

MUSIC 670
Elementary Music Unit

“Re”

As prepared by Becca Cline
Kansas State University
Spring 2013

Unit Outline

Prepare

The prepare stage is an opportunity for students to experience “re” through activities such as songs and games that include the pitch. Repertoire for the section should clearly encompass the purpose of the unit.

Repertoire/ Activities:

- Sally go round the sun
 - This is a pentatonic game (Do-re-mi-sol-la). This game allows students to take turns going around their peers as Sally goes around the various things in the song. With each student taking turns it allows for great repetition of the song.
- Old Woman and the Pig
 - This too is a pentatonic piece, with “re” pitches which are especially accented when the “oinks” appear in the music. This piece provides an opportunity to discuss other cultures by discovering that though pigs make the same sound no matter where they are, people around the world describe the sounds in their own way. Practicing the piece using some of the various onomatopoeias from around the world allows for repetition of the piece especially the “Re” pitches which occur on the words that will be changing; this fun activity also allows students to learn about other languages.
- All around the buttercup
 - This is a piece that contains several “Re” pitches, including a leap from Sol to Re, and a “ Mi-Re-Do” ending cadence. For the game, students form a circle and hold hands, they then raise their arms to form “windows”, the leader moves around the circle, weaving in and out of the windows.

Present

The present stage is the point in the unit when students are lead to name/label the new information, and connect it to its symbolic representation.

Repertoire/Activities:

- Hot Crossed buns
 - With this simple “mi-re-do/do-re-mi” based melody, students should easily be

able to learn the song by rote, and they will know “do” and “mi” well.

Reinforcement Activity:

- Using barred instruments with this piece allows students to see physical evidence of “re”’s placement between “do” and “mi”, which should help them remember where it belongs on the staff as well!

Practice

The practice stage provides opportunities for students to read, write, and perform music containing the new concept. Activities in this stage include a singing story, a singing game, composition, and playing of accompaniment while half of the group sings/ singing, while half of the group plays an accompaniment.

Repertoire/Activities

- **Nine-in-One Ggrr! Ggrr!**
 - This is a singing story, where, when directed by the story, students will sing (by reading notation) a simple melody containing “do-re-mi/mi-re-do”.
 - There is a smooth transition from the previous activity (Hot Crossed Buns) to this one, because it uses the same pitch set, but a different melodic line.
- **Rocky Mountain**
 - This is a fun song that contains all of the pentatonic pitches.
 - Because the rhythms are rather simple, and there are many pitches to choose from, this song provides a great basis for a composition project (which must contain the pitches of the pentatonic scale, the provided rhythms, and end on do.)
- **School Bell Sounding**
 - This piece is a simple and lovely pentatonic melody, which has an accompaniment part that goes along with it very nicely, and provides students the opportunity to play an instrument with the piece. Also, the addition of the Korean text (Ha’kyo jung) provides even further opportunity for repetition and experience with the piece containing “Re”.

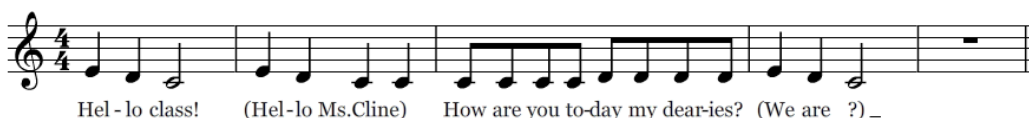
Pattern Work: As students enter the room, a singing greeting will be used as a means to warm them up vocally, and also to introduce them to the melody they will be working with later in the lesson.

Singing Greeting

Arr. Becca Cline

(Composer)

♩ = 120



Assessments:

Formative assessments will occur during the practice stage through checklists/ rating scales.

Summative assessments

ACTIVITY PLANS

PREPARE

Activity Plan:

“Sally Go Round the Sun”

Silver-Burdett Making Music Teachers Edition Grade 2

Objectives:

By the end of this activity, students will accurately sing mi-re-mi and do-re-do patterns.

National Standards:

1. Singing alone and with others, a varied repertoire of music

Materials Needed:

None

Sequence:

1. Teach the song by rote
 - a. Begin by having students repeat the rhyme
 - b. Add the melody
2. Perform until secure
3. introduce game
 - a. Students sing the song while they get into a seated circle.
 - b. A leader is chosen to skip or walk around the outside of the circle
 - c. At the end of the song everyone says “Pop!” When this occurs, the leader jumps up, and then sits down. Whoever he is sitting behind is now the leader.
12. Game play continues until secure.

Assessment:

Informal assessment will occur throughout, with emphasis on the performance of mi-re-mi, do-re-do, and mi-re-do.


First system of the musical score. The vocal line (treble clef) contains the lyrics "Sal - ly go round the sun, Sal - ly go round the moon,". Above the staff are four guitar chord diagrams labeled F, C, F, and C. The piano accompaniment (grand staff) features a steady eighth-note bass line and chords in the right hand.

Second system of the musical score. The vocal line (treble clef) contains the lyrics "Sal - ly go round the chim - 'ney pots on a Sat - ur - day af - ter - noon." Above the staff are five guitar chord diagrams labeled F, C, F, C, and F. The piano accompaniment (grand staff) continues with the same rhythmic pattern as the first system.

Analysis:

Tone Set	Do-re-mi-sol-la
Range	Octave
Rhythm Set	Eighth note, Quarter note, Dotted half note
Form	AB

Pedagogical Use:

Melody	Prepare “re”, Do-re-mi-sol-la
Rhythm	
Other	Singing Game

Activity Plan:

“Old Woman and the Pig”

Silver-Burdett Making Music Teachers Edition Grade 2

Objectives:

By the end of this activity, students will accurately sing mi-re-mi and do-re-do patterns.

National Standards:

1. Singing alone and with others, a varied repertoire of music
9. Understanding music in relation to history and culture

Materials Needed:

None

Sequence:

1. Teach the song by rote
 - a. Begin by having students repeat the rhyme
 - b. Add the melody
2. Perform until secure
3. Discuss the way various languages have different ways of describing the sounds that animals make (Onomatopoeias).
 - a. Ask if any students know how to say an animal noise in another language,
 - b. Have students repeat a few select animal sounds in other languages, for example: in parts of China pigs say “hu-lu, hu-lu”
4. Perform until secure.

Assessment:

Informal assessment will occur throughout, with emphasis on the performance of mi-re-mi, do-re-do, and mi-re-do.

CD 7:12

Pentatonic
d r m s t d'

American Folk Song

1. There was an old wom-an and she had a lit-tle pig, — Oink, oink, oink.
 2. This lit-tle old wom-an kept the pig in the barn, — Oink, oink, oink.

There was an old wom-an and she had a lit-tle pig,
 This lit-tle old wom-an kept the pig in the barn,
 He did-n't cost much 'cause he was-n't ver-y big, — Oink, oink, oink.
 The pret-ti-est thing she had on the farm, — Oink, oink, oink.

Analysis:

Tone Set	Do-re-mi-so-la
Range	Octave
Rhythm Set	Quarter note, quarter rest, eighth note
Form	ABA

Pedigological Use:

Melody	Prepare “re”, Do-re-mi-sol-la
Rhythm	
Other	Cross-curricular, introducing “pig noises” from around the world

Activity Plan:

"All Around the Buttercup"

Silver-Burdett Making Music Teachers Edition Grade 2

Objectives:

By the end of this activity, students will accurately sing mi-re-do, do-re-mi, and sol-re.

National Standards:

1. Singing alone and with others, a varied repertoire of music

Materials Needed:

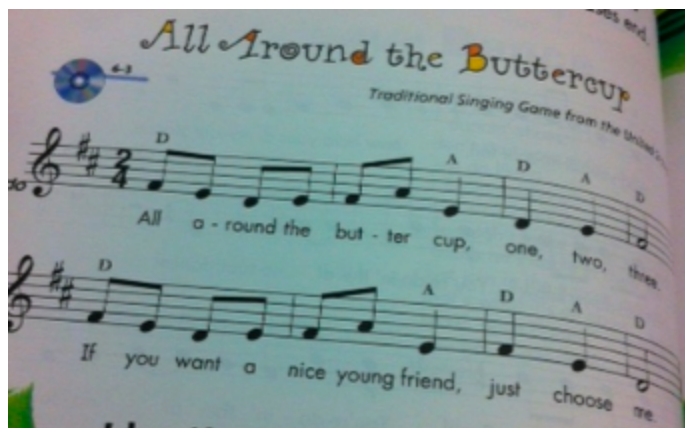
None

Sequence:

1. Teach the song by immersion,
2. Perform until secure
3. Teach game
 - a. Students gather and stand in a circle.
 - b. Students join hands above their heads creating "windows"
 - c. Group leader begins to walk around the circle, weaving in and out of the "windows"
 - d. At the end of the song, the person the leader stopped in front of becomes the new leader.
4. Perform until secure.

Assessment:

Informal assessment will occur throughout, with emphasis on the performance of mi-re-do, do-re-mi, sol-re.



Analysis:

Tone Set	Do-re-mi-sol
Range	5th
Rhythm Set	Eighth note, Quarter note, Half note
Form	AB

Pedagogical Use:

Melody	Prepare “re”, Do-re-mi-sol
Rhythm	
Other	Singing Game

PRESENT**Activity Plan:**

“Hot Crossed Buns”

Objectives:

By the end of this activity, 80% of th students will

1. Identify “re” aurally, and on the treble staff (“re”=D)
2. Perform the solfege hand-sign for “re”
3. Identify “re” on a barred instrument
4. Perform “re” on a barred instrument

National Standards:

- 1.Singing alone and with others, a varied repertoire of music
5. Reading and notating music
6. Listening to, analyzing and describing music

9. Understanding music in relation to history and culture

Materials Needed:

- Presentation equipment (whiteboard or smart board) for notated melody
- Classroom instruments (Barred Orff instruments)

Sequence:

1. Singing greeting on mi-re-do and do-re-mi
2. Teach the song by rote using a neutral syllable
3. Teach words by rote
4. Have students sing song without teacher assistance
4. As a class, notate the melody on the board, reviewing what is known about the pitches.
 - a. Which is the highest pitch?
 - b. Which is the lowest pitch?
 - c. If we know where “mi” lives on the staff, can we find “do”?
5. Sing the song using solfege, humming new pitch
6. Give students barred instruments with “do” and “mi” available. Have them play the song, again humming the new pitch.
7. Add a new bar, “fa”, play the melody for students: mi-fa-do, ask if it is the correct melody.
8. Have students give ideas for where the bar should go; play each suggestion.
9. Finally, play the correct melody.
10. Ask students if anyone knows what we should call the new pitch.
11. Identify the new pitch as “re” and explain that it lies between “do” and “mi”
12. Ask students if they believe “re” is higher or lower than “sol” and have them explain this. (It is lower).
13. Show do-re-mi on a staff.
14. Introduce the hand sign for “re”, explain that it is slanted because it leads from “do” to “mi”.
15. Practice song with solfege, including the hand signs.

Assessment:

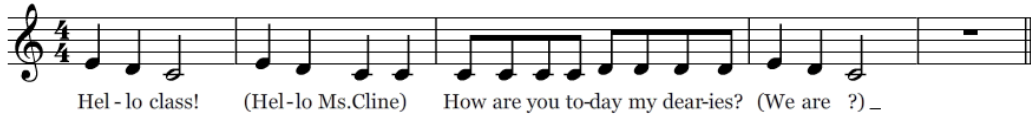
Informal assessment will occur throughout, with emphasis on the accurate singing of “re” in the melody, accurately identifying “re” aurally and on the staff.

Singing Greeting

Arr. Becca Cline

(Composer)

♩ = 120

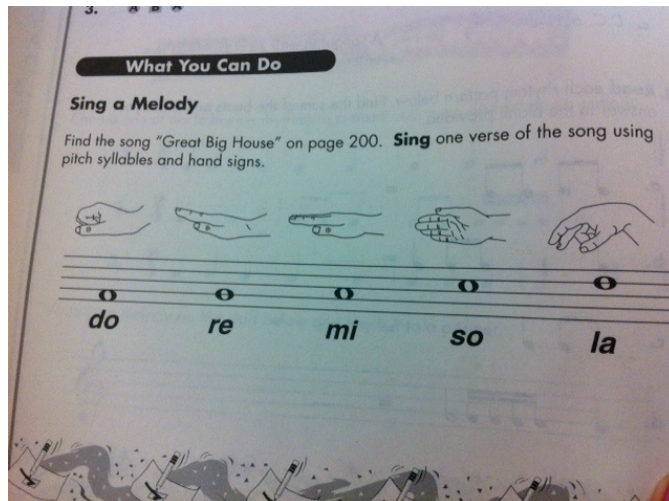


Hot Crossed Buns

Arr. Becca Cline

American Folk Song

♩ = 120



Analysis:

Tone Set	Mi-re-do
Range	3rd
Rhythm Set	Eighth note, quarter note, half note
Form	AB

Pedagogical Use:

Melody	Present “re”, Do-re-mi
Rhythm	
Other	Orff instruments for visual/aural identification

PRACTICE**Activity Plan:**

Nine in One, Ggrr, Ggrr

Hmong Folktale as told by Blia Xiong, and adapted by Cathy Spagnoli

Objectives:

By the end of this activity, 80% of students will be able to accurately read and perform mi-re-do and do-re-mi

National Standards:

1.Singing alone and with others, a varied repertoire of music

5. Reading and notating music

9. Understanding music in relation to history and culture

Materials Needed:

- Presentation equipment (white board, smart board, etc) to display melody
- Story book: Nine in One, Ggrr, Ggrr

Sequence:

1. Begin with a singing greeting using “mi-re-do” and “do-re-mi”
2. Have students review the last lesson by asking if anyone remembers the new pitch we learned last class.
3. Have class sing a melody that is posted on the board (mi-re-do)
 - a. Have students sing another melody on the board (Mi-re-do-mi-mi) Say, “You did well with that one, I bet you could do this one too!”
 - b. Practice until confident, then say, “wow! If you can do that one, I bet you can do this one, too” (Mi-re-do-do-do).
 - c. Combine these two new melodies, practice until secure.
4. Introduce the story book Nine=in-one, ggrr, ggrr and explain that when the story says the tiger sings, they should sing the words “Nine-in-One, Ggrr, ggrr!” to our new melody.
 - a. Read through the book, while students perform the melody,
 - b. On page 28, the melody changes. Reveal a new melody on the board and ask if anyone can sing it for the class (the words will be displayed as well, “One-in-Nine, Ggrr, ggrr”.
 - c. Have the whole class sing the new melody
 - d. Complete the story.
5. The last page of the book mentions the Hmong people.
 - a. Ask if anyone in the class knows who the Hmong people are
 - b. This particular group of Hmong people come from Laos
 - i. Show a map and identify Laos
 - c. In Asian cultures, history is extremely important, and folk tales and traditions form a great deal of their culture.
 - d. Ask if any students can recall any other Asian folk tales?

Assessment:

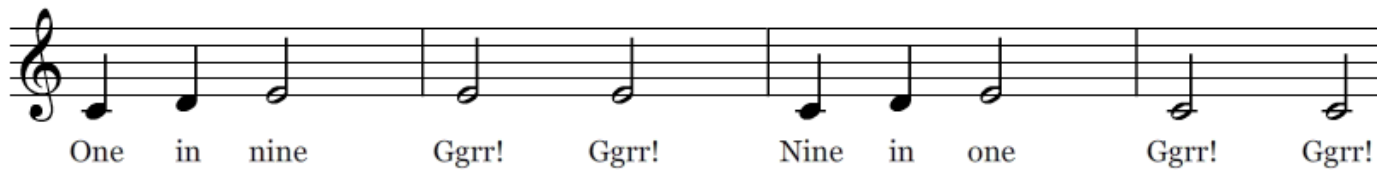
Formative assessment will occur throughout, with emphasis on the accurate singing of “re” in the melody, accurately identifying “re” aurally and on the staff.

Nine-in-One. Ggrr! Ggrr!

Arr. Becca Cline

Hmong Singing

♩ = 120



Analysis:

Tone Set	Do-re-mi
Range	3rd
Rhythm Set	Quarter notes, Half notes
Form	AB

Pedagogical Use:

Melody	Practice “re”, Do-re-mi
Rhythm	
Other	Singing Story, read music and sing with story

Activity Plan:

“Rocky Mountain”

Objectives:

By the end of this activity, 80% of students will accurately sing a melody from staff notation.

National Standards:

1. Singing alone and with others, a varied repertoire of music
5. Reading and notating music

Materials Needed:

- Music for “Rocky Mountain”

Sequence:

1. Present the 1st verse of the melody on the staff. Ask students to identify where “re” is; ask the students to explain how they know this.
2. Ask the students to read the rhythm of the melody using rhythm syllables
3. Ask the students to perform the melody using hand signs while singing “in their heads”
4. Ask the students to sing the melody with solfege while using hand signs

Assessment:

Formative assessment will occur throughout, with emphasis on the accurate singing of “re” in the melody, accurately identifying “re” aurally and on the staff.

Listen for the new piece

Rocky Mountain
Folk Song from the Southern United States

3-32

VERSE

1. Rock - y moun-tain, rock - y moun-tain, rock - y moun-tain high;
When you're on that rock - y moun-tain, hang your head and cry!

REFRAIN

Do, do, do, do, Do re - mem - ber me;
Do, do, do, do, Do re - mem - ber me.


2. Sunny valley, sunny valley,
sunny valley low;
When you're in that sunny valley,
Sing it soft and slow. Refrain

3. Stormy ocean, stormy ocean,
stormy ocean wide;
When you're on that deep blue sea,
There's no place you can hide. Refrain

Analysis:

Tone Set	Do-re-mi-sol-la
Range	6th
Rhythm Set	Eighth notes, Quarter notes, half notes
Form	AB

Pedagogical Use:

Melody	Practice "re", Do-re-mi-sol-la
Rhythm	2/4 
Other	Use for composition project

Activity Plan:

Compose a melody

Objectives:

By the end of this activity, at least 75% of students will improvise a simple melody using do, re, mi, sol and la to a given rhythmic pattern.

National Standards:

1. Performing on instruments, alone and with others, a varied repertoire of music
2. Improvising melodies, variations, and accompaniments
3. Composing and arranging music within specified guidelines.
4. Reading and notating music
5. Listening to, analyzing, and describing music
6. Evaluating music and music performances.

Materials Needed:

- Presentation equipment (whiteboard, smart board, etc) for instruction and notated melody and rhythmic text
- Classroom instruments: Barred Orff instruments

Sequence:

1. Review "Rocky Mountain" from last class
2. Have students sing while they use body percussion to practice the rhythm of the piece. (pat lap for eighth notes, clap for half notes, stomp for quarter notes.)
3. Take away the words, and just have them practice the body percussion.
4. The students now have a job to do! The songwriter decided that the melody is all wrong, and he needs us to help him fix it!
 - a. The students are allowed to use "do", "re", "mi", "sol", and "la" to create our new melody, and must use "re" at least once!
 - b. The students must use the rhythm provided to them (from lines 2 and 3 of Rocky Mountain)
 - c. The melody must end on "do".
 - d. Students will use their barred Orff instruments to help them come up with a new melody.
 - e. The students will perform their new melodies for the class
5. The students will complete self-assessments.

Assessment:


Formative assessment will occur throughout with emphasis on accuracy singing, identifying (aurally and on the staff) re, and correctly incorporating "re" into a composition.

Summative assessment will occur in the form of a rating scale, recording the accuracy in singing "re" in the melody, accurately identifying "re" aurally and on the staff, incorporating "re" into a composition, and correctly including all required aspects of the composition.

Analysis:

Tone Set	Do-re-mi-sol-la
Range	
Rhythm Set	Eighth notes, Quarter notes, half notes
Form	AB

Pedagogical Use:










Melody	Practice “re”, Do-re-mi-sol-la
Rhythm	2/4 
Other	composition project

Incorporation of “re”	Student accurately include “re” into his or her composition	Student incorrectly name “re”, or labels the incorrect pitch as “re”	Student does not include “re” in his or her composition
Pitches	Student uses all pitches of the pentatonic scale in their composition	Student uses some pitches of the pentatonic scale/ some pitches not belonging to the pentatonic scale	Student does not use pitches of the pentatonic scale.
Rhythm	Student accurately uses the given rhythms to create their new composition	Student makes 3-4 mistakes with the given rhythm	Student uses the incorrect rhythm
Ending	Student correctly ends their song on “do”	Student incorrectly names “do” or labels the incorrect pitch as “do”	Student does not end the piece on “do”

Student Self-Assessment

Name_____

Hearing, Reading, Improvising with “re”

Hearing “Re”	<div> Not Feeling Confident</div> <div> Unsure How I Feel</div> <div> Feeling Confident</div>
Reading “Re”	<div> Not Feeling Confident</div> <div> Unsure How I Feel</div> <div> Feeling Confident</div>
Improvising with “Re”	<div> Not Feeling Confident</div> <div> Unsure How I Feel</div> <div> Feeling Confident</div>

Activity Plan:

“School Bell Sounding”

Objectives:

By the end of this activity, at least 80% of students will:

- perform from written notation a simple melody containing “re”.
- play an accompaniment on a barred Orff instrument

National Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Playing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music
6. Listening to, analyzing, and describing music
7. Evaluating music and music performances.

Materials Needed:

- Score for “School Bell Sounding”

Sequence:

1. Students will begin by speaking the English text in rhythm
2. Students will sing the melody on solfege
3. Ask students to combine, and sing the words as written.
4. When confident, have students learn the Korean words by rote, one verse at a time.
5. Perform until secure
6. While they sing, teacher will play accompaniment on a barred instrument.
 - a. Have students play the accompaniment you are playing (the notation should be placed on the board, or somewhere visible for students)
 - b. Perform until secure.
7. Students will be divided in half. One half will play the accompaniment while the other half sings, and then they will switch.

Assessment:

Formative assessment will be ongoing throughout the activity. Emphasis will be placed on accuracy in singing and playing “re” in the melody, accurately identifying “re” aurally and on the staff, incorporating “re” into a composition, and correctly including all required aspects of the composition.

ends the song? Hint: The song starts on so.



Ha'kyo jung (School Bell Sounding)

English Words by David Eddleman

School Song from Korea
Words and Music by Mary Kimm Joh

do

1. Ha' - kyo jung ee daeng daeng daeng,
1. School bell sound - ing, ding, dong, ding,

Uh - za mo ee jha,
Let us gath - er in.

Sun saeng nim ee oo ree rul,
Greet the teach - er by the door,

Ki - da ree shin da.
Let the class be - gin.

2. Ha'kyo jung ee daeng daeng daeng,
Uhza mo ee jha,
Sa ee joht keh oh nuhldoh,
Khong bu jhal ha jha.
2. School bell sounding, ding, dong, ding,
Let us gather in.
Working all together now,
Learning once again.

Play Along with the Song

Here are some patterns you can **play** as the class sings "Ha'kyo jung."

Xylophone

Metallophone

Analysis:

Tone Set	Do-re-mi-sol-la
Range	5th
Rhythm Set	Eighth notes, Quarter notes, half notes
Form	AB

Pedagogical Use:

Melody	Practice “re”, Do-re-mi-sol-la
Rhythm	
Other	Cross curricular, orff instrument accompaniment for teacher/students