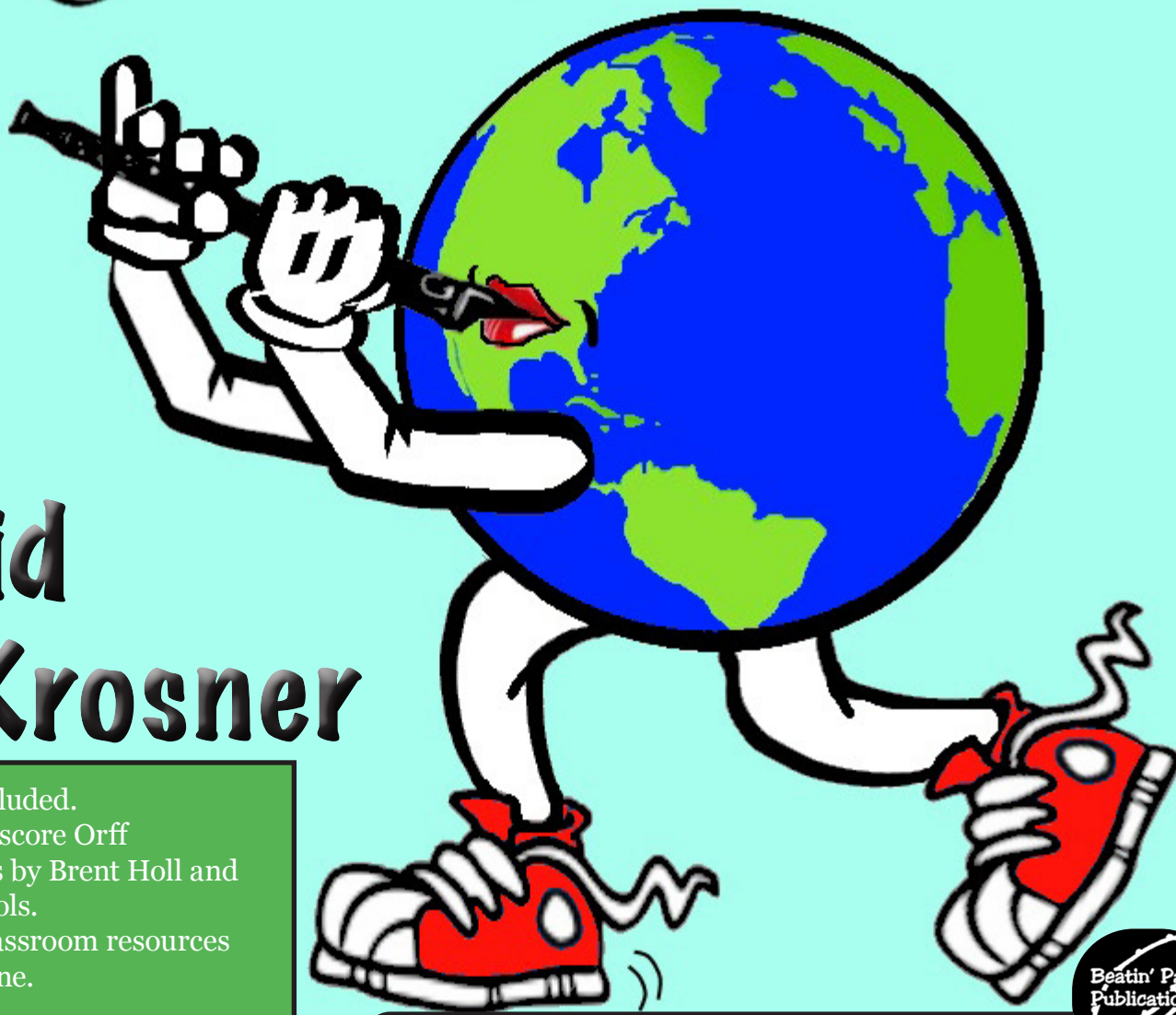


RACE AROUND THE WORLD

Buy Your Copy Now!

Buy Your E-Book Now!



David
Krosner

- PA Tracks included.
- Contains full score Orff arrangements by Brent Holl and Michael Nichols.
- Additional classroom resources available online.



David Krosner holds a Master of Music Education from Georgia State University and a Bachelor of Music from Jacksonville University. Mr. Krosner has taught music in Georgia for 15 years covering grades Pre-K-12 and has presented at regional and national education conferences on integrating curriculum. Currently, Mr. Krosner teaches at Johns Creek Elementary School in Suwanee, Georgia, and teaches staff development on topics of curriculum integration, differentiated instruction, and technology through the Georgia Educator Training Agency.

The pieces in this book are a smattering of folk music from around the world. Due to the oral tradition of folk music, some melodies are not as you may have seen them in other books. *The Birch Tree*, for example, is based on the version my Russian grandmother sang to me.

-David Krosner

Race Around The World is an interdisciplinary game that brings together a marriage of music and social studies. This book, along with the included supplemental materials, offer ways to integrate multiple disciplines into the music curriculum.

This E-Book includes accompaniment audio tracks for practice and performance, copy-ready passports, two-part scores, plus country information and pictures for use with interactive white boards and presentation stations.

Audio tracks are included with this book, containing full performance audio tracks of each piece as well as accompaniment versions minus the soprano recorder tracks. The audio tracks are suitable for classroom and individual practice sessions as well as accompaniment for public performance.

This Book includes audio tracks for practice and performance. They are Music Minus 1, Music Minus 2, and full performance versions.

Copy-ready individual instrument parts, passports, full scores, maps and flags of each country are included in Supplemental Materials.

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Enjoy this FREE preview of David's book. For more:

visit http://bppub.net/David_Krosner

For more great resources for beginning recorder visit:

<https://bppub.net/Recorders>

Each tune is a duet. The accompaniment tracks are full performance, "minus 1," and "minus 2." Each song also has a full Orff instrument accompaniment.



Tracks
5 - 8

ALOUETTE

Canada Traditional
Fine

The first system of musical notation for 'Alouette' consists of two staves in treble clef with a key signature of one sharp (F#) and a common time signature (C). The melody is written on the upper staff, and the accompaniment is on the lower staff. The piece concludes with a double bar line and a fermata over the final note.

The second system of musical notation for 'Alouette' begins with a measure number '5' at the start of the upper staff. It continues with two staves in treble clef, one sharp key signature, and common time. The melody and accompaniment are shown. The system ends with a double bar line and the instruction 'D.C. al Fine'.

Canada

Alouette, or skylark (a bird), is considered a delicacy to eat, and the song is about plucking the feathers to prepare the bird. The text translates as "Skylark, gentle skylark, I want to pluck your head." Canada is the world's second largest country by land area with borders touching the Atlantic, Pacific, and Arctic Oceans.

PASSPORT TO SUCCESS

Country	Completed
Wales	
Canada	
France	
Russia	

The book is really a game! As students learn each piece, they use the clues to get their passport stamped.

THE CLUES

- This 2,000-year-old song was sung by boatmen on the third largest river in the world.
- This song asks a man if he is sleeping and is sung in French as a lullaby to American children.
- This song is about a bird having feathers plucked from its head.
- This tune comes from a country that maintained its independence for 75 years before peacefully splitting into two sovereign nations.
- This song is based on the melody, "God Save the King."

ALOUETTE

Canada Traditional

arr. Brent Holl & Michael Nichols

SR1

SR2

GL

AX

BX

Fine

SR1

SR2

GL

AX

BX

D.C. al Fine

Take Time in Life

7 8

SR1

SR2

AM

AX

Djb.

Sh.

BX
CBX

1. 2.

Teacher Tips

Use the following order when teaching any line of music. Repeat each step at least two times (anyone can get lucky and play correctly once).

- Count the rhythm out loud.
- Clap the rhythm while counting out loud.
- Say the names of the notes while clapping the rhythm.
- Finger the notes while saying the note names.
- Play the song.
- When using the PACD, use the following order.
 - Listen to the full recording.
 - The class learns Part 1 (with the above steps), then plays with Minus 1 track.
 - The class learns Part 2 (with the above steps), then plays with Minus 2 track.
 - Students pick either Part 1 or 2 and play with the Accompaniment Only track.
 - Have the students switch parts and play with the Accompaniment Only track again.

Teaching Suggestions

All Through the Night, page 3, 11

When teaching the dotted quarter/eighth rhythm, have students say, “Sneeze, at-choo.” This conveys the idea that the eighth following the dotted quarter is more a part of the next note than the preceding one.

Allouette, page 3, 12

Ask students to make a list of birds. Create new lyrics for the song using the bird names.

Frere Jacques, page 4, 13

Play only the first part as a round starting the second part after two measures. When the students are confident in the round, add the instrumentarium to play from the beginning and repeat until the round is complete.

The Birch Tree, page 4, 15

Have the entire class learn the bass part with the crossover bordun first. Practice left-right-cross left. Have the students sing the note names for the melody while practicing the crossover bordun.

National Standards and Lesson Objectives

All Through the Night, page 3, 11

National Standards

- ◆ Performing on instruments, alone and with others, a varied repertoire of music.

Lesson Objectives

- ◆ Using a split ostinato to accompany rhyme.
- ◆ Performing rhythms accurately (dotted quarter/ eighth) and independently in small ensembles.
- ◆ Performing ostinatos using instruments.

Allouette, page 3, 12

National Standards

- ◆ Improvising melodies, variations, and accompaniments.
- ◆ Composing and arranging music within specified guidelines.

Lesson Objectives

- ◆ Improvising and creating complementary melodies by using the same pitches, but altering the rhythm to fit the names of birds other than the skylark (alouette).

Frere Jacques, page 4, 13

National Standards

- ◆ Improvising melodies, variations, and accompaniments.
- ◆ Composing and arranging music within specified guidelines.
- ◆ Listening to, analyzing, and describing music.

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All Through the Night

Allouette

Frere Jacques

The Birch Tree

Haida

Loch Lomond

Stodala Pumpa

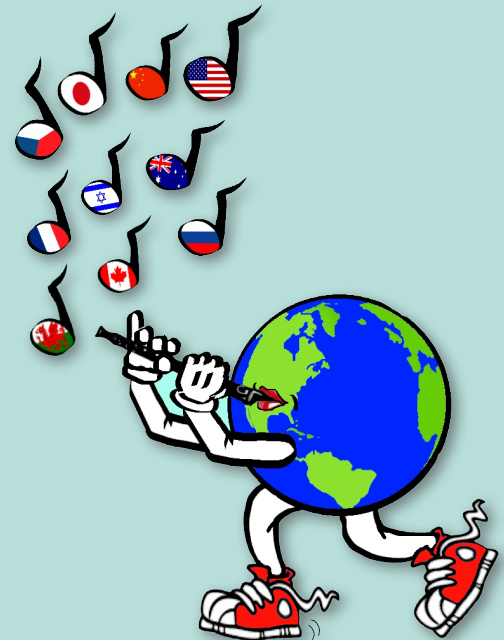
Sakura

Yangtze River Chantey

My Country 'Tis of Thee

Funiculi, Funicula

Take Time in Life



PASSPORT TO SUCCESS

Country	Completed
Wales	
Canada	
France	
Russia	
Israel	
Scotland	
Czechoslovakia	
Japan	
China	
United States	
Italy	
Liberia	

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