

Musicplay

Revised Grade 5 Music Program

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September - Week 1:

Musical Concepts:

- * review how notes are named
- * beat
- * rhythm reading ♩ ○ ♪ ♫
- * tempo terms

New Songs:

- | | |
|--------------------------------|--------------------------|
| 1. Mama Don't Allow CD1:1-2 | s,l, drm, ♫ ♫ ♫ |
| 2. Concentration CD1:3 | s m d, beat |
| 3. Little Tommy Tinker CD1:4-5 | d m s d', round, ♪ ♫ ♪ ○ |

Concept:

General Classroom Music Lesson:

Song #1. Mama Don't Allow CD1:1-2

Teaching Purpose/Suggestions: This song was chosen as the opening song of the Musicplay 5 program because it is fun and encourages the students to sing with energy and enthusiasm. Add the actions as suggested by the words of the song. Encourage the students to be enthusiastic. If they are singing with energy, it will help them to become in-tune singers. Later, substitute unpitched rhythm instruments for the body percussion that is suggested in the song. If you don't have instruments, use found sounds - desk tops, rulers, etc. In the student books, any notes that are included in a frame are meant to be read by the students, or if you don't have student books, to be read to the students from the teacher's guide. These notes include important concepts or information about a song. Teach the song using the rote process. In the teacher guide, rote songs are noted above the upper right hand corner of the music. (1, 2)

Rote Process:

1. The teacher sings the entire song for the students. (or plays it on the CD)
2. The teacher sings each phrase in turn to the students and the students echo. If there are any inaccuracies in pitch or rhythm, repeat. If the teacher cannot sing accurately, play a phrase on the CD and pause, and then have the students echo.
3. The teacher sings two phrases to the students. The students echo two phrases. Continue until the entire song has been sung. If there are any inaccuracies in pitch or rhythm, repeat.
4. The teacher sings (or plays) the entire song to the students. The students echo the entire song.

Note to the teacher: There is insufficient space to include all teaching notes for each song in the weekly lesson outline. Be sure to see the suggestions that follow each song, because additional suggestions for the use of each song are given.

Song #2. Concentration CD1:3

Teaching Purpose/Suggestions: Teach the song by rote, or if you are familiar with solfege, by singing the melody using solfa. Play the game as per the directions in the teacher guide. This game is included to help you learn the names of the students in your music class. Music specialists can teach up to 700 students per week and games like this help the teacher learn the names quickly.

Musically, this game is played to practice keeping a steady beat. Have the students keep the beat by tapping one finger in the palm of their other hand. This gives them the feel of the beat without being so noisy that it is louder than the singing. (1)

Each time someone goes out, increase the speed, or the tempo, of the singing. Review tempo terms. These terms are given on page 14 of the student book.

How Notes are Named: An explanation of how notes are named using letter names is given on page 3 of the student book. Read the information with the students, and practice naming notes using the hand staff and/or the floor staff as explained in the teacher notes that follow.

Song #3. Little Tommy Tinker CD1:4-5

Teaching Purpose/Suggestions: This is an easy four part round that provides great practice singing in parts. Explain that the song comes from a time when homes were heated by building a fire in an open fireplace. If someone wanted to warm up, they would go closer to the fire. A "clinker" was a hot coal that had rolled out of the fire.

Read the rhythms and the note names, using either letter names or solfege. Practice the melody and actions in unison before dividing into parts. Divide the class into two groups and sing "Little Tommy Tinker" as a two part round. Have the second group begin after two measures. When the students are successful performing the round in two parts, try it in three parts, starting new groups after one measure. (1)

Kodály Extension:

1. Mama Don't Allow
2. Concentration
3. Little Tommy Tinker

Concept:

- | |
|----------|
| s,l, drm |
| d m s |
| d m s d' |

Use these songs to review the solfa notes and the placement of the notes on the staff.

Orff Extension:

Orff arrangements are given in "The Orff Source" for both "Concentration" (Orff #36) and "Little Tommy Tinker" (Orff#59).

The arrangements are quite easy for Grade 5, so they will provide material for review of the proper playing techniques.

What if's and How to do's are for the music specialist. (The classroom teacher establishes routines long before the first music class.) Outline the music room procedures on the first day and establish routines. If students don't adhere to your guidelines, have them practice the proper procedure until they do it correctly. For example: If you want the students to wait quietly in the hallway until the class in your room leaves, practice that skill until they are competent.

1. Mama Don't Allow

CD1: 1-2



s, l, t, d r m
D E F# G A B

Traditional

Swing

Ma-ma don't 'low no sing-in' 'round here. Ma-ma don't 'low no sing-in' 'round here. Well we don't care what Ma-ma don't 'low, gon-na sing our heads off an-y-how. Ma-ma don't 'low no sing-in' round here.

2. Mama don't 'low no hand clappin' 'round here....

3. Mama don't 'low no finger snappin' 'round here....

4. Mama don't 'low no pat, clap, snappin' 'round here....

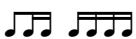
Teaching Purpose/Suggestions: This song was chosen as the opening song of the Musicplay 5 program because it is fun and encourages the students to sing with energy and enthusiasm. Add the actions as suggested by the words of the song. Encourage the students to be enthusiastic. If they are singing with energy, it will help them to become in-tune singers. Later, substitute unpitched rhythm instruments for the body percussion that is suggested in the song. If you don't have instruments, use found sounds - desk tops, rulers, etc. In the student books, any notes that are included in a frame are meant to be read by the students, or if you don't have student books, to be read to the students from the teacher's guide. These notes include important concepts or information about a song. Teach the song using the rote process. In the teacher guide, rote songs are noted above the upper right hand corner of the music. (1, 2)

Teach the song using the rote process. In the teacher guide, rote songs are noted above the upper right hand corner of the music.

Rote Process:

1. The teacher sings the entire song for the students. (or plays it on the CD)
2. The teacher sings each phrase in turn to the students and the students echo. If there are any inaccuracies in pitch or rhythm, repeat. If the teacher cannot sing accurately, play a phrase on the CD and pause, and then have the students echo.
3. The teacher sings two phrases to the students. The students echo two phrases. Continue until the entire song has been sung. If there are any inaccuracies in pitch or rhythm, repeat.
4. The teacher sings (or plays) the entire song to the students. The students echo the entire song.

Playing: When the song is known, add the body percussion - hand claps, finger snaps, patting thighs. Later, substitute rhythm instruments for these. eg. hand drums for hand claps; triangles for finger snaps; rhythm sticks for patting thighs. Invite the students to improvise additional rhythms on a variety of unpitched percussion instruments. (2, 3)

Music Reading: Tone set: s,l,drm Rhythms: 

Although this song is meant to be taught by rote, there are elements of the song that the students can read. When they have reviewed the rhythms that were taught in Grade 4, they could come back to this song and read the rhythms. The tone set of the song is pentatonic and could be used to review those notes if they are familiar to the students. (5)

Standards: 1, 2, 3, 5

Welcome to Musicplay! In your music classes, you're allowed to sing, clap your hands, snap your fingers, play instruments, play music games, listen to music and learn about music. Why don't you start with a music game that will help you to remember the names of everyone in your class, while you sing and keep a beat. Every time someone goes out, try the game a little bit faster - then start over so everyone can play!

2. Concentration

CD1: 3

Concentration

1: 3

The musical score for 'Concentration' is written in treble clef with a key signature of one sharp (F#) and a common time signature (C). The melody consists of a series of eighth and quarter notes. The lyrics are: 'Con-cen-tra-tion ev-'ry-bod-y read-y? When you hear your name— the game be-gins!'. Above the final three notes of the melody, the letters 's', 'm', and 'd' are written, with 'A', 'F#', and 'D' written below them respectively. The text 'Traditional, adapted by D. Gagne' is written to the right of the melody.

Traditional, adapted by D. Gagne

Game Directions: All begin by singing the first part of the song. After the line, “When you hear your name, the game begins!” the teacher sings her own name, followed by a student’s name. The student continues the game by singing his own name followed by a classmate’s name. The classmate sings his own name, followed by a different classmate’s name. Eliminate those who don’t sing on the beat, until there are only a few left. Practice many times before beginning the elimination part of this game.

Teaching Purpose/Suggestions:

Teach the song by rote, or if you are familiar with solfege, by singing the melody using solfa. Play the game as per the directions in the teacher guide. This game is included to help you learn the names of the students in your music class. Music specialists can teach up to 700 students per week and games like this help the teacher learn the names quickly.

Musically, this game is played to practice keeping a steady beat. Have the students keep the beat by tapping one finger in the palm of their other hand. This gives them the feel of the beat without being so noisy that it is louder than the singing. (1)

Each time someone goes out increase the speed, or tempo, of the singing. Review tempo terms. These terms are given on page 5 of the student book.

adagio	slow
lento	slowly
largo	very slow and broad
andante	slow, at a walking pace
moderato	moderate pace
allegro	lively and quick
vivace	fast and lively
presto	very quick
prestissimo	as quick as possible

Play this game again in lesson two. This is a good game to play anytime you have a few extra minutes of class time. (1)

Playing and Creating: An Orff arrangement for this song is given in “The Orff Source”. (#36) Teach the arrangement to your students, or have your students improvise and create their own. (2, 3, 4)

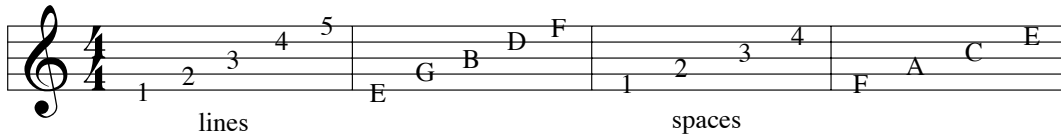
Music Reading: Tone set: s m d

Use this song to review the definition of beat and tempo terms. (5)

Standards: 1, 2, 3, 4, 5

How Notes Are Named

The Staff: Music is written on a five line staff. Notes can be placed on lines or in spaces. The lines and spaces are numbered from the bottom to the top. At the beginning of a staff a clef is given. The *treble clef* circles the note G, and is used for treble, or higher notes.

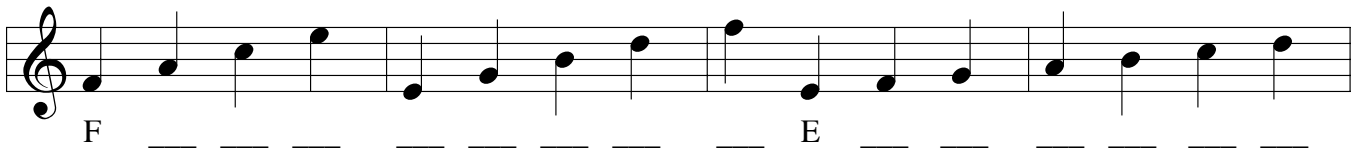


Letter Names: The first seven letters of the alphabet are used to name notes - ABCDEFG. When you play an instrument, you use letter names to name notes.

You can remember the names of the notes on lines with this poem:
The notes on the lines spell **Every Good Boy Does Fine**

You can remember the names of the notes in spaces with this poem:
The notes in the spaces spell **FACE**.

Name the notes in the staff below. Sing the letter names of the notes in “Concentration”.



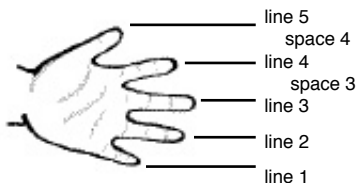
How Notes Are Named:

This activity is given as a reproducible in the teacher guide. Read the information given with your class and have them complete the note naming exercise. Additional note naming worksheets are given in the reproducible section of this guide. Have students complete the extra worksheets for practice or assessment.

Hand Staff:

Show the students the hand staff. Hold your hand in front of you with your fingers spread apart and the thumb up. Number your fingers 1-2-3-4-5 from the bottom to the top. Tell the students that they have five fingers, just as there are five lines on the music staff. To show the spaces on the hand staff, place the index finger of your right hand between two fingers. Spaces are also numbered from the bottom to the top. Call out a line or space and have the students point to the correct one. For example:

line 3, space 4, line 1, space 2



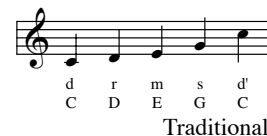
Staff Games: Use painter’s tape to put a giant staff on the floor. Painter’s tape won’t hurt the carpet and will last for a week or two until you’ve taught the staff games to all your students. If you have funding available, you can purchase a music rug to go on the floor that has a staff built into it. Visit www.musicplay.ca to see a music rug. Additional staff games are given in the publication “Staff and Symbol Games”, also available at www.musicplay.ca

Staff Relay: Divide the class into two-four teams. On small paper plates write a letter name of a note - A B C D E F G. Each team is given a pile of notes. Teams race to place their notes on the correct line or space of the floor staff. The first team finished with ALL notes correctly placed wins.

Staff Beanbag Toss: Divide the class into two-four teams. Each team has a pile of bean bags. A team member tosses a bean bag onto the staff. They must correctly name the line or space it lands on. If they are correct, the bean bag stays. If not, the bean bag is removed by the teacher. The team with the most bean bags on the staff wins.

3. Little Tommy Tinker

CD1: 4-5



1. Lit - tle Tom-my Tin - ker sat up - on a clink - er. He be - gan to cry.

2. Ma! _____ Ma! _____ Poor lit - tle in - no - cent guy.

When a note is held for 2 beats it is called too-oo. ♩ This is a half note.
 When a note is held for 4 beats it is called fo-o-o-our. ♩ This is a whole note.
 Sing “Little Tommy Tinker”, using rhythm names instead of the words.
 “Little Tommy Tinker” uses the solfa note high do. Circle every high do.
 Can you sing the song in solfa and in letter names?

Actions:

A clinker was a hot coal, and when Tommy Tinker sat on it, it HURT!

Little Tommy Tinker	<i>sit in place</i>
sat upon a clinker	<i>jump up, holding your bottom</i>
He began to cry	<i>wipe eyes</i>
Ma Ma	<i>throw arms into the air (2x)</i>
Poor little innocent guy	<i>clasp hands together, bring to chest and sit down</i>

Teaching Purpose/Suggestions: This is an easy four part round that provides great practice singing in parts. Explain that the song comes from a time when homes were heated by building a fire in an open fireplace. If someone wanted to warm up, they would go closer to the fire. A “clinker” was a hot coal that had rolled out of the fire.

Read the rhythms and the note names, using either letter names or solfege. Practice the melody and actions in unison before dividing into parts. Divide the class into two groups and sing “Little Tommy Tinker” as a two part round. Have the second group begin after two measures. When the students are successful performing the round in two parts, try it in three parts, starting new groups after one measure. (1)

Playing: This round could be played by good recorder players or on barred percussion instruments or Boomwhackers. (2)

Creating: You could have the students try to write new words for this melody. (4)

Music Reading: Tone set: drms d’

This is a reading song. Review the note values with the class:

A quarter note ♩ is one sound on a beat - ta

A pair of eighth notes ♪ are two sounds on a beat - titi

A half note ♩ is held for 2 beats - too-oo

A whole note ♩ is held for 4 beats - fo-o-o-our

You can show this by drawing a pizza on the board. The whole pizza is the equivalent of the whole note. Divide the pizza in two and you have two “half” pizzas, or two half notes.

Have the class read the rhythms of the song. The solfege notes are given, and if you are comfortable with solfege, you can sing and sign it for your students. If not, sing the letter names of this song. (5)

Standards: 1, 2, 4, 5

September - Week 2:

Musical Concepts:

- * beat / rhythm
- * loud/soft, fast/slow, high/low
- * rhythm reading ♩ ♪
- * 12 bar blues

New Songs:

- | | |
|---------------------------|--|
| 4. School Day Blues CD1:6 | Concept: 12 bar blues, expression |
| 5. Boom Chicka Boom CD1:7 | high/low, loud/soft, |
| | fast/slow |
| 6. Pass the Stick CD1:8 | s m d ♩ ♪ |

Review Songs:

- | | |
|--------------------------------|--------------------------|
| 2. Concentration CD1:3 | s m d |
| 3. Little Tommy Tinker CD1:4-5 | d m s d', round, ♩ ♪ ♩ ♩ |

General Classroom Music Lesson:

Song #3. Little Tommy Tinker CD1:4-5

Review the round, singing in as many parts as your students can do competently. Each round in Musicplay 5 is intended to be rehearsed for approximately two weeks. Students need to be really familiar with the melody of a round before attempting parts. This can be best accomplished if they sing the round in four or five music classes, instead of just one or two.

Song #4. School Day Blues CD1:6

Teaching Purpose/Suggestions: This song can be used as an introduction to the 12 bar blues form. It has lyrics that will appeal to students who have just returned to school after summer break. Teach the song by rote. (1)

Creating: There is an instrumental section near the end of the song where your students could improvise and try making up their own melody and words. (3, 4)

Listening: Listen to this piece and ask the students to tell you what the style of the piece is. It is a blues piece. Read about the 12 bar blues on page 31 of the student books. The part of this song that adheres to this form is the bridge. (I got the school day, school day blues ...) There is an instrumental section near the end of the song where your students could improvise and try making up their own blues song. (6)

Song #5. Boom Chicka Boom CD1:7

Teaching Purpose/Suggestions: This song can be used to review loud/soft, fast/slow, and high/low. This song is an echo chant that is so simple, it can be chanted with the CD, without rote teaching.

The exaggerated high voice helps some students to find their singing voice. If you have many out of tune singers, do the high/low part of this chant as a warmup for several weeks to help students develop some voice flexibility. See "Hints for Developing In Tune Singing" in the teacher guide for more exercises and activities you can do with students to help them develop in tune singing. (1)

Playing and Improvising: Invite the students to create patterns on unpitched instruments that can be echoed by the class. Have the students sit in a circle. Pass an instrument around the circle. Ask each student to create a pattern that the class echoes. Start by playing the rhythm of the chant and have the class echo, then try different patterns. (2, 3)

Music Reading: Read the theory note that is given and use it to review loud/soft, fast/slow, and high/low. (5)

Song #6. Pass the Stick CD1:8

Teaching Purpose/Suggestions: This is a reading song. Reading songs are indicated by a music staff above the upper right hand side of the music. The solfege notes are given, and if you are comfortable with solfege, you can sing and sign it for your students. If you don't use solfege, use the song to practice the letter names of the notes. This is a reading song. Students should read or clap the rhythms and sing the letter names or solfege. When they can successfully sing the melody, they should sing the song with the words. Teach and play the game. (1)

Review Songs: Review songs as time permits.

2. Concentration CD1:3

Listening Resource Kit Level 5:

The Listening Resource Kit Level 5 is the classical music listening component of Musicplay 5. LCD# refers to the track on the CD included in this Listening Resource. For information on this resource email tvinfo@telus.net

LCD#1: (Listening CD track 1) Allegro, Autumn, Vivaldi

If you have the Listening Resource Kit, listen and play along with #1, "Allegro, Autumn" from Seasons by Vivaldi. Choose rhythm flashcards that your students can read or write 2 bar rhythm patterns on the board. Play loud when the music is loud and soft when the music is soft.

Kodály Extension:

Concept:

- | | |
|---|-------|
| 6. Pass the Stick CD1:8 | s m d |
| * review smd position on staff using hand staff, tone ladder, or a staff drawn on the whiteboard. | |
| * read/review melody flashcards: ls m, smd | |
| (If students are late beginners, prepare and present. If students have had previous experience, smd will be review) | |

Orff Extension:

An Orff arrangement is given in "The Orff Source" for "Pass the Stick" (Orff #33).

As the lessons are quite lengthy, choose and teach the arrangement that best suits your students and save the other for later in the year.