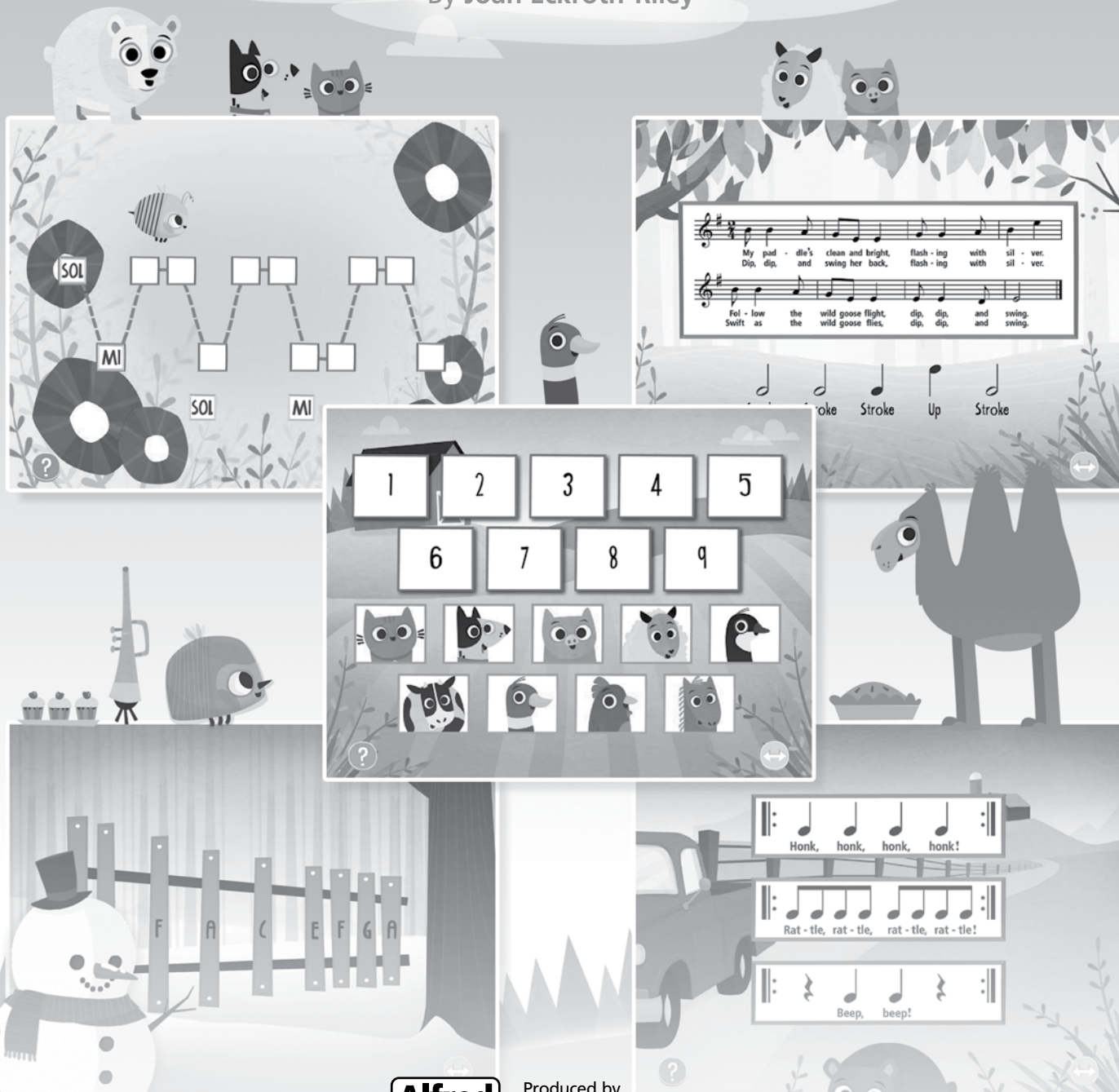


# EVERYDAY IMPROVISATION

Interactive Lessons for the Music Classroom

By Joan Eckroth-Riley



Produced by  
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ISBN-10: 1-4706-1697-1  
ISBN-13: 978-1-4706-1697-7

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## Foreword

*Everyday Improvisation* is the result of many years of experimentation and research with my students and fellow colleagues. It is based on the premise that when we include improvisation or composition in every lesson, we allow our students to demonstrate their musical abilities through higher order thinking skills, and assist them in expanding their artistic decision-making skills.

When integrated properly, improvisation can be easily and seamlessly integrated into classroom music lessons while supporting the other standards. Though the National Standards for Music Education include improvising and composing, research has shown that many music educators spend less time teaching the standards related to improvising and composing, and that these standards are often the ones that teachers find most difficult to teach. It is my hope that these lessons will provide teachers with easily implemented and creative activities, and help students discover the joy that creating music can bring.

*Joan Eckroth-Riley*

# How to Use this Product

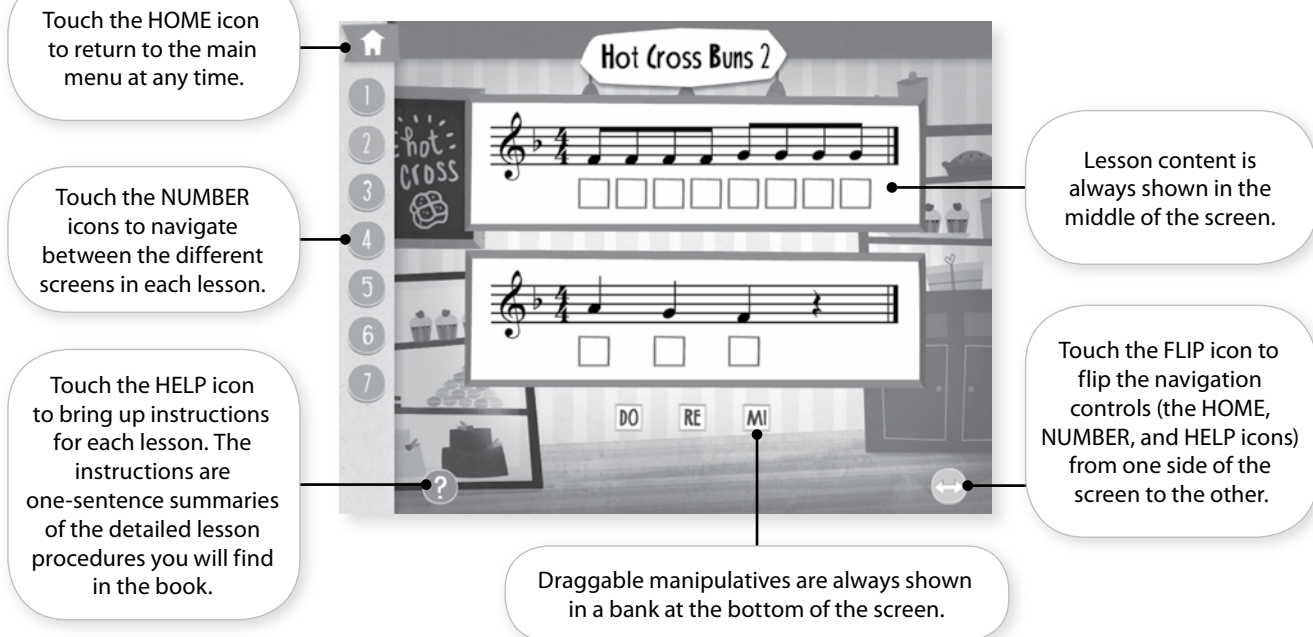
*Everyday Improvisation* is a set of ten improvisation and composition lessons for the elementary general music classroom. It is comprised of two components: a print book with written lesson plans and a companion CD with software for your interactive whiteboard. The two components are designed to be used together.

Begin by browsing through the book, which is a teacher resource to refer to while implementing the lessons in class. Within each lesson plan, you will see notated music, detailed lesson procedures, and miniature images of the screens that are included on the interactive whiteboard software. Next, put the CD in your computer. Double-click on the CD icon that appears on your desktop. In the folder that opens, double-click on the icon titled *Everyday Improvisation*. The following main menu screen will appear:

## Main Menu Screen



## Lesson Screen



# At the Zoo

Based on a poem by William Makepeace Thackeray

First I saw the white bear, then I saw the black.

Then I saw a cam - el with a hump - shaped back!

## At the Zoo

Based on a poem by William Makepeace Thackeray

I can ...

- Match rhythms to corresponding text.
- Read and perform eighth notes, quarter notes, and quarter rests.
- Play a rhythm with others in unison or a round.
- Identify, play, and make musical decisions about the placement of accents.
- Compose a four-measure rhythm using given patterns.

## 1 STUDENT OBJECTIVES

I can ...

- Match rhythms to corresponding text.
- Read and perform eighth notes, quarter notes, and quarter rests.
- Play a rhythm with others in unison or a round.
- Identify, play, and make musical decisions about the placement of accents.
- Compose a four-measure rhythm using given patterns.

First I saw the , then I saw the .

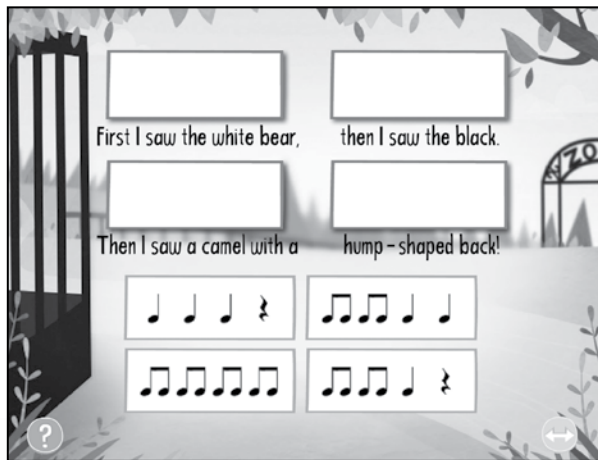
Then I saw a  with a -shaped back!

Below the text are four pictures: a bear, a camel, a hump, and a polar bear. A question mark icon is in the bottom left corner.

- ## 2
- Recite the poem for your students. Have them listen for the words that belong in the empty spaces. Invite students to drag the pictures to their correct places, and then recite the poem again to check their work. Discuss the difference between the first two phrases (the word "bear" is missing).



- 3** Perform the poem with body percussion. Stomp the highlighted words and gently pat the others. Discuss which was louder, and review (or introduce) the concept of an accent.



- 4** Clap and speak each of the rhythm boxes using your preferred rhythm syllables. As a class, drag each rhythm to its corresponding text, then pat and stomp the entire poem while reading the rhythms.

