



# CONCEPT COLLAGE

Clinician: Dr. Artie Almeida

## RHYTHMIC FOUNDATIONS

### 1. Body Percussion Cards (Source: Byron Reece)

Focus: Steady Beat, Phrase. Place 16 B.P. cards on board in a 4 X 4 grid. Use an energetic piece and move through cards horizontally in rows, 8 beats each. Next, perform the board in vertical columns. Then girls one direction, boys the other. Extend by performing in canon with 2 or 3 groups.

### 2. Beat Detective (Source: Cheryl Lavender, used with permission)

Focus: Steady Beat. Children stand in a circle for this game. Brainstorm body motions to show the steady beat. Explain that one student will be the Beat Leader, leading the class in motions to the steady beat, while a Beat Detective moves around the circle, trying to discover who is the leader. Each time that the Detective's back is turned, the Beat Leader changes the motion being used. Choose a Beat Detective and have him/her wait outside door to room, assigning a door guard to "keep him honest." :) Start the music and cue the Beat Leader to begin a motion. Bring the Beat Detective in, asking him/her to step into the circle and begin walking. He may not stop walking, but can turn at anytime, hoping to catch the leader. I begin this lesson by asking students to close their eyes. I start the theme music from Dragnet, and when they open their eyes I am wearing a detective hat, one of those silly nose/moustache disguises and carrying a magnifying glass. The music I use for the game is Peter Gunn.

### 3. Alexander and the Terrible, Horrible, No Good, Very Bad Day (Book by J. Viorst)

Focus: Rhythm patterns, measure, time signature. Display rhythm visuals and teach refrain. Explain crescendo and decrescendo for "Australia." Use hula hoop stations to divide children into four groups. Pattern works well when played on: sticks/tambourines/maracas/drums/all.



### 4. Drumstick Fun

Focus: Rhythm Patterns. Start by echoing rhythm patterns spoken by teacher. Move to rhythm flash cards. Play rhythm of familiar songs from notation charts, such as Frere Jaques and America. Focus on sixteenth notes with Bach *Musette*. A section is on plexiglass, B section is sticks clicked in air. Our recording was from Share the Music, Grade 4. First version - synthesized harpsichord, second version - percussion ensemble. Focus on syncopated patterns with Wipe-Out. This can be downloaded from I-Tunes for 99 cents.

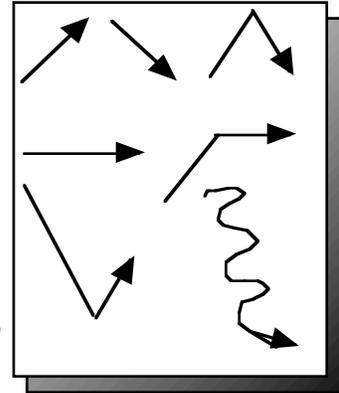
## MELODIC EXPLORATIONS

### 5. Contour Chart

Focus: Melodic Direction: Up, Down, Repeat. Teacher plays contour lines on a slide whistle. Children identify and echo on "ooh," showing direction with arms. Add scarves or ribbon streamers. Use a Scarf Canopy to dictate patterns and visually reinforce melodies. Transfer to bells. See visual below.

## 6. Melody Basket

Pipe Cleaners to bend into melody shapes, bubbles, toy paratrooper to toss, ball to toss, arrows drawn on flash cards, scarf to toss, melodies to trace with dry erase markers, melody puzzles to assemble, PVC elbows, echo mikes, etc.



## 7. Little Melody Walk

Focus: Steady Beat, Singing Fun, Pitch Accuracy

Using an inflatable microphone, begin with some echo-style warm-ups (e.g., *No More Pie*), then pass out individual microphones to students. Use the melody as a refrain to sing as students step the quarter note beat around the room. When they stop they will sing familiar songs (teacher uses picture cue cards).



## 8. Chumbara

Focus: Scale, Octave. Consonants/Vowels/Syllabication.

Teach song with original verse of nonsense syllables. Focus on descending scale line and octave skips. In a subsequent lesson, prepare three bags of nonsense syllables for children to use in constructing new nonsense words. Bag One should contain word fragments that begin with consonants, Bag Two should contain cards with one single vowel on them, Bag Three should contain word fragments that begin with a consonant and end in a vowel.

Chum-ba - ra, chum - ba - ra,  
4 chum - chum, chum - ba - ra, chu - ba - ra,  
6 chum - ba - ra, chum - ba - ra, chum - ba - ra, chum - ba - ra chum chum!

## 9. The Horse Went Around

Focus: Audiation, Pitch Retention

Display lyrics on chalk board or on individual word cards. Sing to the tune of "Turkey in the Straw." Remove one word from the end of the phrase each time, to be sung silently (*audiated*).

One the last verse only the last word "ground" is sung.

*Oh . . . the horse went around with his foot off the ground!*

## EXPRESSIVE QUALITIES

### 10. Dynamics Flash Cards

Focus: Dynamics Terminology. Display flash cards with each dynamics term. Begin with *p* and *f*. Discuss Italian words and abbreviations. Speak words at the correct dynamic level. Continue with *pp* and *ff*. Add *map* and *mf*. Finish with *crescendo* and *decrescendo*. For *crescendo* and *decrescendo* have students speak 1-10 with each, then both. Consider singing a simple song using one or both of the controls.

## 11. John Jacob Jingleheimer Schmidt

Focus: Dynamics. Teach song. Choose six children to stand up front holding the dynamics flash cards for *pp* through *ff*. Sing verse one at *f* and the “la la las” at *ff*. Each subsequent verse should be one dynamic level softer, while keeping the las loud. As their dynamic level is sung, the child with the corresponding flash card holds it up above their head.

## 12. Black Snake

Focus: Piano, forte, crescendo, decrescendo, phrase

Hide rubber snake somewhere in classroom (with tail showing). The “snake hunter” waits outside classroom door, with another child for company, while the snake is hidden. As the hunter comes in, children begin singing song. As the hunter gets closer to the hidden snake, children crescendo. When the hunter is right by the snake, the song will be sung at forte, as they move away, singers decrescendo

Black snake, black snake, where are you hi\_\_\_ din'? Black snake, black snake, where are you hi\_\_\_ din'?

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Black snake, black snake, where are you hi\_\_\_ din'? Don't you bi - te me!

## 13. Doggone Dynamics (published by Heritage Press)

Using pointers, practice identifying dynamic markings on the Doggone Dynamics boards. Teacher calls English definition of an Italian term and students put marker into correct slot. Upon the teacher’s signal (two barks is fun), students turn boards over to see if answer is correct. Next, turn the boards over and the teacher calls the challenges, students hunt for answers. In this round the students immediately turn the board over to see if their choice is correct. If so, they give a little hound dog howl. In a subsequent lesson, students work with partners to play an identification game.



## 14. Song: Forte Piano (from MK8 magazine, Vol.13 #1)

Focus: Dynamics. Add motions to song. Children love this piece and remember the terms well. Consider Boys vs. Girls for review, then groups create own motions.

### **Other Dynamics thoughts:**

Surprise Symphony, Radetsky March, Hungarian Dance #6, In the Hall of the Mountain King

## 15. Tempo Poems (source: Bonnie Shea)

Use a metronome to demonstrate various tempi for students. Prep these poems with the teacher playing the steady beat on the temple blocks, while children echo each phrase. Transfer to stepping and saying.

1. Adagio . . . Adagio . . . Adagio means slow (repeat)
2. Moderato, Moderato, Moderato, Medium (repeat)
3. Allegro, Allegro, Allegro is quick! (repeat)
4. Presto, Presto, very fast! (3X)

## 16. Tony Chestnut

Focus: Accelerando. Teach song. Add motions a few at a time. When song and motions are secure, sing four times increasing in speed.

MOTIONS: "Tony" - touch toes, then knees. "Chestnut" - touch chest, then head. "knows" - touch nose. "I love you" - touch eye, cross arms across chest, point away from yourself.

Musical notation for the song "Tony Chestnut". The first line is in 4/4 time and contains the lyrics: "To - ny Chest - nut knows I love you, To - ny knows, To - ny knows." The second line is marked with a "3" above the staff, indicating a triplet, and contains the lyrics: "To - ny Chest - nut knows I love you, that's what To - ny knows."

## 17. This Leg, That Leg (Beanbag Tempo Game)

Focus: Accelerando. Teach melody. Children tap bag twice on one leg, twice on the other leg, toss the bag into air, then pass to right. Perform four times: Adagio, Moderato, Allegro, Presto. Consider a silly interlude ("nutsy cuckoo!") with children turning in place, ululating, while waving bean bag above head.

Musical notation for the song "This Leg, That Leg". The notation is in 4/4 time and contains the lyrics: "This leg, that leg, toss it in the air. This leg, that leg, pass it o - ver there!"

## 18. Walk Old Joe (source unknown)

Focus: Various tempi. Seat children in a circle. Teach song, patting beat on laps. Pass out stick horses to every other child. The walk, trot, then gallop around circle to each of the three verses. Verse 1=Walk Old Joe, Verse 2= Trot Old Joe, Verse 3 = Gallop Old Joe. At end, take horses to the barn using the lyrics "Goodbye, Old Joe . . ."

Musical notation for the song "Walk Old Joe". The first line is in 4/4 time and contains the lyrics: "Walk, Old Joe. Walk, Old Joe. You ride bet-ter than an - y horse I know." The second line is marked with a "5" above the staff, indicating a quintuplet, and contains the lyrics: "Walk, Old Joe. Walk, Old Joe. You're the best horse in the coun - try - O Whoa... Joe!"

## FORM/TRIVIA

### 19. Daffy Duck Passes the Buck (Published by Alfred)

Music trivia game. Seat students in circle, boy-girl-boy-girl. First student picks a buck to answer question. Higher denominations have tougher questions. If child answers correctly they keep the money for their team. If they are incorrect the class says "Pass the buck!" and they pass it to the next person (on the opposing team) to try to answer. If it gets all the way around to the teacher "The buck stops here!." Total earnings at end and announce winner.

### 20. Form Picture Cards

## 21. Kodály: Viennese Musical Clock

Focus: Rondo Form, Steady Beat. Divide students into groups of three. For each A section the groups of three decide on a specific way to move as a group throughout the room. On the B, C, and D sections the group stays in one spot, two of the members freeze and one is the solo mover, using a non-locomotor motion to match the music.

## 22. Parachute Play. Rossini: *William Tell Overture, Finale* (start at 8:00)

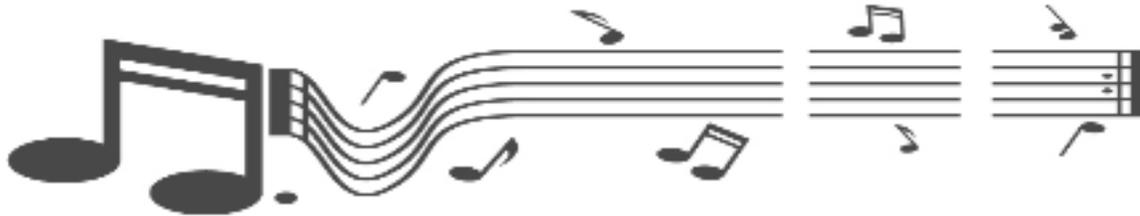
A SECTION: Trot in circle counterclockwise to beat

B SECTION: Ripples and waves

C SECTION: Mushrooms(2) up and down to match the music

D SECTION: "Washing Machine"

CODA: Under teacher's direction, ripples and waves, toss at the end



### About the Clinician

Dr. Artie Almeida is the music specialist at Bear Lake Elementary school in Apopka FL, where she teaches 1150 K-5 students. Her dynamic performing groups have performed for MENC, AOSA, and on the NBC Today Show.

Artie was chosen as Florida Music Educator of the Year, and was also selected as an International Educator 2006 by the Cambridge England Biographical Society. She was Seminole County Teacher of the Year, Runner-Up for Florida Teacher of the Year, and a Teacher of the Year at the school level 6 times. Artie is excited to have recently been chosen as a University of Central Florida Alumni of the Decade.

She served seven years on the Board of Directors of the National Board for Professional Teaching Standards, and served as an early childhood music consultant for Walt Disney World. She is the author of 21 published teaching resources.

In addition to her public school teaching duties, Artie teaches applied saxophone lessons and performs on historical winds with the renaissance ensemble *Ars Antiqua*.

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