

# Music lessons

## Middle School - Lesson 11 (November Week 3)

Save paper and ink! Just read the PDF and don't print it.  
All the instructions are given in the module on  
[www.musicplayonline.com](http://www.musicplayonline.com).

**Concepts:** beat, string family, analyze, interpret, mood, mozart, play along, high do

### Objectives:

- I can keep a steady beat
- I can describe the string family
- I can read, create and perform rhythms with syncopations

### Songs/Activities:

- Perform a modified version of the Sevens hand clap pattern to the song, "Green Sally Up"
- Create a B section for "Green Sally" and create a new hand clap pattern for this section.
- Learn about the String Family
- Learn about Mozart, and move with ribbons/scarves to "Agitate"
- Play the Which Rhythm game and Poison Melody to practice reading syncopated notes.
- Play along with Listen 4 #8 "Agitate"
- Create and perform your own syncopated rhythm composition.

## Teaching Procedure

### Activity #1: Listen to song #33 "Green Sally Up"

Listen to the song, "Green Sally Up"

Instead of playing the clap game, we're going to play a modified version of the Sevens clap game with this selection.



## Activity #2: Play a modified version of the Sevens clap game with "Green Sally Up"

Play a modified version of the Sevens clap game with "Green Sally Up"

In the Sevens game, we usually do each pattern twice.

With the song, "Green Sally Up" do each pattern once.

Pattern 1-2-3-4-3-2 - you won't do pattern 1 at the end.



## Activity #3: Create a spoken B section for the song, "Green Sally Up"

Create a spoken B section for the song, "Green Sally Up"

In the song, Green Sally was UP. Then DOWN.

Make up a rhyme using your own name and up/down.

For example:

Denise is up. Denise is down.

Denise is dancing all around the town.

You can use up/down, in/out, here/there, high/low as part of your rhyme.

When you have created your rhyme, create a new clap pattern to accompany your rhyme.

Sing the song as an A section, then perform your rhyme as a B section.

In-person: Invite students to perform their rhymes for the class.

Create a performance using the song as an A section, and the rhymes as B C D sections.

**Green Sally Up Rhyme**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Make up a rhyme using your own name and up/down.  
For example:  
Denise is up. Denise is down.  
Denise is dancing all around the town.

Your turn!  
Use your name. Decide if you will go up/down, in/out, here/there, or high/low.

\_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_ is \_\_\_\_\_

Try your rhyme with the following clap patterns:

pot clap pot clap pot clap pot

pot clap snap pot clap snap pot

pot cross pot clap snap clap pot

Now create a clap pattern to accompany your rhyme.  
You can use pot, clap, snap, cross -- or other hand movements you can think of.  
When you have a pattern that you like, write it down.

My Patterns: \_\_\_\_\_

## **Activity #4:** Learn about the string family.

Learn about the string family



## **Activity #5:** Learn about Mozart

Learn about Mozart



## **Activity #6:** Move with ribbons or scarves to music by Mozart played by the string family

Move with ribbons or scarves to music by Mozart played by the string family.

Play the music again, and create your own movements!



## Activity #7: Play Which Rhythm game

Play the Which Rhythm game

This is game #5. Play Level 6.

Game #5 - play level 8

## Activity #8: Play Poison Melody to practice reading syncopated rhythms

Play Poison Melody to practice reading syncopated rhythms



## Activity #9: Play along with "Agitate" by Mozart with desk drums or bucket drums

Play along with "Agitate" by Mozart with desk drums or bucket drums

There is no intro to this selection, so don't play the first 8 beats - start playing on beat 9.



## Activity #10: Create and play syncopated rhythms

Create and play syncopated rhythms.

Create a new 16 beat rhythm.

Do you like it? If you do, keep it.

Try something different if you like.

Choose Level 7 and create your rhythm composition

When you are happy with your composition,  
copy it onto a piece of paper.

Decide how to perform your composition.

## Activity #11: Try playing your composition with the audio file

Try playing your composition with the audio file.

Repeat until the music ends.

If you are in-person, have each student in turn,  
perform their composition.

▶ 0:00 / 1:36 ————— 🔊 ⋮

Teacher's Notes: