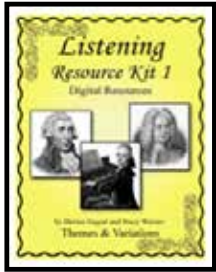
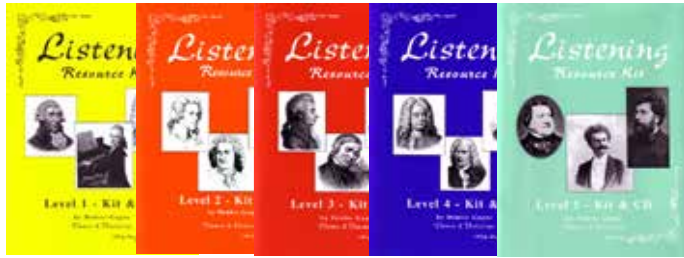


LISTENING FUN!

Denise Gagne, 2019 FMEA

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Join the Musicplay Teachers Group on Facebook!



Listening Kits 1-5 are available as book/CD. Videos to project are found at musicplayonline.com

The Listening 1 Digital Resource provides "offline" videos and projectable interactive PDF files for all 40 selections in the Listening 1 Kit.

Easy ways to engage students in Active Listening

Mirroring Activity - works very well with slow music!

#2 Grave, Listening Kit Vol. 2

Listen 1 #28 Balletmusik – Keep beat, play along

Copy Me - Primary Dances and Singing Games

Copy Cat: A beat keeping game that is easy to implement and enhances the students listening. 1-4 leaders create movement - all copy.

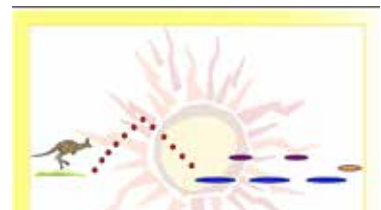
#36 Listen 1, Gigue, Handel * In addition to providing excellent practice keeping a beat, these games help students to recognize the form of a piece and the students experience many styles of music.



Listen 1 #32 Galliard Battaglia – finger puppets to teach call and response * jiggly puppets come from Target



Conductor of the Day: * provides beat keeping and instrument identification practice. One child conducts - others mime playing
#43 Rondeau (6/8)

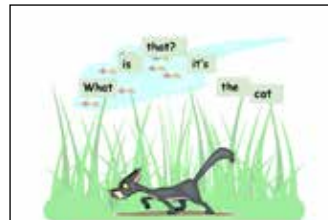


Carnival of the Animals:

Listening Map Movies ---available at www.musicplayonline.com or in the Listening 1 Digital Resource.



Elephant – PreK, move to show $\frac{3}{4}$ meter March of the Lions - listen, watch and dramatize lion sleeping, wake, prowl, roar, growl



Peter and the Wolf

The Cat – Peter and the Wolf All characters are presented, then the whole story. (also in Listening 1 Digital)



Cup games - not so easy, but fun! Listening Kits 3, 4 and 5 - learn to perceive rondo form by playing a cup game.

In addition to providing excellent practice keeping a beat, these games help students to recognize the form of a piece and the students learn to listen to a different style of music.

Assess form - Form assessment cards

Cup Games: “Viennese Musical Clock” by Kodaly

- learn to perceive rondo form by playing a cup game.

Step 1. listen with map so student can identify the theme
OR do a Movement Activity

Step 2. play rhythm instruments with the map (optional)

Step 3. play cup game during theme

Cup Game: A pattern:

Beat 1 & 2: clap clap

Beat 3 & 4: play ♪ ♫ on the cup with alternating hands

Beat: 5 clap

Beat 6 - pick up the cup

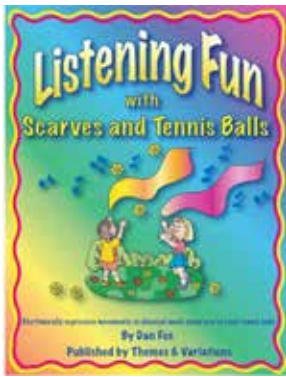
Beat 7 - pass the cup to the right

Beat 8: rest

B, C, D sections - play copycat

View this cup game on YouTube

Search: Cup game Denise Gagne



“In the Hall of the Mountain King,” - Listening Fun

CONCEPT Teaching awareness of the ways to vary a rhythm pattern, melody or theme.

OBJECTIVE The student will be able to recognize a repeated melody and describe how the composer used tempo and dynamics to provide variety while repeating the melody.

PROCEDURE 1. Write the following rhythm on the board and have the students read and clap it.

♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ ||

2. Have pairs of students think of as many ways as they can to vary the performance of this rhythm.

(Think~Pair~Share) Make a list of all the ideas on the board. Ideas might include the following: -

change the dynamics - try different dynamics for different parts of the rhythm eg. some parts soft, some loud - start the pattern softly, and gradually crescendo until it is loud at the end - start

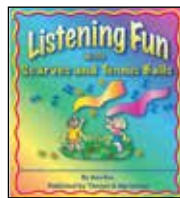
the pattern softly, crescendo, and then decrescendo, ending as softly as you started - change the tempo - try a gradual accelerando - try an accelerando then a ritardando - change the timbre of the body used (or use found sounds) - try patting the ♪ and clapping the ♪ - clap all the qr and stamp on the ♪ - play the ♪ on the edge of a bucket, and the ♪ in the center - try clapping the entire rhythm the first time, then patting the entire rhythm - create a melody or sing a melody using that rhythm - create a melody on barred instruments using that rhythm

3. Divide the class into 9 or 18 groups and have them create some kind of composition using the rhythm pattern given. When the groups have finished, hold a group practice. Allow groups some time to revise the composition, then perform all compositions in order. If you’ve used 9 groups, have each group do their piece twice. If you’ve used 18 groups, each group will perform once. Following the performance, discuss the different ways that each group used the very same rhythm pattern.

4. Teach the melody by rote, using a syllable such as loo or lai and then teach the words. Use a speaking voice for the words, “eyes, ears, mouth, nose.” Divide into 18 groups and perform the actions!

Dynamics assessment - make up dynamics cards and give a set to each student or pair of students. Hold up the dynamic that you hear as the music plays!

“Wedding March,” from A Midsummer Night’s Dream - Listening Fun by Felix Mendelssohn



MATERIALS

Tennis balls - one per student

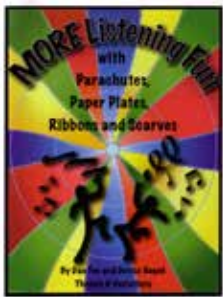
FORMATION

Stand in a circle or in rows.

Hold the tennis ball in the left hand.

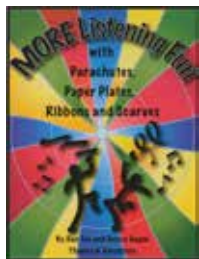
0:00-0:07 Present the tennis ball on the first brass triplet. Pass it from hand to hand on each half note, following the triplet pattern, ending with the ball held in the right hand.
0:08-0:20 Bounce and catch the tennis ball 8 x
0:21-0:27 Repeat triplet passing pattern.
0:28-0:41 Bounce and catch the tennis ball 8x
0:42-0:56 Holding the tennis ball, pretend to bounce it on beats one and two. Bounce and catch the ball on beats three and four. REPEAT three more times.
0:57-1:10 Bounce and catch the tennis ball 2 times. Mime playing crash cymbals following a quarter/quarter/half note rhythm. REPEAT.
1:11-1:26 Pretend to bounce twice on beats one and two, then bounce-catch on beats three and four. repeat 3x
1:27-1:43 Bounce/catch two times. Mime crash cymbals as above. REPEAT.
1:44 Freeze with the tennis ball held in both hands, arms outstretched.

More Listening Fun Active listening activities, plus composer biographies, listening logs, form cards and dynamics cards. Includes videos! Lesson Plan #4 - Swan Lake Discuss texture



PART ONE 0:00 – 0:27 Wiggle/shake the paper plates during the short string tremelo introduction. Then the right plate reaches to the left and pulls the still plate very slowly to the right. REPEAT with the other plate moving from right to left. The unused paper plate is held behind the back. **PART TWO** 0:28 – 0:55 Make two small and three big/slower clockwise circles with the right plate. REPEAT with left plate. Then make one big/slower circle with both plates, one moving clockwise and one moving counterclockwise, crossing in front of each other. 0:56 – 1:21 Repeat ONE but wiggle plates as they are pulled across the water. 1:22 – 1:45 Repeat TWO twice but use both plates. **PART THREE** 1:46 – 2:16 Both plates dip to the center in and out of the water, as if drinking, 4 times to the beat. Hit plates together once when you hear the timpani. Continue alternating between one dip and one timpani hit until 2:10 when you hit the timpani six times. 2:17 – 2:23 Left plate moves from right to left in a big, dramatic arc, showing 8 strong pulses in the music. Right plate does the same when brasses enter. Both plates end next to each other stretched to the left. 2:24 – 2:35 Wiggle both plates next to each other left to right and then right to left.

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Parachute Activities from More Listening Fun

Waltz in D-flat major, op. 64, No. 1, Minute Waltz
by Frederic Chopin

“Hungarian Dance No. 1” by Johannes Brahms



Silent Listening:

- * Teaches children to be good concert audiences.
 - * Help the children become more perceptive.
 - * Begin by listening to and identify environmental sounds.
- Sounds that Keep a Beat Listening Resource Kit 1 and 2 Listen Kit 1 also has fast/slow sounds, loud/soft sounds, high/low sounds. Ensure students know basic concepts: High-Low, Loud - Soft, Fast - Slow

In Listen Kit 3/4/5

- Reproducible charts show tempo/dynamics terms
- Word Wall Kit contains flashcards to practice, define terms.

Identify Instruments

Perceptive Listeners must be able to identify instruments aurally and visually.

Ensure that children can identify the instruments. Begin in K-3 with classroom instruments. In grade 2-6 students should begin to identify families of orchestral instruments and individual orchestral instruments.

Resources to Use

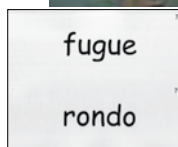
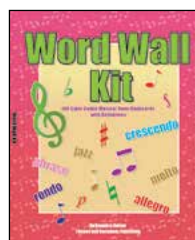
Classroom Instrument Bingo

Orchestra Bingo

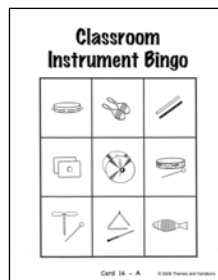
New! Introduction to the Instruments of the Symphony

- includes interactive activities, assessment, printables

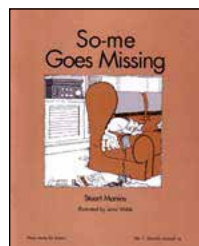
Instruments of the Orchestra posters!



The Word Wall Kit is now available as a download:
www.musicplay.ca - Flash-cards



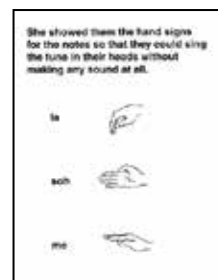
Introduction to the Instruments of the Symphony Orchestra



So-me Story Books 1 and 2 also introduce/reinforce listening to and perceiving environmental sounds

So-me Goes Missing by Stuart Manins
Nobody knew where So-me was. “So-me, where are you?” called Mum. She went into

the lounge. She could hear the grandfather clock tick tick tick but she couldn’t hear So-me. She listened for an answer but all she could hear was the leaking tap in the bathroom. It went drip drip drip.



So-me Storybooks are given as movies at musicplay-online.com (Listening Extras)

The set of 12 books + Disk or download is available at www.musicplay.ca

STILL

Three ways to have students practice silent listening are cue cards, listening logs and response journals.

* Listening Logs for late grade 1 - grade 5

Use pictures in Level 1, getting more complex in each level.

Listen Kit 4 - Se non Fussa, recorder trio

Listening Log

Name: _____ Grade: _____
Title: _____ Composer: _____






1. The music is: fast medium slow

2. The music is: loud medium soft

3. The music is: high medium low

4. The notes are: short ☐ ☐ ☐ ☐ long

5. The music makes me feel:



12






Example 1 - Listening Resource Kit 1

Example 2 - Listening Resource Kit 3

Listening Log

Name: _____ Grade: _____
 Title: _____ Composer: _____

1. Circle the instrument families you hear:

String	Brass	Woodwind	Percussion	Voices
				

2. Can you name some instruments you hear?

3. Do you hear any voices? Man Woman Child None

Circle one:

4. The music is: fast medium slow

5. The music is: loud medium soft

6. The music is: high medium low

7. The music is: smooth separated

8. The notes are: short long

9. The mood is: sad happy other: _____

10. Why do you like or dislike this piece of music?

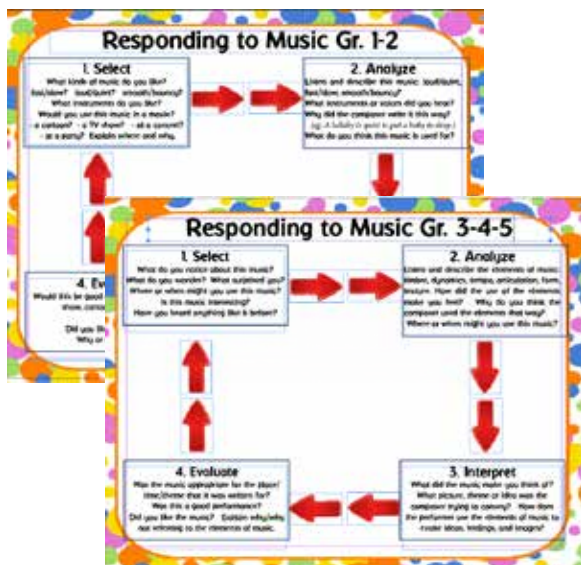
11. What does this music make you think of? _____

Draw a picture of what you are thinking about on the back of this page.

Example 2 - Listening Resource Kit 3

Instruments - describe what you hear	Tempo - describe what you hear
Dynamics - describe what you hear	Articulation - describe what you hear

Example 3: Fold a piece of paper into 4, and label each section as follows. (quick, easy!)



RESPONDING						
<p align="center"><i>(Select)</i></p> <p align="center"><i>(Choose most appropriate for a specific purpose or context)</i></p>						
<p><i>Enduring Understanding:</i> Individual selection of material results is influenced by both external responses and understandings and internal responses.</p>						<p><i>Essential Question:</i> How do individuals choose music to respond?</p>
End 1	End 2	End 3	End 4	End 5	End 6	End 7
<p>End 1: Effect on individual <i>personal, daily personal interests and experiences and demonstrate why they prefer certain styles and artists.</i></p>	<p>End 2: Use <i>personal, social, and cultural interests and demonstrate why they prefer certain music, artists, and styles.</i></p>	<p>End 3: Use with context <i>social and cultural interests and demonstrate why they prefer certain music, artists, and styles.</i></p>	<p>End 4: Use with context <i>social and cultural interests and demonstrate why they prefer certain music, artists, and styles.</i></p>	<p>End 5: Use with context <i>social and cultural interests and demonstrate why they prefer certain music, artists, and styles.</i></p>	<p>End 6: Use with context <i>social and cultural interests and demonstrate why they prefer certain music, artists, and styles.</i></p>	<p>End 7: Use with context <i>social and cultural interests and demonstrate why they prefer certain music, artists, and styles.</i></p>

Listening Logs at musicplayonline.com cover the national core arts standards. Projectable Listening Logs can be used for discussion, and printable Listening Logs can be used for reflection/assessment.

Get a free trial subscription at musicplayonline.com today!

Musicplay K-5 Curriculum and www.MusicplayOnline.com



Musicplay Online.com is a new online resource with 1000+ songs and a wealth of interactive activities

- intractive solfa and note naming
- pop quizzes on note names, terms and symbols
- games: beat/no beat, beat/rhythm, major/minor, smooth/separated, high/low, loud/quiet, rhythm race, note name memory

Melody Composition, Xylophone tool, Movement Word wall

*** Response Journals** - provide a means for students to think about and respond to the music. (grade 2 and up) Put a list of sentence starters on the board or on an overhead and have the students choose one and write while they listen to music.

This music makes me think of.....

The music made me feel

I would like to hear this piece again because....

I liked the part in the music where

I didn't like the part

I would use this music in a movie about

Draw a design that this music makes you think of.

This helps students to:

- * communicate thoughts and feelings about music
- * describe their responses to music
- * recognize that mood can be created through music
- * explain their preference for a piece of music
- * recognize (explain, identify) the effects of different choices
- * identify feelings that are evoked by a piece

Concert Review (Listening Kit 4)

Write a review of a school concert or a concert that you attend. You could write the review as you listen, or you could listen carefully and answer all the questions after the concert is over.

Date of the concert: _____

Name of the group that is performing:

How many members are in this group?

What instruments do they play? (if any)

Did this group sing?

List some of the selections that they performed:

1. _____

Choose one of the selections that they performed and describe what the music was like.

1. Was the music fast or slow?
2. Was the music loud or soft?
3. Did you hear changes in dynamics?
4. Describe the style of the piece?
5. What was the mood of the piece?
6. How did the piece make you feel?

Concert Etiquette Rap

by Denise Gagne and Denese Odgaard

Welcome to our concert - we're really glad you came.

We will listen carefully - we hope you do the same.

Some of us are really small - our voices aren't too strong.

If you're really quiet - you'll still hear - you won't go wrong.

We have a few suggestions to make this fun for all.

Please turn your CELL phones off so they don't ring inside the hall.

If you really have to go, please leave when there's applause.

You may enter once again - when there is a pause.

Save the hoots and hollers for when you're at the game.

When you're at a concert, it isn't quite the same.

We hope that you will stay and watch until the very end.

We really will appreciate this - our thanks to you we'll send!

Intercom Listening (included in the Listening Resource Kits) Introduce classical music to the entire school by playing a selection on the intercom every day. A simple script introduces the composer, period and tells a little about the selection. Script can be read by music teacher, principal or student.

Jesu Joy of Man's Desiring (#10)

Monday: Our feature composition this week is the music of Johann Sebastian Bach: "Jesu, Joy of Man's Desiring". This is part of a church cantata, which is a sung sacred work. Bach was a church organist, and wrote many things for the church.

Tuesday: Our feature composition this week is "Jesu, Joy of Man's Desiring". This was originally scored for trumpet, oboe, strings and organ. The choral arrangement was written later.

Wednesday:

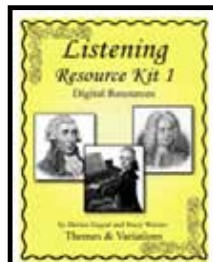
Thursday:

Friday: Our feature composition this week is the timeless music of Johann Sebastian Bach: "Jesu, Joy of Man's Desiring". Bach was a church organist, and wrote many things for the church, including this cantata, which is a sung sacred work.

Resources Used in this Session:



Listening Resource Kits 1-5



Listening Fun with Scarves and Tennis Balls



Primary Dances & Games



Live Kids Demos - Listening Activities,
Singing Games and Action Songs



no bunnies.... real kids



Musicplayonline.com has 1000+ songs! Teaching tools include song movies, kids demo movies, piano/vocal scores, guitar/ukulele and Orff arrangement. Search for songs by title, lyrics, or concept! There are **Note Highlight Movies** to illustrate solfege, note reading and recorder! **The Lesson Planning** section includes year plans, monthly outlines, detailed weekly plans and song activities. Get students creating with Beat/Rhythm Interactive tools. The **UNITS** section includes lessons with interactive activities for special days, theory and instrument units. A NEW 2 note melody composition tool plays back melodies.

Interactive Activities: The online site includes 1000+ interactive activities to use on computer, student iPads and devices! (Each subscription includes a student login.)

- Solfa and note naming
- Solfa Practice movies
- Poison Melody!
- Games to teach concepts
- Tone ladder
- Beat and Rhythm
- Create and Compose
- Pop quizzes to teach theory
- Instruments of Orchestra
- Staff Lesson
- Staff, Form, Xylophone tools
- Rhythm composition tool
- Movement Word Wall
- Note Name Memory
- How Music Makes you Feel

Thousands of videos are included to teach:

- Vocal Warmups
- Solfa Practice
- Rhythm Practice
- Recorder Level 1 and 2
- Ukulele
- Guitar

Printable materials include:

- Orff arrangements
- Piano accompaniments (all songs)
- Ukulele and Guitar accompaniments
- worksheets, pointing pages!
- lyrics
- creating and composing

Printable Teaching Resources include:

- Song Activities
- Lesson plans
- Year Plans

Listening Resources for 200+ selections including Peter and the Wolf, Carnival of the Animals and selections from all periods of music.

- Listening Logs for critical analysis
- Composer videos
- Movement demo movies
- So-me stories, Instrument demos

A year's subscription for all grades PreK - 6 for the entire school is just \$149 year USD. Subscribe at www.musicplayonline.com

Or download order forms at www.musicplay.ca