

Joyful Singing

As originally learned from Avery Wolfe & Chris Ebke/Text by K. Wolfe

12345678	Joyful singing makes me happy
1234	Joyful singing
12	Joyful
1	Joy
clap	clap
1	Joy
12	Joyful
1234	Joyful singing
12345678	Joyful singing makes me happy

Sing and speak and move and play and
 Thankful, grateful, ev'ry day I'm
 Welcome back, it's great to see you

- Shape Game**
- Place a variety of shapes/colors on the floor (*reviewing math concepts/colors*)
 - Play melody while students move around space (*introducing a new melody*)
 - Find a color/shape when music stops (*sharing is caring*)

Friendshape

Melody by Kristine Wolfe/Text adapted from *Friendshape* by Rosenthal/Lichtenheld



Learn B Section

- Rectangle, Circle, Triangle, Square** (say, play, say, play)
 - Begin with clapping, transfer to shape drums (or UPP)

Extension: Students compose their own shape chains (folded paper, math manipulatives, etc.)

OR

Transfer to barred instruments

- o Play rhythm on 1 note (then 2 notes, 3 notes, 4 or more notes, etc.)
- o Choose any notes, but end on C/c'
- o Small group soli & solos (by instrument, then individual)

Create Your Own Magic

Kristine Wolfe

J = 100

Shine! Spar-kle, Shine! Spar-kle, Shine! Spar-kle, Shine! Spar-kle, Shine!

Cre-ate your own ma-gic! Cre-ate your own ma-gic! Cre-ate your own ma-gic! Cre-ate your own ma-gic! Cre

Stay mag-i-cal, keep cre-a-ting! Stay mag-i-cal, don't e-verstop! Stay mag-i-cal, keep cre-a-ting! Stay mag-i-cal, don't e-verstop! Stay

A Section - learn and layer parts

- While stepping to the beat (broken bordun), teach parts
 - say/clap “Create your own magic”
 - Add one note at a time while saying the text
 - say/snap “shine Z Z sparkle/shine...”
- While seated on the floor, teach the tubano drum part
 - Floor (Low) and knee (High) OR
 - Thigh (Low) and hip (High)
- Play broken bordun on BX
- Layer in SG part, SX part, tubano part
- “5 4 3 2 1” (BX - switch to pedal tones C c C c)

B Section - say and play

Making something up on the spot?

That’s called improvisation!

Making something up on the spot?

We know when to stop!

Movement Sentences

- Place movement cards in scattered space
 - locomotor/non-locomotor/locomotor/non-locomoto
- Explore words on your own and at your own pace
- When the music stops, stop and listen for the next direction
- Pick your favorite card (groups of 4-5 is a good max!)
- As a group decide how to perform the words
 - formation, how long for each word, in unison, etc.
- Share creations while playing a known melody (or a new melody)
- Create a playlist of varied styles/genres and “move like the music”!