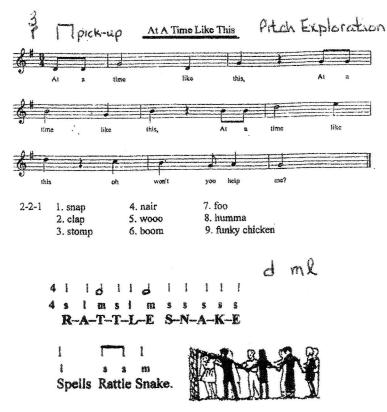
# Making Music with JOY & Purpose K-4th

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Pointer finger Tall finger Ring finger Fourth time - put 1 hand behind back Fifth time - put other hand behind back Sixth time - faster with both hands

Once students can sing the song all by themselves without teacher:

Can't sing the "Pinky finger" (inner hearing)
Can't sing the "Palky finger" (inner hearing)
Can't sing the "Tall finger" (inner hearing)
Can't sing the "Thumb" (inner hearing)
Ask students which one to "leave out."
Ask students to choose 2 fingers to "take out."

Game 2 – "Hand Jive Secret" (Students don't realize that teacher is actually doing hand signs)
Teacher using BOTH HANDS teps rhythm of the song:

s. - clap hands below waist

pound fist (thumbs to thumb touching)

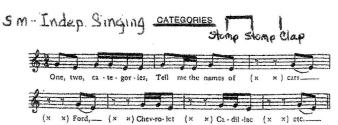
make re hand signs in X shape at eye level (so it looks like you are LOOKING) open the X to eye brow level (mi hand sign) it should look like sheding your eyes

m - open the X to eye brow level (minand sign) it should look like shalling your lead.

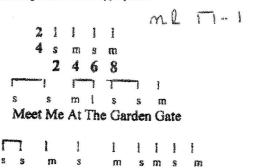
a - clap over your head.

Class follows teacher's lead. Tempo can begin slowly and increase with each repetition.

Once the students are performing the motions by themselves, ask them to put ONE HAND BEHIND YOUR BACK. It won't take long for the students to SHOUT! "Look! Look! We're doing the hand signs!!" Obviously, your response is..."Not Can't be! Show me!" Have them sing the words, and then since they are so intelligent... Have them sing the solfege (WITHOUT YOU!!) Then have a s, worksheet prepared for today's writing of s...

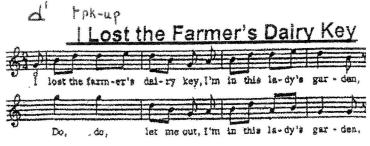


Think of your favorite COLOR. The CLAP is the MAGIC part of the game. It's the only time you can say (sing) your color. Once class has practice, "pass the Magic" each student says (sings) his/her color as the independently until all have sung Their color. Choose another category! This game WORKS at all ages because the categories are AGE appropriate.

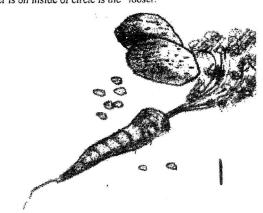


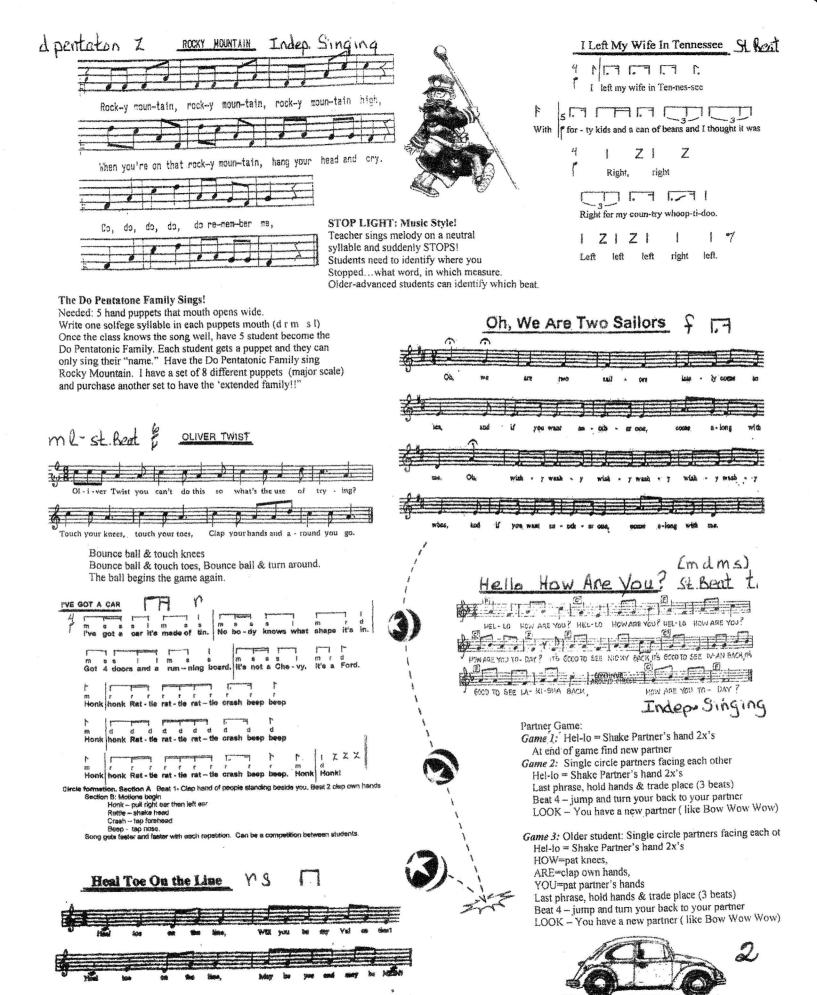
If I'm late don't wait. 2 4 Double line partners facing each other. Place a long piece of colored tape on floor. One "line" stands on the tape! ="TAPE PEOPLE." The other "line" does not have tape. Establish "this is HEAD and FOOT of line. Game: Partners walk 4 steps together

Partners shake hands for 4 beats Partners trade place to the count of 4 beats. (notice lines have switched places - LINES!) HEAD PERSON of NO tape LINE runs behind his line to the FOOT of his line. WHILE he is running to the foot, the NO TAPE LINE moves toward head of line saying, "Step Close Step Close." TAPE PEOPLE DO NOT MOVE! Game begins again without a stop... which causes the "Late person" to RUN to the Foot ... Pretty Cool!! The MUSIC IS the ORGANIZER!!!



Double Circle formation - partners tacing each other. BOTH circles step RIGHT saying "Step close Step Both" (Both = pat hands of person in front of you...this motions causes you to pass 2 people and STOP at the third person) New Partner play "Rock Paper Scissors" like this: Pound fist in palm on "rock" and saying, Rock Rock Paper (show "paper" on paper) Rock Rock Scissors (show "scissors" on scissors) Rock Rock Rock Rock Rock CHOOSE! On "choose" each player make his/her choice. The WINNER come to the outside circle because "Do Do LET ME OUT!!" Teacher decides END of GAME. Whoever is on inside of circle is the "looser."





YANKEE DOODLE (Sr. Lorna Zemke) Stick Passing Game (beat/rhythm) Hold stick in right hand Left Hand with palm facing up Rhythm on Verse with Stick:

Tap right knee 2x's (Yan-kee) Tap left knee 2x's (Dood-le) Tap left hand 4x's (tap words...) Tap right knee 2x's Tap left knee 2x's

Tap left hand 2x's (Po-ny) REPEAT the ABOVE

Beat on Chorus with Sticks: Tap floor 2x's (Yank & Doo) Grab stick with left hand (Keep) Right hand "lets go" of stick (it) Tilt stick in left hand to the LEFT (up)

Person to your left will grab your stick You grab stick on your right. REPEAT this PATTERN to end of chorus. Game begins again but tempo a tad faster.

#### SOL-MI RELAY

Divide class into "teams" of 8. Team stands in straight line facing the person's back in front of them.

X X X X X Χ X X X X X X

First person in each line receives a beach ball. First person passes ball over head while singing SOL. Second person passes ball under legs while singing MI. Third overhead SOL, Fourth under legs MI etc. Continue until ball reaches last person in line. Last person RUNS to front of the line and passes ball over head on SOL Game continues until the original First Person is back in the First Place position. The team that finishes first is the WINNER! RULE: ALL must sing "s m" pattern to help Guide the ball and your team member.

#### BUNNY HOP!

Form on board:

Ţ 1 1 Z

 $\mathbf{Z} \perp \mathbf{Z}$ 

Children speak & clap rhythms Children figure out "Mystery Form" (Teacher claps A A B A) Students identify form as A A B A Class stand in one long line facing person's back in front of you.

To ident. R's & L's:

Ask class to raise right arm, left arm Point right toe to right side Point left toe to left side.

#### Form Game

A = Right foot touches Right, Left, Right Rest

A = Left foot Touches Left, Right, Left Rest B = Hop forward, Rest, Hops Backward, Rest A = Three Hops forward, Rest Begin Music and ENJOY!! Head person run to the back of the line At the end of the Form - so there is a NEW LEADER.

## **DEEDLE DEEDLE DUMPLIN** $\Pi \sqcup \sqcup \sqcup \sqcup$

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POP GOES the WEASEL

Circle with set of 2 couples facing each other. "Girl" on "Boy's" right Actions: Hands joined, Sets circle 4 to left then Circle 4 to the right. Hands joined, sets takes 2 steps IN center of their small circle, then 2 steps OUT, back to original places. The couple facing CLOCKWISE form an arch with arms. The couple facing COUNTER-CLOCKWISE ducks under the arch and travels forward to the NEXT couple facing CLOCK-WISE. Repeat until clockwise couple are back to original set.

# I'M the KING of the MOUNTAIN

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### HAND HAND FINGER THUMB

Accompany the story with these DRUM rhythms:

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	H	T		1

#### TREASURE HUNT

8 paper cups- each with solfege identity - drmfsltd' . . . Cups used is determine by class's solfege level Game: Line the cups up in a tonal row, example: drm sl

Hide a piece of candy or "treasure" under one of the cups. (m) Teacher gives start pitch (d) then sings a short melody phrase that ends on "m." Children have to identify the SOUND CUP that the music ENDED

ON. If the child answers correctly, he/she receives the candy or "treasure."

#### ANIMAL RHYTHM PLATES

Animal Paper Plates can be purchased at Walmart. Write name & rhythm on animal on back of plate. Prior to game students should identify animals and clap the rhythm of animal's name. Game: Hand out 4 to 8 plates. Children with plates come to front and show the animal side of the plate. Seated children 1. say and clap the name of each animal. 2. Clap & speak rhythm of each animal, 3. Children with plates turn the plates around to show rhythms (self check) 4. Seated children say & clap rhythm on back of plates. MANY ways to use these Plates!!!

### MUSICAL BRAIN TEASER

Prepare 6 flash cards with a single word on each card: Steady Beat -Rhythm - Words -Solfege - Accent -Conduct. Game: As students a well known song, the teacher shows a card. The students must sing or perform what the card indicates. Teacher switches cards as the song is sung repeatedly.

#### Syncopated Clock

Leroy Anderson

- 1. Steady Beat
- 2. 4/4 Meter (4 Ta) Tapping beat in 4/4 meter Combination of beats
- 3. Moving in 4/4 meter

#### Menuetto from Divertimento K334 Mozart

- 1. Steady Beat in 3/4 Meter (3 Ta)
- 2. Movement in 3 Ta Meter
- 3. Related to Singing Game Norwegian Triangle Dance

### Minuet II from Royal

Fireworks Music G. Handel 1. 1/4 meter 2. drmf

#### Stratiotes giro ap' ti fotia on Aalexan

Stamatis Spanoudakos

- 1. Listening in 4/4 Meter
- 2. Conducting 4/4 meter
- 3. Responding on beat 4 with variety of movements
- 4. Working with partner in 4/4 meter

#### Variations on Pop Goes the Weasel Cailliet

Goals:

- Auditory Awareness by actively identifying the different variations through use of manipulatives and movement
- 2. To identify Theme and its Variation and different styles of music
- 3. Reinforce the steady beat
- To follow "musical" directions
- 5. To move expressively to music

## Making Music with JOY & Purpose 5 - 8th

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