One. Two. Three

Sandy Lantz and Gretchen Wahlberg

A

\[ \frac{4}{4} \]

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

\[ \frac{4}{4} \]

(Teacher Plays) (Students Play)

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Please visit http://bppub.net/DrumItUp for more from Sandy and Gretchen

Grade Level: K-1

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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.