

Music lessons

Grade 3 - Lesson 23 (February Week 4)

**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.**

Concepts: beat, form, instruments, movement, play along, brass family, genre, listening and responding, rhythm, solfa, timbre of instruments, time signature

Objectives:

- I can perform with body percussion
- I can show meter through movement
- I can listen and respond to music

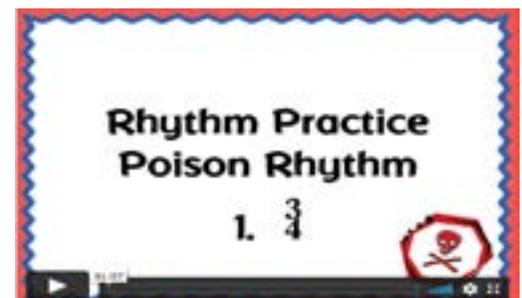
Songs/Activities:

- Do a Rhythm Erase (Love Somebody)
- #66 "Shiny Penny" - read solfa, rhythms, interactive, create ostinato
- #67 "Coy Malindo"
- Review as time permits:
- #64 "E Papä" - learn and create stick patterns
- #63 "Donkey Riding" - cup game
- Listen 3: #18 "Sarabande" - hands or plate movement

Teaching Procedure

Activity #1: Play Poison Rhythm

Echo all the patterns, except the poison pattern.



Activity #2: Play Rhythm Erase

Do the rhythm erase?

Launch Interactive

Can you identify the song?

Activity #3: Option 1: Sing the solfa notes for #66 "Shiny Penny"

- to hear the solfa notes, press play
- do the solfa note name challenge

Launch Interactive

If you don't teach solfa, do the note name activity that follows

Activity #4: Option 2: Sing the note letter names for #66 "Shiny Penny"

- do the note name challenge

Launch Interactive

Activity #5: Sing #66 "Shiny Penny" and adapt the game

Adapt the game for Zoom or in-person.

Hide a coin under one of 3-4 cups. (like solo cups)
As the students sing the song, mix the cups up.
At the end of the song, invite students to guess which cup the coin is under.



Activity #6: Watch a safeshare video of the stick game

Create "money" ostinati to perform with the song.

Create 8 beat rhythm patterns using the following coins: pennies, nickels, dimes and quarters.
(in Canada just use nickels, dimes, quarters)

Each coin represents one beat. For example: penny penny nickel dime
penny nickel dime dime
Choose body percussion, found sounds or non-pitched instruments to play the ostinato.

Try the ostinato with words and instruments, words only, and instruments only. Have the students decide which way they prefer it.

With student assistance decide how to perform the ostinato with the song.
I like to divide the students into two groups - one singing, and one on ostinato.
I usually do the ostinato once before starting the performance.
In-person - do the ostinato with the recording if singing is not permitted



Activity #7: Learn about song #63 "Donkey Riding"

- listen to a verse of the song
- pause the video, and sing the solfa notes for page 1 (if you teach solfa)
- play the video again and sing the song



Activity #8: Review "E Papa"



Activity #9: Learn about staccato and accent 1

Watch the kids play the stick game.

If at home, find something to use for sticks. You might be able to use wooden spoons or roasting sticks.

You could roll up a newspaper and tape it. You could even use two pencils or markers.



Adapt the game for Zoom or in-person:

- create stick patterns that you can do alone.
(without a partner)

For example:

1. Tap click click
2. Tap right and flip, tap left and flip
3. Tap both, click, flip

Create as many patterns as you can think of.

Sing the song and play the game.

Activity #10: Donkey Riding is a sea shantey

Donkey Riding is a sea shantey. It's perhaps Canada's best known sea shantey.

Learn about sea shanteys from the video below.



Activity #11: Review as time permits the cup game with the song #63 "Donkey Riding"



Activity #12: Review as time permits the mirror movement to Sarabande with hands.

Mirror the movements in the video.

Have each student choose a partner.

One student will be leader and the other the mirror.

Play the video again, and have students create their own mirror movement.

Switch so each student gets a turn to be leader.

Is the Sarabande played staccato, accented or legato?

The players smoothly connect the notes, so this is legato.



Activity #13: Review as time permits the paper plates with Sarabande

If at home, find 2 paper plates, or cut out 2 circles.

Copy the paper plate movement.

After trying these ideas, create your own!

Is the Sarabande played staccato, accented or legato?

The players smoothly connect the notes, so this is legato.



Teacher's Notes: