

## MAKING REPERTOIRE COME ALIVE IN THE GRADES PK-5 MUSIC CLASSROOM

9:30 – 11:45 a.m.; 1:15 – 3:30 p.m.

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### A. CONTEXT: WHAT ARE POSSIBLE RHYTHMIC, MELODIC, AND FORM SEQUENCES FOR GRADES PK-5?

#### 1. What is a Possible **Rhythmic Sequence**?

- a. Kindergarten: beat; loud-soft; fast-slow; long-short sounds; beat vs. "the way the words go."  
b. Grade 1: | - □ | ; / 2 meter  
c. Grade 2: d | r | r or rrr  
d. Grade 3: r | r or rrr ; □ r - r r  
e. Grade 4: o ; 4 meter; d . ; 3 meter; □ r ; r  
f. Grade 5: l . r | r | . ; up beat/anacrusis: | | ; □ | ; r | ;  
6/8; mixed meters

#### 2. What is a Possible **Melodic Sequence**?

- a. Kindergarten: vocal exploration; matching pitch; in-tune singing; same-different; high-low.  
b. Grade 1: so-mi; staff; la.  
c. Grade 2: do; re; mrd and d-m/m-d; s mrd and s-r/r-s; ls mrd.  
d. Grade 3: high do (d'); low la (l.); low so (s,) OR  
low la (la), low so (so,) and high do (d')  
G-clef; ABC names.  
e. Grade 4: fa; half-step; do pentachord; Key of C; Key of F: B-flat;  
ti; la pentachord; Key of G: F-sharp.  
f. Grade 5: Major Scale: Ionian; I and V chords; natural minor scale: Aeolian;  
I and VII chords; si (sharp 7); harmonic minor scale; ta (flat 7) Mixolydian scale; fi (sharp 6 – la tonic), Dorian scale.

3. What is a Possible **Form Sequence** for Grades K-5?

- a. Kindergarten: “parts” of a song (4-beat motives); number of parts in a song; same and different.
- b. Grade 1: motives (4-beats): showing, identifying (apple, banana, cherry, date to show various *abcd* forms; repeat sign.
- c. Grade 2: *abcd* motives; 8-beat Phrase; Melodic Question-Answer form (*abab*, [AA<sub>v</sub>] or *abac*); canon.
- d. Grade 3: verse-chorus; sectional form; rondo form; 1<sup>st</sup> and 2<sup>nd</sup> endings.
- e. Grade 4: sectional form; Da Capo form;
- f. Grade 5: Theme and Variations

## **B. SOME IMPORTANT PEDAGOGIC PRINCIPLES**

1. Use repertoire to teach musical concepts and skills, NOT the other way around. Examine each piece for inherent musical properties.
2. The foundation of PK-K years is to create awareness of melodic and rhythmic concepts and nurture associated skills.
3. As I spin out activities using a single piece, keep in mind that the activities are introduced over several months’ time.
4. What are the basic concepts and skills to address in educating the young child in music? MINIMALLY:
  - Beat, Steady Beat
  - Matching Pitch – same and different voices/sounds
  - Singing in Tune
  - Loud and Soft; Louder and Softer
  - Fast and Slow; Faster and Slower
  - High and Low; Higher and Lower
5. Use Aural, Oral and Kinesthetic learning modalities as the foundation.
6. Focus on Doing first! Later, engage children in Thinking about what they have been Doing.
7. Grades PK and K are PRE-LITERACY, or Readiness Grades, so no reading YET. Just develop the children’s EARS, VOICES, AND BODIES.
8. Use the learned PK-K repertoire in Grade 1 (plus new material) to teach 1 sound, 2 sounds, and no sound on a beat; and so-mi and la in 4-beat motivic contexts.
9. Use learned PK-K and Grade 1 repertoire in Grade 2 (plus new material) to teach 1 sound lasting for 2 beats; do, re, and high do, and phrasic thinking (8 beats).







### C. REPERTOIRE FOR GRADES PK-K

Down Came a Lady	<b>Focus</b>	attention to each student; fill in colors, letters, numbers, etc. on tonic
Engine, Engine		improvise actions showing steady beat
Hello		matching pitch, in-tune singing s-m
Hickety Tickety Bumblebee		in-tune solo singing s-m
Hinx, Minx		vocal exploration
Jean, Jean		slowing down beat
John, the Rabbit		"Yes, Ma'am" response; inner hearing
Lady, Lady		s-m; lullaby; gentle actions
Mix a Pancake		group unity in actions; inner hearing
Naughty Kitty Cat		vocal exploration - meows
Oliver Twist		improvise actions showing steady beat
Pumpkin, Pumpkin		facial communication; kinesthetic beat of no sound
Ring Around the Rosies		improvise actions showing steady beat; multi-verse song; standing in middle of circle; m 3 <sup>rd</sup> ;
See-Saw, Up and Down		slow beat; minor 3 <sup>rd</sup> singing
Teddy Bear		group unity showing actions; inner hearing min. 3 <sup>rd</sup>

### D. REPERTOIRE FOR GRADES 1-2

Bluebells, Cockle shells	<b>Focus</b>	swaying arms; s m ss m
Bought Me a Cat		imitate animal sounds; derive number of sounds made; m s m s
Bow, Wow, Wow		changing partners; $\square\square\square$   and     $\bar{\wedge}$ ; s s l s m d ; abcd melodic form
Bow, Bow, O Belinda		longways formation; basic right-, left-, both-hand turns; do-si-do; promenade
Down Came a Lady		singing game: deconstruct circle, reconstruct circle;   $\square$
Frosty Weather		decrease and increase circle size;         ; s m r d; repeat sign
Here Comes a Bluebird		$\square$     ; (Cf. Down came a Lady); s l s m ; repeat sign
Noble Duke of York		movement improvisation with partner; longways formation; sashey; arch; single cast; text improv.
On the Mountain		s m solo singing;
Pease, Porridge Hot		kinesthetic movement for no sound on a beat
Up, Down		dramatization of text; stepping beat and rhythm
Wallflowers		improvise actions;   $\square$     $\square$ ; s m d s m d
We Are Dancing in the Forest		text improvisation; $\square\square\square\square$ ; $\square\square\square$   ; s l l s s m m
Yellow Bird		physical prep for half note; $d$ $\square$   $d$ ; s s m s s m ; s l s m ; d' s s m r d

## E. REPERTOIRE FOR GRADES 3-5

Bingo	Focus
Cedar Swamp	upper grade        ; grand right and left
Chickama Craney Crow	right and left arm turns; sashey;
Comberland Long 8	upper grade chase game; tug of war
Come My Love	single-cast; double-cast; circles from lines
Cut the Cake	 clapping game to  clapping as physical preparation for dotted quarter-eighth figure
Left, Left	aural d'; s m s m l s; s f m r d
Pauper Sum Ego	altered meter
Paw Paw Patch	t: d' t d' r m; m' r d' t d'; 3-part canon
Push the Business On	 ; form; I and V chords
Singing School	1 1/2 turn; 6/8 movement; t: : d d t, t, d
Skating Away	3 part canon;
Tideo	stacked hands in center; t: d r r s, l, t, d d ;
Toombai	d'; 
When I First Came to the Land	natural minor; 
	f: d m s l s f f m d r r d ; t: f r d t, d