

# MOVING TOWARD MASTERY ... IN KID-FRIENDLY WAYS!

Rio Grande Valley Chapter of AOSA  
Clinician: Artie Almeida, Ed.D.

## 1. Sevens: Body Percussion Lesson with Drum Transfer

(YouTube Location: Search Clapping Games, then Sevens. Two girls demo)

The form is A-B-C-D-C-B-A. 1st time= BP, 2nd time = add tubanos.

Our speech cues as we're learning:

Section A: 1-2-3-4-5-6-7 (repeat)

Section B: 1-and-2-and-3-and-4 (repeat)

Section C: 1-2-3-1-2-3-1 (repeat)

Section D: Criss-cross-1-2-3-2-1 (repeat)



## 2. Tempo Poems (Almeida)

**Source:** Singing Fun and Games! (Book by Almeida – this activity is part of the “Chester” lesson plan)

**Focus:** Tempo Vocabulary, Accurate Movement Response to a Variety of Tempi

**Materials:** Tempi Flash Cards with poems (print or display on screen), Temple Blocks or Tick-Tock Block

**Process:** Use a metronome to demonstrate various tempi for students. Prep the Tempo Poems with the teacher playing the steady beat on temple blocks, having students echo each phrase. Transfer to students moving creatively throughout the room while speaking the poems while teacher plays the steady beat on temple blocks or a tick-tock block.

### ADAGIO:

Adagio . . . Adagio . . . Adagio means slow . . . (repeat)

### MODERATO:

Moderato, Moderato, Moderato, medium! (repeat)

### ALLEGRO:

Allegro, Allegro, Allegro is fast (rising inflection) . . .

Allegro, Allegro, Allegro is fast (falling inflection) (repeat)

### PRESTO:

Presto, Presto, very fast . . . Presto, Presto, very fast . . . Presto, Presto, very fast!



## 3. Chester (Parody of Yankee Doodle)

**Source:** Singing Fun and Games! (Book by Almeida)

**Focus:** Phrases, Tempo, Fermata

**Process:** Add motions on colored words, one phrase at a time. For the grand finale, sing three times, increasing tempo. Transfer to stepping and speaking each poem in order.

**This lesson works well for audience participation in a concert setting! Use student leaders to teach the song and game. Invite 4 or 5 parents to come up on stage for the fun!**

## 4. Crazy 8s & Reverse Crazy 8s (Barred Instruments, Tubanos, Pop Toobs)

**Focus:** Steady Beat, 8-Beat Phrases, Quarter Notes & Rests

**Crazy 8s:** Instruct the students to clap a series of 8-beat phrases, first clapping only on beat 1, then beats 1 and 2, adding until all 8 beats in the phrase are played. It may take a few tries to get this correct, as one child's mistake can throw off the rest of the group. Our first experience with this utilizes clapping only, but the children love following that up with a transfer to drums.

**Reverse Crazy 8s:** Begin with clapping all 8 beats, then the first 7, the first 6, etc. down to just 1 clapped beat. For a fun finish, or in a subsequent lesson, consider using **Pop Toobs** on a horizontally held drumstick. After you pass out these “non-traditional instruments,” plan for an extra 5 minutes, in order for the laughter to subside!

## 5. Engine, Engine #9: A Pointing Page Lesson

**Source:** Get to the Point book by Artie Almeida & Katie Grace Miller

**Focus:** Steady Beat, Rhythms, Melodic Direction, Sol-Mi-La, Coda, Crescendo)

**Materials:** A Pointing Page (2-sided) for each student (laminated is best!). A Pointing Device if possible (e.g., feathers, silly drink stirrers (sand down any pointy ends), etc. Pointing with fingers is not as much fun for the kiddos!

**There are four pointing pages provided for you in the Visual Support for this lesson:**

1. Picture Page with train engines (Rhythm Picture Pointing Page)
2. Page with eighth notes and quarter notes (Rhythm Notation Pointing Page)
3. Solfege Notation Page (S-M-L)
4. Staff Notation Page (Key of C)

**Sample Process (full lesson instruction details are provided in visual):**

1. Speak the Engine #9 poem for children. Teach song on sol-mi-la.
2. Add hand motions: (Phrase 1) Move your hands in the classic “choo choo” fashion. (Phrase 2) weave hands forward as if following the curved tracks. (Phrase 3) Show train falling off track with hands. (Phrase 4) hands out as if asking a question, then rub fingers and thumb together to indicate money. Ask children to join you in this poem with motions a few times.
3. Invite children to stand, join you in speaking the poem with motions.
4. Demonstrate speaking while pointing to the first picture page. Then hand out the two-sided pointing page (pics/rhythm notation) to children and have them try to point to each picture or notehead as they speak with you. This will be very difficult for some children for a few classes.
5. Using rhythm pointing page alternating measures, divide the class into four groups – one to perform each phrase, transfer to non-pitched percussion, etc. (continued in PPT)
6. Fun Movement Transfer! Divide class into small groups (4 or 5 children) to make “trains” that move around the room to the various note values. To make the trains have children put their hands on the shoulders of the child in front of them. Lead child is the “engineer” who takes them in a winding path around the room, enjoying the quickening tempi.

**The full lesson plan pages for all four Pointing Page iterations are provided for you in the downloadable visuals for this lesson**

## 6. Oats, Peas, Beans

**Source:** Get to the Point book by Artie Almeida & Katie Grace Miller

**Focus:** Melodic Direction, Audiation, Body Percussion

This full Pointing Page lesson is provided for you in the downloadable visuals for this session.

## 7. Freeze! (John Riggio, MusicK8.com)

**Source:** Musick8 magazine, Vol. 14/2, p.52. Also Available as a single downloadable from [www.musick8.com](http://www.musick8.com)

**Focus:** Short and Long phrases, Phrase Form, Steady Beat, Quarter Notes & Rests

**Process:** This super-fun freeze song is brought to us by the great team at Musick8.com. It is available as a single download on their website and is sure to be a hit with your students! Listen first time through and discuss phrase lengths. Play a portion of the song again, leading children in drawing phrase lines (from their left-to-right) to show the length. Display Form Visual and analyze page 2, noting the difference in phrase lengths, with two phrases only having 4 beats of moving before a freeze. The pattern of beats is 8-8-4-4-8. With students still seated, play the piece and have them draw phrase arcs, singing along with the piece and listening for the two shouted cues “Freeze!” at the end. In preparation for moving throughout the room, define the space in which they are allowed to move and discuss safety for all. Remind them that the word “Freeze!” will be two shouted two times at the end and to hold their pose when done.