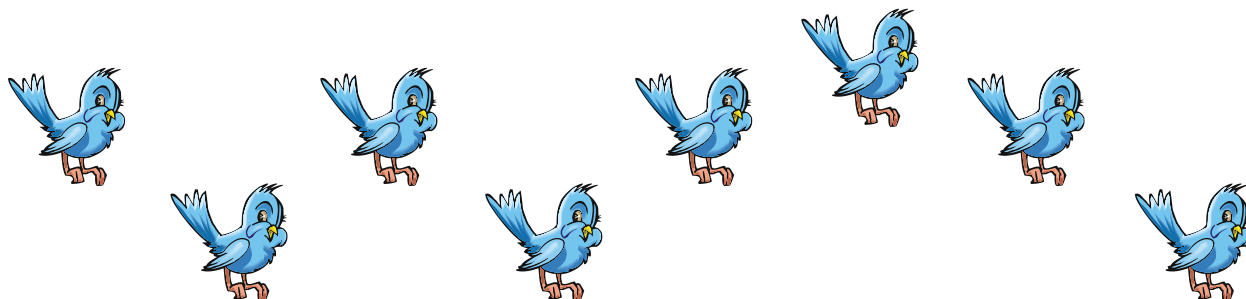
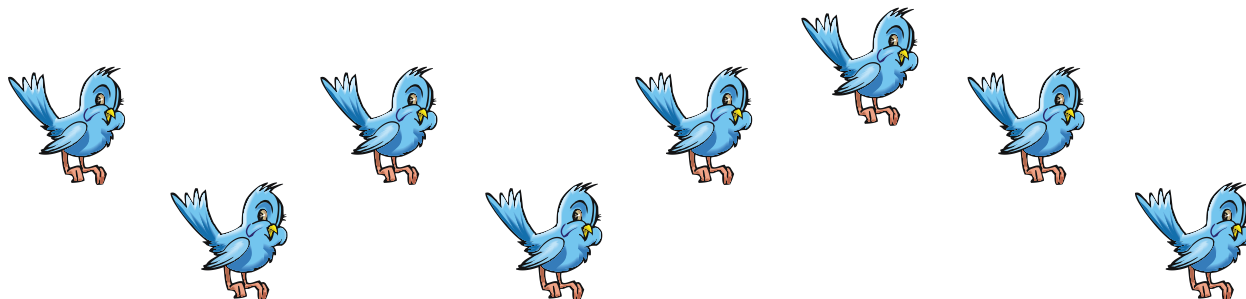
BIRDIE RESPONDERS

(SEE DIRECTIONS ON PAGE 7)



BLUEBIRD, BLUEBIRD, THROUGH MY WINDOW

MELODY PICTURE POINTING PAGE





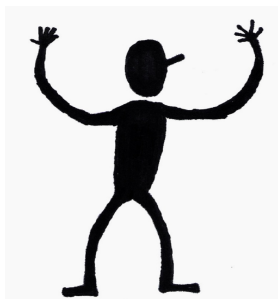
BLUEBIRD, BLUEBIRD THROUGH MY WINDOW



1. Teacher sings with puppet
2. Tchr repeats, with students' eyes closed
3. Students use responders, T sings
4. Students use responders, sing with T
5. Project melody pointing page
6. Teacher points, all sing
7. Teacher chooses student pointers
8. Repeat several times
9. Distribute Pointing Pages – All Pt & Sing
10. Discuss long/short notes
11. Discuss melodic direction
12. Trade phrases (singing),
Teacher/Students
13. Trade phrases, Boys/Girls
14. Soloists for first three phrases, all on #4
15. Sing/point at varying tempi
16. Point while singing w/neutral syllable
“la”
17. Students point while teacher plays
melody on an instrument
18. Students point and sing while teacher
plays melody on an instrument



**LET'S FOCUS ON LONG AND SHORT
PHRASES WITH ...**



THE FREEZE GAME !

**AVAILABLE AS A SINGLE DOWNLOAD
FROM WWW.MUSICK8.COM**

Introduction – 8 measures

A

Move for two measures/Freeze for two measures (four sets)

B

Move–move–move–move–freeze (four sets)

A

Move for two measures/Freeze for two measures (four sets)

B

Move–move–move–move–freeze (four sets)



A

Move two measures/Freeze two measures (4 sets) – **FREEZE!**





**DON'T FORGET
TO HAVE FUN WITH
YOUR STUDENTS.
DANCE. SING. ACT.
DRESS UP. BE SILLY. LAUGH.
REMEMBER,
THEY ARE ONLY LITTLE ONCE.**

MISS DECARBO