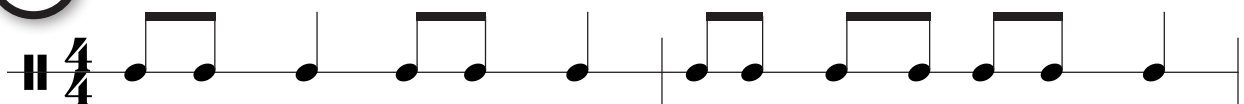


Grade Level: K-1

One, Two, Three

Sandy Lantz and Gretchen Wahlberg

A



In-stru-ments, in-stru-ments, I can play the in-stru-ments.



One, two, three.

One, two, three.



Do what I do af - ter me.

Do what I do af - ter me.

B

Teacher plays a four-beat rhythm; students echo; repeat four times.

Sample rhythm for B Section



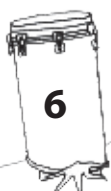
(Teacher Plays)

(Students Play)



(Teacher Plays)

(Students Play)



Form - AB

- 🍏 Section A speak and play.
- 🍏 Section B, teacher plays; students echo. On repeat of Sections A and B, teacher asks students to switch to new instrument group. Repeat several times, depending on variety of available instruments.

Teaching Suggestions

- 🍏 Pre-set clusters of one instrument from each timbre (shaker, wood/clicker, metal/ringer, and skin/thumper) in a circle on the floor.
- 🍏 Students stand behind a cluster of instruments.
- 🍏 Speak Section A; clap Section A.
- 🍏 After students are competent with speech and claps, have them sit behind their cluster of instruments.
- 🍏 Transfer claps to one timbre of instrument as directed by teacher (example: all play metals).
- 🍏 On each repeat, teacher assigns a different timbre to play (woods, shaker/scrapers, skins).

Notes

- 🍏 Use to introduce timbre. For kindergarten and first grade, we recommend using the terms, "ringers, clickers, shakers/scrapers, thumpers."
- 🍏 Use to introduce or review instrumental techniques.
- 🍏 Use for teacher to watch and correct individual playing mistakes.
- 🍏 Use as an assessment tool.

Extensions

- 🍏 Allow student choice of timbre to play.
- 🍏 Allow leader choice of timbre; other students copy leader's timbre and rhythm.



Drum It Up!

