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BARBER SHOP

ARRANGED BY P. L. WARE

LATIN SWING

VOICE ALTO
XYLOPHONE

ALTO
GLOCKENSPIEL

BASS
XYLOPHONE

C PENTATONIC

SKIP, SKIP TO THE BAR-BER SHOP. I LEFT MY HAT AT THE BAR-BER SHOP AND

Detailed description: This system contains the first three staves of the musical score. The top staff is for Voice Alto and Xylophone, with lyrics 'SKIP, SKIP TO THE BAR-BER SHOP. I LEFT MY HAT AT THE BAR-BER SHOP AND'. The middle staff is for Alto Glockenspiel. The bottom staff is for Bass Xylophone. The music is in 4/4 time and C Pentatonic mode. A large watermark 'Beating Path Publications' is visible in the background.

VOICE AX

AG

BX

5 THREE STICKS OF CANDY. ONE FOR YOU.

Detailed description: This system contains the next three staves. The top staff is for Voice AX with lyrics '5 THREE STICKS OF CANDY. ONE FOR YOU.'. The middle staff is for AG. The bottom staff is for BX. The music continues in 4/4 time and C Pentatonic mode. A large watermark 'Beating Path Publications' is visible in the background.

VOICE AX

AG

BX

8 ONE FOR ME. AND ONE FOR SISTER SALLY.

Detailed description: This system contains the final three staves. The top staff is for Voice AX with lyrics '8 ONE FOR ME. AND ONE FOR SISTER SALLY.'. The middle staff is for AG. The bottom staff is for BX. The music concludes in 4/4 time and C Pentatonic mode. A large watermark 'Beating Path Publications' is visible in the background.

I do

- ✓ Introduce lyric as chant.
- ✓ Ask students what you left at the barber shop.
- ✓ Brainstorm other things that could be left at the barber shop.
- ✓ Demonstrate melody.
- ✓ Model improvising melody and lyric of Measures 3 and 4.

We do

- ✓ Have students stand in circle.
- ✓ Speaking text only, have students take turns filling in a one-word answer to "I left my _____ at the barber shop."
- ✓ Have students repeat the whole sentence including what they left at the barber shop.
- ✓ Teach melody.
- ✓ Encourage melodic and text improvisation in repeated section.

They do

- ✓ Measures 1 - 2 - All students sing.
- ✓ Measures 3 - 4 (repeated section) - Student vocal improvisations
 - » Repeat using two or four soloists.
- ✓ Measures 5 - 9 - All students sing.

What's left to do

- ✓ Teach mallet parts.
- ✓ Let half play barred instruments.
- ✓ Let half sing.
- ✓ Encourage other modes of improvisation.
 - » Body percussion
 - » Mallets - C pentatonic (C D E G A C)
 - » Recorder
 - » Unpitched percussion

