

The Best Day Ever-Music Integration-Primary & Intermediate

Sound Poem

Bubba tells Irie, "YOU have the power to make things happen. Be creative."

Materials needed: paper and pencil, clipboard

Instructions: Take a walk outside of school, where you live, or local park. For several minutes, listen to the music of nature. Create a list of what you hear:

Living Things

Nonliving Things

Do any of your sounds have a pattern?

Do any of your sounds have a melody? _____

What sound was the fastest? _____ The slowest? _____

WI Common Core State Standards Covered in Primary/Intermediate Music Lesson:

C.4.5 Echo simple rhythmic and melodic patterns

D.4.1 Create and arrange music to accompany readings and dramatizations

D.4.2 Create and arrange short songs and instrumental pieces within specified guidelines

MUSIC INTEGRATION LESSONS

Soundscape/Found Sounds-Primary & Intermediate

Objective: Create a soundscape of “found sounds”

- Look around the room for things that make a sound when hit, shaken, or scraped.
- Ideas could be: a ruler tapping the legs of a chair, shaking a water bottle, rubbing your hand on top of a table or desk.
 - List your 'found percussion sounds' on the left side ✓
 - Create random dashes across the paper.
- Using a vertical yardstick or ruler as your 'play button', begin at the words, and travel across the paper, performing your sound when there is a mark under the ruler.
 - Edit your soundscape if needed.

<u>Sounds</u>	*Start*				*end*
<u>Tapping ruler (ex)</u>		-----	-----	-----	-----

Jamaican Music & Rhythm -Primary & Intermediate

The people of Jamaica speak a very distinct language in their country. It is called Patois, pronounced "patwah." Other people call the language "Jamaican Creole."

Here are some words we use today, and the Patois word of Jamaica:

<u>English</u>	<u>Patois</u>
Hello	Ello
How are you?	How yuh stay
What are you doing?	Weh yuh up to
Everything all right?	Everyting criss
I'm taking it easy	Mi a gwaan easy
Take a shower	Wul ah fresh

(thank you to jamaicanpatwah.com for the translation)

Bob Marley was a famous musician from Jamaica. We're going to use his song "Stir It Up" as a basis for our rhythm adventure.

Taking a Patois greeting, develop a repeating rhythm as an **ostinato** for the song. An **ostinato** is a repeating part in music.

Separate into four groups: A, B, C, and D. Each group is either given a Patois phrase, or depending on age, a simple computer search will yield hundreds of appropriate phrases.

Using a simple 4 beat pattern, such as is featured in the song, first find the steady beat.

Next, with your group, practice your Patois rhythm **ostinato**.

Create a pattern using every group; in music it's called **form**.

Write your Patois in the space provided to practice in rhythm. Make sure your phrase fits with the number of beats provided. Each beat can have one or two syllables, or it can have no words--a rest.

Patois Rhythm!

Steady
beat



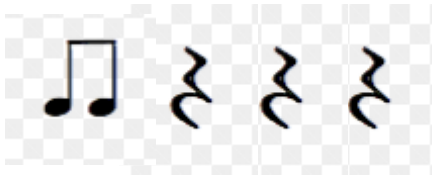
(ex)A El-lo _____

B How yuh stay _____

C Weh-yuh up to _____

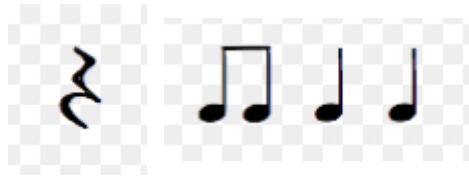
D Mi a gwaan ea-sy _____

In music, the rhythm would be



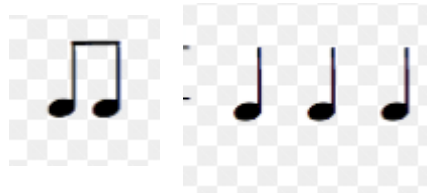
A

C



B

D



Ball/Stick/Shoe Passing Game-Primary



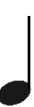


Concept: Steady beat, Rhythm, teamwork, circle activity

Materials:

- balls
- sticks (rhythm sticks work)
- bean bags
- egg shakers
- stones (smooth, small stones work best)

Main Objective: Using the characters of the story, construct a chant using the names.

- As a class, figure out how many syllables are in each character's name, then assign a rhythm (or symbol, if music notes haven't been taught!) for each

- Irie = 
- Bubba = 
- Max = 
- Pizza Robots = 
- "dro-o-o-ones" = 

Or get creative!!! Think of your own!!

CHALLENGE: Use the sounds of the drones or robots as a repeating pattern!

- Have students sit (instead of stand) in a circle.
- Instead of one big circle, arrange students in several circles of fewer students per circle.
- Practice the motions of everyone moving hands to the right, then back (even swaying), keeping in sync with everyone else.
- Walk around and help students.
- Say words like "Pass," "Pick up" and "Right," even singing those words to the tune.
- Slow down the tempo.
- Only put in 1 stone/ball/stick in at first while the rest of the students pretend. Gradually add more stones/balls/sticks.
- Add a drum beat (or xylophone bordun) on the strong beats.

RHYTHM POEM-Intermediate

Like Irie and her friends helped each other and showed their teamwork, work with your team to develop a poem using the rhythm and structure provided.

Remember your note values, and make sure your syllables add up!!



is a quarter note. It gets 1 beat.



is a half note. It gets 2 beats.



are a pair of eighth notes.

They're 1 beat, but 2 sounds!



is a whole note. It gets 4 beats!

Remember:

- Everyone works together
- Brainstorm a theme to your poem
- Brainstorm words that fit the rhythm of your poem
- Edit!
- Practice saying your poem in rhythm with your team
- Perform your rhythm poem for the class!

Rhythm Poem

Composers: _____





