

Ensembles, Activities, and Songs for Music Classes ¹²K - 5

One Brick

at

a

Time

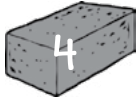
Josh Southard

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Jungle Sounds

Materials Needed - rainforest-like music; small hand percussion; animal sound cards; masking tape; Rainforest music ("Nighttime on the Amazon" or "Nature's Lullaby" on Rainforest Music Vol. 1 and 2¹)

Concepts
Vocal and Instrument
Sound Exploration

Development

- ◇ Before students enter classroom, use masking tape to put a curvy path around room to be used later.
- ◇ Have students brainstorm different animals that could be found in a jungle or zoo.
- ◇ Have students explore sounds that the animals make. Use sound cards if needed for inspiration.
- ◇ Ask students if the animals make more than one sound? What does a lion roaring sound like versus a lion yawning? What is the difference between a parrot sound, an eagle sound, and a parakeet sound?
- ◇ Put youngest students into small groups of two or three. Older K and 1st graders can do activity individually. Each group/individual chooses one animal and decides on one sound to make vocally.
- ◇ Group/Individual create a movement to go with their sound.
- ◇ Have students spread around the room with their group on a spot near the masking tape path.
- ◇ Play rainforest music while following the path, like walking around a zoo. When you get near students, students perform their sound and movement.



Extensions

- ◇ Choose one or two students to walk the path starting in different places. The walkers, at any point, can trade places with another student to switch roles.
- ◇ Discuss the different sounds of small hand percussion. What instruments sound similar to an animal sound? Perform another zoo walk Using the substituted small hand percussion.
- ◇ Add dynamics. How does the lion sound from far away? As you get closer? Students play softer when teacher is far away; get louder as they walk by.

¹ Dream Baby. *Rainforest Music, Vol. 1 and 2*. Apple Music © Copyright 2025, All rights reserved.

Planets

(including Pluto)

Concepts

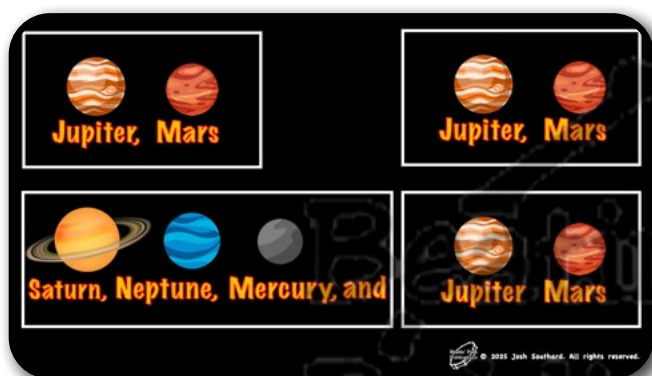
so, la, mi, do, composition, form

Materials - slideshow, space cards, unpitched and pitched percussion

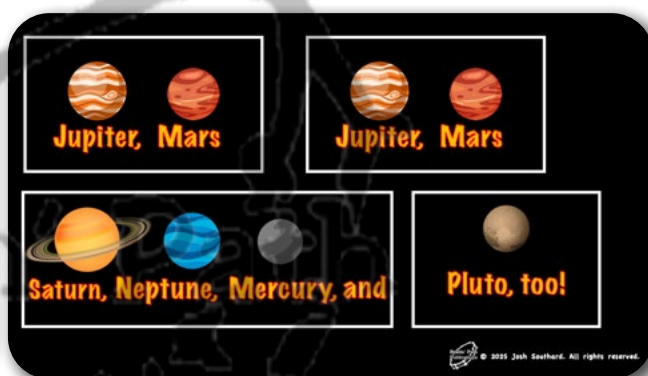
A Section - Rhythmic Development

- ◇ Students name the planets.
- ◇ Show planet pattern cards

Pattern 1



Pattern 2



- ◇ Introduce rhythm and body percussion to each rhythmic cell.

4/4

Ju-pi-ter, Mars, Ju-pi-ter, Mars, Sat-urn, Nep-tune, Mer-cur-y, and Ju-pi-ter, Mars!

Ju-pi-ter, Mars, Ju-pi-ter, Mars, Sat-urn, Nep-tune, Mer-cur-y, and Plu-to, too!

- ◇ Once speech is secure, transfer to body percussion. Alternating stems designate alternating hands. Half note clapping shows initial attack of clap, then sliding one hand on inside of forearm towards body.

Teacher Hint - When reciting text, emphasize expressive speech. Bring out the "J" in Jupiter, or the wonder (ahhhhh!) in "Mars." Crescendo through measure three with a suddenly loud or soft resolution in measure four. Be persuasive when saying "Pluto, too!" Make it creative and musical. This expressiveness will carry over to body percussion and instruments later on.



6

2nd-5th

My Favorite Color

My Favorite Color

Aaron Becker ISBN 978-1-5362-1474-1

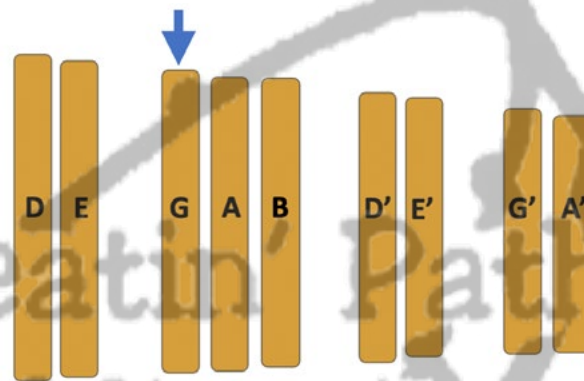
Materials - book, visuals, barred instruments

Concepts

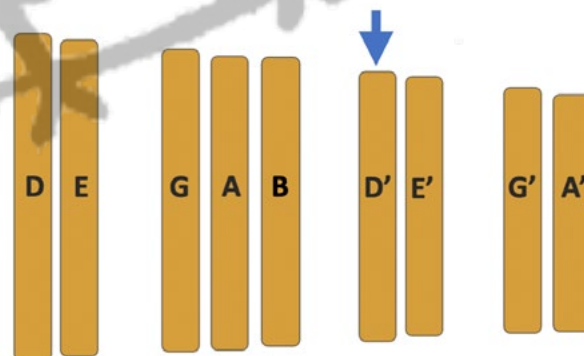
so-la-mi-do, composition, form

Development

- ◇ Read book, discuss the different colors.
- ◇ Set barred instruments in G pentatonic (No C's and F's).
- ◇ Play four beats on a conga drum to keep a steady beat.
- ◇ Have students fill in the four beats with any sounds or rhythm on barred instrument.



- ◇ Using visual, ask students to start on G, the PRIMARY note and find a creative way to move away from that note.
- ◇ Have students start pattern on different note, but END on G.
- ◇ Have students start on G and find a creative way to move AROUND the G, both up and down.



- ◇ Using visual, ask students to start on D, the SECONDARY note and find a creative way to move away from that note.
- ◇ Have students start pattern on different note, but END on D.
- ◇ Have students start on G and find a creative way to move AROUND the D, both up and down.
- ◇ Have students start with D' and find a way to END on G.

Concise Segment in G

Materials - barred instruments

Prepare Melodic Rhythms

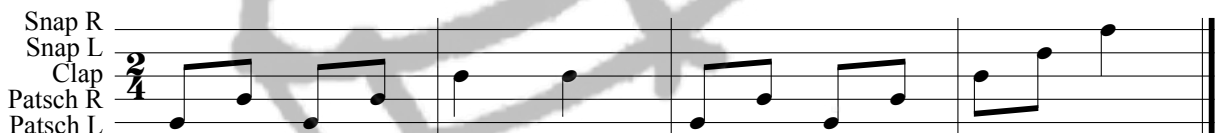
Concepts
Pentatonic melody with improvisation

- ◇ Use body percussion to prepare melodic rhythm.
 - Demonstrate entire melodic rhythm using body percussion.
 - Demonstrate again leaving out the claps.
 - Ask students to “fill in the blank” (claps).
 - Switch roles, teacher fills in the blank (claps).
 - All play entire melodic rhythm.



- ◇ Demonstrate Glockenspiel Part with snaps (left hand then right to show low/high).
 - The glockenspiel plays a classic Tone Color at the end of each four-measure phrase. Teach by having students perform the body percussion pattern below, but with teacher snapping on final notes. Switch jobs!

Example of first phrase:



- ◇ Use stomp and patsch to teach Alto Xylophone Part.

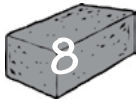


- Ask students to rest on third stomp (circled note) but still think it there (audiate).



Prepare Barred Instruments

- ◇ Set barred instruments in G pentatonic (no Cs or Fs. See page 16)
- ◇ Begin by teaching melody [Soprano Metallophone].



La-Round the Big Top

3rd-5th

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Materials - barred Instruments, circus music of choice

Development

Concepts
pentatonic transposition

Teacher Hint

This lesson revolves around the students being able to identify the primary note and secondary note of a scale. In my classroom, my students know to find 1 and 5. 1 is the primary note - so in F pentatonic, F is 1. From there, they count up to 5, including the space where the B would normally, well, be!

- ◇ Lead discussion about the circus. Read a book, watch a short video, talk about the many different things one may see at the circus.
- ◇ Show text.

Drums start to roll as the curtains unfold,
The wonders inside are a sight to behold!
Laughter and thrills, a magical scene,
The circus, a place where the world feels a dream!

Jugglers catch and the clowns dance with pride,
The magic is felt 'neath the tent big and wide.
Acrobats leap so high in the air,
The wondrous circus thrills beyond compare!

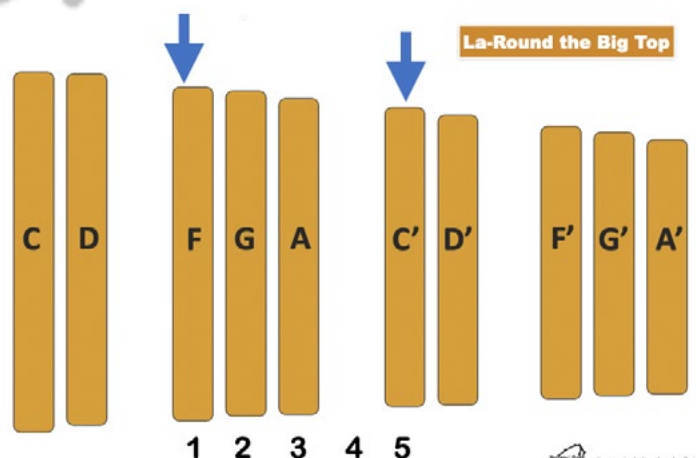
- ◇ Students chant text and patschen alternating beat on legs.
- ◇ Make several small groups. Each group chooses a circus act to pantomime.
- ◇ Share circus acts. Plays circus music as students perform in "center ring."

Barred Instruments

- ◇ Set instruments in F pentatonic
- ◇ Identify primary and secondary notes (F and C)

Teacher Hint

The students **MUST** be secure in the speech before starting this process because of the appearance of pickup notes in the second and fourth lines)



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Moonlight, Summer Moonlight

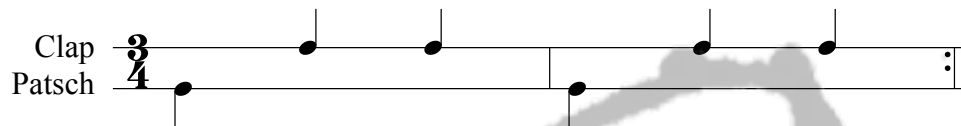
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Materials - barred instruments, visual

Development

- ◇ Students sit in circle, learn text from visual or by rote.
- ◇ Perform meter of three with body percussion while speaking text.

Concepts
so pentatonic, beat/no
beat, improvisation



- ◇ Have students brainstorm favorite things about nighttime (catching fireflies, campfires, crickets). Have students tell a favorite things nighttime story. While telling story class gently patschen tremolo.
- ◇ After each story, return to A section melody and pat-clap-clap pattern; perform in Rondo form

Barred Instruments

- ◇ Teach melody by form (abac), with the a section being taught first.
- ◇ B Section - Improvise using G and D as starting points while bass xylophones tremolo on low G (refer to *My Favorite Color* for improvisation tips, page 18).
- ◇ Using singing, playing, and improvisation, decide on final form and perform

Extensions

- ◇ Have students create movement for selected nighttime stories.
 - What would it look like if you took a picture of this favorite thing? Can you make a "still picture" using a small group?
- ◇ Instruments respond to student movement. As groups act out their activities, students on instruments improvise, only playing when the movement group moves. Some students may choose one specific mover to follow.



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