

Pinellas Park Elementary School

Kristen Schibener, Music 2023-2024

4th Grade Music 8:50–9:35

Before: Tune the ukulele & check partner lists for the dance

Activity	Sequencing, Accommodations & Assessment	Key/TC	Meter	KL	Materials/Credits
ACTIVE AUDIENCE: HANDOUTS: None KEY LEARNING: I can read melodic phrases with ♩, ♪, ♫, and ♬ using DRMSL. WARM-UP: Major & minor scales with CHS; Solfège singing; Sequence (DRM, RMF, MFS FSL, etc.)	Video of <i>All I Want For Christmas is You</i> , by Mariah Carey, arr. Skelly (VOTE; T&T)	MANY (SEE INDIVIDUAL ACTIVITIES)	MANY (SEE INDIVIDUAL ACTIVITIES)	1 2 4 13	* iTunes playlist * Active Audience worksheet * Learning goals posted * PROPS: Brass family instruments * Seating Chart/Grader * Curwen Hand Sign posters
German Folk Dance D'Hammerschmiedsgesellen Steady Beat, Ostinato, Round	Students sit in the gathering area; Students review background information about <i>D'Hammerschmiedsgesellen</i> (origin, video, contest); Students copy me as I mark through the dance until they are performing the entire dance; If time permits... Students attempt to practice the hand-clapping part slowly, with only 1 partner (Day 2 of 6)	C-Major	3 4	5 12 13	* <i>D'Hammerschmiedsgesellen</i> (2010) video by Edelweiss Dancers * <i>Complete Multicultural Party</i> , Vol. 18, by B. Morganstein, track #5 * PURPLE Share the Music pg. 179
DYNAMICS: ANNOUNCEMENTS: 4th GRADE SONG: READ SOLFÈGE:	Dynamics (<i>ff, f, mf, mp, p, pp</i>) Practice sheet music & recorders at home; See list of announcements... <i>Canoe Song</i> (Canadian folk song)— $\frac{4}{4}$ D-Minor— Graded walkthrough, small groups Rhythm ($\frac{3}{4}$ ♩ ♪ ♫ ♬ ♮ ♯) & Pitch (DRMS in $\frac{2}{4}$ D-Major)— Echoing, then reading, ≥ 3 tests	MANY (SEE INDIVIDUAL ACTIVITIES)	MANY (SEE INDIVIDUAL ACTIVITIES)	3 4 6 12 13	* Dynamics poster * Vol. 5: <i>Camp Songs for Every Girl</i> (2004) by Melinda Carroll, track #4 (with video) and Canada is For Kid: Vol. 2 (2006) by M. Mitchell, #4 * Rhythm/Pitch Pattern Sets
D-Major DRMS Music Notation Writing in D Reading, Writing	Students sit in their chairs and take out their whiteboard writing materials; Students copy me, as I transcribe solfège patterns on my whiteboard, using Do, Re, Mi, and Sol; Students attempt to write 1 pattern from their solfège flashcards; If time permits... Students attempt to transcribe 1 pattern without teacher help; Quiz next week! (Day 2 of 3)	D-Major	2 4	6 8	* Student whiteboards and dry erase markers * Piano (for aural skills practice) * Boys' and girls' test worksheets
VOCABULARY: NOTE QUIZ:	If time permits... Review vocabulary: tempo (read poster), instruments (names, families), form (v&f, t&v), great composers (review), styles , etc. for prizes! If time permits... FACE flashcards	MANY (SEE INDIVIDUAL ACTIVITIES)	MANY (SEE INDIVIDUAL ACTIVITIES)	I 	* Notation flashcards * Sibelius computer program
American, European, etc. Recorder Practice Time Reading, Centers, Practice	Students stand up and walk to centers to work on <u>new</u> songs; Students who have already earned 1-2 songs may tutor others or practicing individually; If time permits... Students play individually for me to "level up" on recorder book songs and to earn good recorder grades for this report card (Day 3 of Many)	Various	2 3 6 4 4 8	6 10 	* <i>PPE Recorder Book #1-3</i> (2018) by K. Marie Schibener * Accompaniment instrument * Student recorders and books

Extra Time: Students listen to our school song, "Pass It On"

U: M: H: F: M:

Grading Period: 2 Week: 6

D'Hammerschmiedsgesellen

Week by Week - 6 Classes

Activity	Sequencing, Accommodations & Assessment	Key/TC	Meter	KL	Materials/Credits
<p>German Folk Dance</p> <p>D'Hammerschmiedsgesellen</p> <p>Steady Beat, Ostinato, Round</p>	<p>Students sit in the gathering area; Students listen to background information about <i>D'Hammerschmiedsgesellen</i> (origin, video info., contest); Students copy me as I perform small sections of the hand clapping section of the song, marking through the traveling section (Edelweiss Dancers video plays simultaneously); If time permits... Students attempt the entire hand-clapping part alone—slowly—without partners (Day 1 of 6)</p>	C-Major	3 4	5 12 13	<p>* <i>D'Hammerschmiedsgesellen</i> (2010) video by Edelweiss Dancers</p> <p>* <i>Complete Multicultural Party</i>, Vol. 18, by B. Morganstein, track #5</p> <p>* PURPLE <u>Share the Music</u> pg. 179</p>
<p>German Folk Dance</p> <p>D'Hammerschmiedsgesellen</p> <p>Steady Beat, Ostinato, Round</p>	<p>Students sit in the gathering area; Students review background information about <i>D'Hammerschmiedsgesellen</i> (origin, video info., contest); Students copy me as I mark through the dance (Edelweiss Dancers video plays simultaneously), until they are performing the entire dance; If time permits... Students attempt to practice the hand-clapping part slowly, with 1 partner (Day 2 of 6)</p>	C-Major	3 4	5 12 13	<p>* <i>D'Hammerschmiedsgesellen</i> (2010) video by Edelweiss Dancers</p> <p>* <i>Complete Multicultural Party</i>, Vol. 18, by B. Morganstein, track #5</p> <p>* PURPLE <u>Share the Music</u> (1995) textbook pg. 179 CD #5, Track #3-4</p>
<p>German Folk Dance</p> <p>D'Hammerschmiedsgesellen</p> <p>Steady Beat, Ostinato, Round</p>	<p>Students sit in the gathering area; Students are divided into two groups (traditionally, girls versus boys) to practice the staggered entrances in the A-Section of the dance, without music, several times; Students mark through their assigned part with the Edelweiss Dancers' video of <i>D'Hammerschmiedsgesellen</i>, copying the adult dancers who perform their parts; If time permits... Students are further divided into groups of 4 (Day 3 of 6)</p>	C-Major	3 4	5 12 13	<p>* <i>D'Hammerschmiedsgesellen</i> (2010) video by Edelweiss Dancers</p> <p>* <i>Complete Multicultural Party</i>, Vol. 18, by B. Morganstein, track #5</p> <p>* PURPLE <u>Share the Music</u> (1995) textbook pg. 179 CD #5, Track #3-4</p>
<p>German Folk Dance</p> <p>D'Hammerschmiedsgesellen</p> <p>Steady Beat, Ostinato, Round</p>	<p>Students stand up to make groups of 4 around the room (the same groups as last time); Students practice the hand-clapping section of <i>D'Hammerschmiedsgesellen</i> in their groups, as I walk around, helping as needed; Next, students attempt the traveling together, as a class, as I call dance moves, part-by-part; If time permits... Students run through the entire dance with the accompanying video (Day 4 of 6)</p>	C-Major	3 4	5 13	<p>* <i>D'Hammerschmiedsgesellen</i> (2010) video by Edelweiss Dancers</p> <p>* <i>Complete Multicultural Party</i>, Vol. 18, by B. Morganstein, track #5</p> <p>* PURPLE <u>Share the Music</u> (1995) textbook pg. 179 CD #5, Track #3-4</p>
Activity	Sequencing, Accommodations & Assessment	Key/TC	Meter	KL	Materials/Credits

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D'Hammerschmiedsgesellen

Week by Week - 6 Classes

Activity	Sequencing, Accommodations & Assessment	Key/TC	Meter	KL	Materials/Credits
<p>German Folk Dance</p> <p>D'Hammerschmiedsgesellen</p> <p>Steady Beat, Ostinato, Round</p>	<p>Students stand up to make groups of 4 around the room (the same groups as last time); Students practice the dance in their groups, as I walk around to help; Students perform the dance with me, stopping and correcting between each section; Students run through the dance with the =video, 1-2 times; Contest next week! (Day 5 of 6)</p>	C-Major	3 4	5 II B3	<p>* <i>D'Hammerschmiedsgesellen</i> (2010) video by Edelweiss Dancers</p> <p>* <i>Complete Multicultural Party</i>, Vol. 18, by B. Morganstein, track #5</p> <p>* PURPLE <i>Share the Music</i> (1995) textbook pg. 179 CD #5, Track #3-4</p>

<p>German Folk Dance</p> <p>D'Hammerschmiedsgesellen</p> <p>Steady Beat, Ostinato, Round</p>	<p>Students stand up to make groups of 4 around the room (the same groups as last time); Students review <i>D'Hammerschmiedsgesellen</i> in their groups, briefly; Students perform for the class, two groups at a time, as I take notes for grading purposes; After all the groups have performed, the best group earns a small prize! (Day 6 of 6)</p>	C-Major	3 4	5 II B3	<p>* <i>D'Hammerschmiedsgesellen</i> (2012) video by Sunne Folkdansare</p> <p>* <i>Complete Multicultural Party</i>, Vol. 18, by B. Morganstein, track #5</p> <p>* PURPLE <i>Share the Music</i> (1995) textbook pg. 179 CD #5, Track #3-4</p>
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Ideas to Think About...

You will need to write down who is in each group so that you can revisit the list on Weeks 4-6. Students are more successful when they are used to their partner and do not change parts. Also, think about whether or not you should group students by ability, behavior, or by choice.

Plan for absent students and/or classes with extra students. Usually, I choose some kids to act as “substitutes.” These students fill in wherever there are missing participants, every week. They are never assigned to one group. Student substitutes should must be competent, as they may be required to perform different parts each class.

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D'Hammerschmiedsgesellen

Week by Week - 6 Classes

You may have to discuss strategies to help a struggling teammate, as children are not always aware of how they can fix things. Slowing down, words of encouragement, restarting, and briefly splitting groups of 4 back into groups of 2 are always more helpful than arguing!

Video Link

Edelweiss Dancers (Self-Titled YouTube Channel)

<https://www.youtube.com/watch?v=NqAoHkAlerM>

Recording of the Song

The Complete Multicultural Party, Vol. 18 (1998) by Bobby Morganstein

<https://music.apple.com/us/album/the-complete-multicultural-party-vol-18/270858559>

D'Hammerschmiedsgesellen

Week by Week - 6 Classes

A-Section – Hand Clapping

Two hands on lap, two hands on belly (or chest). Clap, one hand touches partner's hand. Clap, both hands touch partner's hand.

I usually say, "*Lap, belly, clap, one, clap, both!*" to help the students learn.

The boys start as soon as the A-Section begins. The girls (or group 2) start after three beats, as the boys are putting one arm out to touch their partner's hand (see below).

BOYS:	2 Hands - Lap	2 Hands - Belly	2 Hands - Clap	1 Hand - Partner	2 Hands - Clap	2 Hands – Partner...
Girls:	–	–	–	2 Hands - Lap	2 Hands - Belly	2 Hands – Clap...

B-Section – Traveling

First, hold hands and circle left (traveling clockwise) for 8 beats, then right (traveling counter clockwise) for 8 beats. On repeat, students place "one hand in" for a "right hand star" (traveling clockwise), then the other hand in for a "left hand star" (traveling counter clockwise). The third time, students perform an elbow swing or waist swing (traveling clockwise), then again the other way (traveling counter clockwise)...

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D'Hammerschmiedsgesellen

Week by Week - 6 Classes

THE HAMMERSMITH DANCE – Background Info.

D'hammerschmiedsgesellen is a folk dance of German origin. Not much is known about this dance. However, the clapping A-Section is supposed to sound like a blacksmith, woodworker, or other tradesman, as he swings his hammer.

The A-Section of this dance is similar to a round. If you teach part singing at your school, *D'hammerschmiedsgesellen* might be a great, visual addition to your lessons.

The title, *D'hammerschmiedsgesellen*, is spelled in many ways.

The Complete Multicultural Party, Volume 18 (1997) by Bobby Morganstein

Audio: <https://music.apple.com/us/album/the-complete-multicultural-party-vol-18/270858559>

Edelweiss Dancers (on their self-titled YouTube chanel)

Video: <https://www.youtube.com/watch?v=NqAoHkAlerM>

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Singing a Part-Song

Week by Week - 9 Classes

Overview

I teach one song all quarter (nine weeks) in the middle of every music class. This gives students time to learn the song well, so that they can begin training to sing it as a solo, or in parts. I often create accompanying sheet music and/or videos of this special song, as the students work on it so much. I use Final Cut Pro, Sibelius, iMovie, and Acorn to make these videos.

Usually, this “middle-of-class song” counts for two grades. The young students earn one grade for singing in tune, and a second grade for learning the lyrics and rhythms correctly. Contrastingly, the older students earn a grade for singing in tune, in unison with their class. The older children also earn a second grade for singing in tune while performing in parts (usually, students versus teacher). My rubric for intonation is pretty simple: A—Sings completely in tune; B—Sings mostly in tune; C—Sings sometimes in tune; D—Sings mostly out of tune; F—Fails to participate and/or learn the assignment

Today's Song

Canada is For Kids, Vol. 2 (2006) by Michael Mitchell <https://music.apple.com/us/album/canada-is-for-kids-vol-2/203208392>

Unlisted YouTube video, made by me <https://www.youtube.com/watch?v=jgnWpugehAk>

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Singing a Part-Song

Week by Week - 9 Classes

Generally, I follow a *similar* pattern to teach all graded vocal songs in my regular music classes. See below!

Week 1-2 – Students listen to the song and, when applicable, silently track the words to the song with their eyes (from a video or from sheet music). I introduce pertinent background information about the song.

Week 3 – Students listen to the song for a third time, but are invited to sing along for the *easiest part* of the song. Usually, the “easy part” is the refrain or some other repeated section. If needed, we practice trouble-sections of the song in solfège.

Week 4 – Students stand and sing in unison as I do a “walkthrough”, recording the names of students who are singing correctly. I give quick pointers to students who are struggling (too low, too high, etc.) and give “thumbs up” to students who are singing correctly. Usually, we sing along with a video and/or with my guitar.

Week 5 – Students stand and sing in unison as I do a “walkthrough”, recording data about all students’ performances, good and bad. I give quick pointers to students who are struggling (too low, too high, etc.) and give “thumbs up” to students who are singing correctly. Usually, we sing along with a video and/or with my guitar.

Week 6-8 – Students stand and sing in parts (when applicable) as I do a “walkthrough”, recording data about all students’ performances, good and bad. If time permits, students attempt to sing in small groups for their classmates. Students who can sing against me –three to one—may earn a treat!

Week 9 – Students make a class recording of their performance and/or review old songs.

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Singing a Part-Song

Week by Week - 4 Classes

Below is a list of songs I teach each quarter. I teach unison songs and echo songs to my kindergarteners and first graders. I begin teaching part songs in second grade.

Kindergarten

First Quarter

I Have an Echo
(students echo-sing)

Second Quarter

Go To Sleep
(students sing "go to sleep")

Third Quarter

Man Gave Names to All the Animals
(students sing chorus only)

Fourth Quarter

Kye Kye Kule
(students echo-sing)

First Grade

First Quarter

John the Rabbit
(students sing response)

Second Quarter

Seasons Song
(student sing men's part)

Third Quarter

Kalinka Malinka
(students sing refrain)

Fourth Quarter

Purple Light
(students echo-sing)

Second Grade

First Quarter

Erie Canal
(unison song with solos)

Second Quarter

This Land is Your Land
(unison song)

Third Quarter

The Little Bell at Westminster
(2-part round vs. teacher)

Fourth Quarter

One Bottle of Pop
(students sing low part)

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Singing a Part-Song

Week by Week - 4 Classes

Third Grade

First Quarter

Rocky Mountain
(unison song)

Second Quarter

Hine Ma Tov
(2-parts, students sing low)

Third Quarter

Loch Lomond
(2-parts, students sing high)

Fourth Quarter

Swing Low, Sweet Chariot
(unison song with solos)

Fourth Grade

First Quarter

This Land is Your Land
(I sing a descant part)

Second Quarter

Canoe Song
(partner song against me)

Third Quarter

Banana Boat
(refrain with parallel thirds)

Fourth Quarter

Orchestra Song
(small groups for each part)

Fifth Grade

First Quarter

On the Road Again
(I sing a low harmony part)

Second Quarter

Ghost of John
(round against teacher)

Third Quarter

Cielito Lindo
(I sing a low harmony part)

Fourth Quarter

Surfin' USA
(students sing 1 backup part)

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Music Notation Writing in D-Major

Week by Week - 3 Classes

Activity	Sequencing, Accommodations & Assessment	Key/TC	Meter	KL	Materials/Credits
D-Major DRMS Music Notation Writing in D Reading, Writing	Students sit in their chairs and take out their whiteboard writing materials; Students copy me, as I transcribe 2-3 patterns on my whiteboard, using Do, Re, Mi, and Sol in D-Major (quarter notes only, starting with a limited range of pitch); If time permits... Students attempt to write 1 pattern with eighth notes (Day 1 of 3)	D-Major	2 4	6 8	* Student whiteboards and dry erase markers * Piano (for aural skills practice) * Boys' and girls' test worksheets
D-Major DRMS Music Notation Writing in D Reading, Writing	Students sit in their chairs and take out their whiteboard writing materials; Students copy me, as I transcribe 2-3 solfège patterns on my whiteboard, using Do, Re, Mi, and Sol in D-Major (using quarter notes only); Students attempt to write 1 pattern with eighth notes from their solfège flashcards; If time permits... Students attempt to write a pattern without teacher help; Quiz next week! (Day 2 of 3)	D-Major	2 4	6 8	* Student whiteboards and dry erase markers * Piano (for aural skills practice) * Boys' and girls' test worksheets
D-Major DRMS Music Notation Writing in D Reading, Writing	Students sit in their chairs and take out their whiteboard writing materials; Students copy 2-3 pre-written solfège patterns in D-Major, using Do, Re, Mi, and Sol, from my boards; When students are finished with a pattern, they hold it up to earn "thumbs up" from me <i>before</i> erasing and starting the next pattern (Day 3 of 3)	D-Major	2 4	6 8	* Student whiteboards and dry erase markers * Piano (for aural skills practice) * Boys' and girls' test worksheets
Activity	Sequencing, Accommodations & Assessment	Key/TC	Meter	KL	Materials/Credits

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Music Notation Writing in D-Major

Week by Week - 3 Classes

Buy the whiteboard papers I use...

<https://www.jwpepper.com/All-Purpose-Music-Flashcards/1972553.item>

Buy the chair pockets I use...

Contact retired teacher, Jeannine, at humptydumptytoo@yahoo.com. She makes chair pockets at 14" and 16" in different colors. They are \$6.25 each + shipping. Also, you can visit her Etsy store for other creations too: www.sewnotretiredtoo.Etsy.com

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