Play, Play the Day Away!
MSVMA Summer Workshop - August 2, 2013
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Down in the Valley
Traditional English Singing Game
Learned from Laura Hunt
Lake Road School - Lusaka, Zambia

Voice

Down in the valley where the green grass grows, There sat Jennifer washing her clothes.

sings, she sings, she sings so sweet along came Ashley playing down the street.

Ashley, Ashley won't you come to tea? Come next Saturday half past three.

Ice cream and cupcakes you will see and there will be lots for you and me!

Barred Instrument Exploration Activities

Initial Experiences:
- Teacher accompanies class using barred instruments
- One or two students play during songs or finger plays – solo moments
- Barred instrument exploration stories – everybody plays

Getting little ones ready to play:
- Secret Sidewalk – one-way traffic when walking around instruments
- Sit on knees – instruments on the floor
- One in front, one in back – two students sit at each instrument and switch during the lesson
- Turtles, tails, and handlebars - how to hold mallets (show turtle puppet on mallet)
- Snapping Turtles - as students become more comfortable
- Bounce in the middle of the bar
- Teacher demonstrates on bass xylophone (BX)
- During exploration – metallophone dampers up
Ten Little Ladybugs
Melanie Gerth ISBN: 1581170912

After students are familiar with the song and book, 10 students dress up as ladybugs (scarves) and crouch in a line. Students sing the song and each ladybug flies away at the appropriate moment. After each ladybug flies away, they come to a glockenspiel and play the flying away music (glissandi) for the next ladybug. After playing, they return to the meadow where they can sing with the rest of the students. 

Extension: Students not assigned to be ladybugs can be butterflies, caterpillars, etc and can enter the meadow during their verses.

Ten Little Ladybugs

Voice

Ten lit- tle la- dy bugs sit- ting on a vine, a-

BX (Teacher)

long came a but- ter- fly and then there were nine.

Kindergarten tips:

• As soon as possible: everybody plays! Use all your instruments. Ideally - 1 instrument per 2 children. Switch frequently so there is little waiting time.
• I put my glockenspies on little tables purchased at Bed, Bath, and Beyond. The instruments are easier to see and play when they are a little bit off the floor.
• I introduce the barred instruments and give Kindergarten students many opportunities to play during the second half of the school year.
One hot summer day, we decided to go to the pool!
Thankfully, it was only two blocks away! So off we went!
Walking – alternating between any two bars that are next to each other
But it was so hot, that we got really tired and started walking slower and slower!
Walking – alternating between any two bars that are next to each other – slower and slower
Finally we got to the pool!
The first thing we decided to do was go down the water slide!
So we climbed up the stairs.
Start at the biggest bar and walk your mallets up to the top of the “steps” – alternating mallets
At the top of the slide, we paused to wait for our little brothers.
Wait for everyone to climb up the steps/bars
And then WHEE! Down the slide we went!
Downward glissando with both hands
Wow! It was so fun that we decided to do it again!
Repeat
And again!
Start at the biggest bar and walk your mallets up to the top of the “steps” – alternating mallets
But this time, when we got to the top of the stairs, the lifeguard said that there was a problem with the slide and we would have to VERY SLOWLY walk back down the stairs. So down we went.
Start at the smallest bar and walk your mallets down to the bottom of the “steps” – alternating mallets
After all those stairs, we were ready to relax. We picked out a tube and went for a ride in the lazy river.
Glissandi up and down the instrument with both mallets
All of the sudden, we felt raindrops! Drip, drop! Drip, drop!
Bounce on any bars – hands together or alternating mallets
As we looked up at the sky, raindrops started falling faster and faster.
Bounce on any bars – faster and faster
The lifeguards blew their whistles and said that the pool was closing for the afternoon. So we gathered up our stuff and started to walk home.
Walking – alternating between any two bars that are next to each other
So that was our trip to the pool!

Extension: The story can be as long or short as you determine. By repeating events in the story multiple times, students who are switching with a partner get to practice all the skills. The next time, change the subject matter OR after several experiences, have students make up the story - demonstrating how students should play along.

Why incorporate the barred instruments?
- Another voice in your classroom
- Great practice keeping the steady beat
- A medium for improvisation and composition
- Gives students a chance to play as an ensemble
- Students are able to accompany themselves
- Kids love to play!
Five Little Bunnies
Fingerplay by Rita Shotwell - Used with permission
Source: Musical Games, Fingerplays and Rhythmic Activities for Early Childhood - Wirth, Stassevitch, Shotwell, Stemmler
Activity: Jennifer Patterson

Teaching Process:
- Teach students the fingerplay (*I use 5 bunny glove*)
- Students say poem while playing the following on barred instruments
- Instruments can be set up in any pentatonic

Five little bunnies went hopping into town,
Hop, hop, hop, hop, hop, hop.
Hands/mallets “hop” together like bunny feet – 7 beats

Along came a breeze
Glissandi – up and down instrument with both hands

And knocked one down
Downward glissando ending on long, low C

“Oh my!” said the bunnies
Tremolo on any note

We must do our best to keep from falling down.*
Downward glissando ending on long, low C
*After each verse, students switch places with partner.

Alternate ending (Houghton Elementary Kindergarteners):
No more bunnies hopping into town
Then along came the Mama Bunny
Hands/mallets “hop” together like bunny feet – 7 beats

And she said, “Bunnies!”
And all they jumped up and hopped on home!
Hands/mallets “hop” together like bunny feet – 7 beats

Up, Up, Down
A Barred Instrument Exploration Story
Instruments can be set up in any pentatonic

Objectives:
- Alternate mallets v. hands together
- Melodic direction
- Smaller bar = higher sound

Read story while students play:
- Up, up, up, up, up
  - Start at long, low C and walk your mallets up to short, high A – alternating mallets
- Falllll down
  - Glissando back down to long, low C
- Ow ouch! Ow ouch! Ow ouch!
  - Play any bars – hands together
- Add color on these words:
  - The Tree = timpani or other large drum
  - Scritch = guiro
  - Wrap = cabasa

“Be CAREFUL – don’t CLIMB!”

What to do if you don’t have very many instruments:
- Repair as many as you can – call the manufacturer and ask about fixes for your broken instruments
- Rotation activities
- Add other instruments into the rotation – temple blocks, piccolo blocks, and log drums work really well because they produce more than one pitch
- Plan activities that feature a barred instrument as a special part for a just a few students
- Order some more! Beg your principal for money or write a grant!
- Lead by example – you can accompany students on BX or BM

*After each verse, students switch places with partner.
All About the Bordun!

Bee, Bee, Bumblebee

Simple closed bordun = 1\textsuperscript{st} and 5\textsuperscript{th} tones played together

Teaching Process:

• Teach song
• Practice patting the quarter note pulse while singing - *Marshmallow fingers!*
• Play elimination game
• Person who is “out” comes to play barred instruments
• As each new “out” person comes to play instruments, the other students playing instruments rotate to the next instrument. After they have played all the barred instruments, they form a choir – singing and watching the game.
• Playing elimination games gives me a chance to work with each individual student on their mallet technique while everyone else is busy playing the game!

First Grade Tips:

- When you demonstrate for students, make sure you are mirroring what they will play. Your instrument should be facing the students. It’s a good idea to practice playing everything backwards before you teach the lesson!
- At first, set up instruments for students with only the bars they will need to play – ie – D,A – when playing a bordun in D pentatonic.
- Gradually leave more bars on the instruments as students become more familiar finding the appropriate bars – ie – D,E,F,G,A – when playing a bordun in D pentatonic.
- Eventually, teach students to set up the instruments themselves!
Jen

nifer Patterson

– August 2, 2013

Bickle, Bockle
Simple closed bordun – half note pulse

Teaching Process:
• Practice bouncing a tennis ball on the half note pulse – bounce, catch
• One half of class sings song while other half says and pats “bounce, catch” ostinato, switch groups and repeat
• Teach song
• Play singing game. Students “swim” around room singing song. On “just choose me,” everyone finds a partner and stands back to back. The person without a partner echoes a solfa melody sung by the teacher. Play again!
• Students play singing game – this time, the person who does not find a partner comes to play an instrument.
• Have one person left at the end of the game without a partner to find? Have them play an ocean drum!

Extension: Add tone color by having the glockenspiels play on the rests octave Ds on the rests.

Vary the keys in which you sing and play!
Otherwise students will play D and A no matter what you tell them!!! 😊

When can I use a simple bordun?
With any pentatonic melody

Simple borduns are played by BX/BM/CBB
Contra Bass Bars (CBB) should double the root of the chord!

Tone color is usually played by the glockenspiels!

Bickle, Bockle

Traditional Singing Game
Arr. J. Patterson

Switch versus Rotate
Switch = trade places with your partner
Rotate = move to the next instrument

To distinguish between the 2 C bars on the instrument, I refer to them as:
LONG, LOW C and SHORT, HIGH C.

Labeling your instruments is a great reminder to those students (most of them) who can’t remember which instrument is the soprano metallophone!