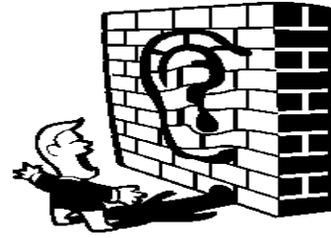


Can You Hear Me Now?



1. Rossini: William Tell Overture, Finale (start at 8:00)

Focus: Form, Steady Beat, Guided Listening

Process: Use plastic plates to do patterns for each section of the music. Discuss the form afterward by Rita Shotwell) Form is: Intro/A/B/A/C/D/C/B/A/Coda



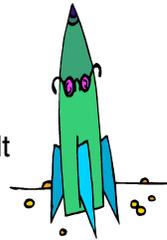
2. Statues Game

Focus: Steady Beat, Rhythms, Tempo

Process: Warm up by having students match your temple block beat, first by clapping, then marching. Change tempos a number of times to focus their listening. On the sound of a cymbal (or triangle) students will make a statue with their body. While they are frozen in position instruct them to make the next statue very different from the first. Call some opposites for them: Tall/short, wide/thin, etc. Continue the game by having students match stick figure cards.

3. Rhythm Rockets (Proficiency Pack, published by Heritage Music Press)

Seat students back-to-back with a partner. Orient students to the notes and rests that are on the rockets. Teacher plays a pattern three times while students search board to find match. After the third playing, students may lean to the side and consult with their partners. If they agree - "blast off!" But, if they disagree, they say so and wait for the teacher to repeat the pattern and give the answer.



4. Rondo Alla Turca (W. A. Mozart) Listening Packs

Focus: Motive, Direction, Register, Range. Distribute responder packages to students. Students listen to the piece, using responders to illustrate the melodic direction and form of the piece. In a subsequent lesson, encourage students to move throughout the room like the animals used in the listening lesson. Form: ABCBAB Coda. (A=snake, B=horse, C=bumblebee, Coda=Birds).

To download masters of the animal responders, go to Artie's website, www.artiealmeida.com and click on Teacher Downloads.



5. Galop from "The Comedians" (Kabalevsky) with Ribbon Streamers

Focus: Melodic Direction, Form

Introduction: Fire - in front, then turn in circle, swoop ribbon to floor on last note. "Fire" is making small, fast circles with stick pointing downward.

A: Slashes down from high to low (in a left-right pattern) to match melody. Arc up to right, arc up to left, large circle in front, then down. Repeat.

Interlude: Snakes - on the floor.

B: With ribbon still in hand, mime playing the xylophone, then violin, as heard on the recording.

Interlude: Fire

Repeat A section - Hands up and out to sides on last note.

6. Mood Meters (Proficiency Pack, published by Heritage Music Press)

Focus: Musical Moods. Elicit some mood words from students. Discuss events or occurrences where music is used to set or alter specific moods. Discuss the use of music in celebration, grieving, relaxation, exercise, healing, etc.

Pass out Mood Meters to students and choose a CD track to use for the listening activity. After each selection, ask a number of students what mood(s) they chose to describe the music they heard. Ask them what musical clues led to that decision. Keep in mind that a number of different answers may be correct. Use Mood Meters to analyze new pieces of music, prepare students for the symphony orchestra field trip, etc.

7. Movement Circles

Focus: Steady Beat, Style

Process: Students stand in small circles (no more than 8 people). The teacher has prepared a tape with 8 excerpts of contrasting, fun movement pieces. The teacher begins the tape and student #1 steps into the center of the circle and leads the others in a motion. When the teacher gives a signal, student #2 takes over with a different motion. The play continues until all students have been the leader. Be sure to include music that is fast, slow, light, heavy, and of varying styles.

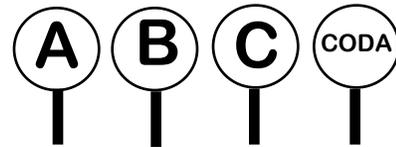
8. Gossec: *Tambourin* (recorded by Michala Petri on *Greensleeves CD*)

Focus: Rondo Form, Listening

Process: Choose a recorded piece with a clearly definable form. The piece chosen for today's listening experience is the *Tambourin* by Francois-Joseph Gossec, recorded by Michala Petri on the CD *Greensleeves*. Ask students to listen silently. As the music plays the teacher holds up responders with the labels "A", "B", "C" and "CODA."

At the end of the piece discuss the form. Label on the board.

Choose students to come to the front and hold up the responders, as they listen for a second time. During the third listening, display question cards relating to the tone colors heard, the style of the music, etc.



9. Tchaikovsky: *March from Nutcracker/Super Stretchy*

Focus: Rondo Form. A=March, then gallop. B,C,D=Run under Super Stretchy and change color segments. Teacher holds up color cards for visual assistance.

10. Anderson: *The Syncopated Clock* (Leroy Anderson's *Greatest Hits CD*)

Focus: Rondo Form, Staccato, Legato, Triangle

Discuss staccato, legato. Identify and listen to triangle. Demonstrate scarf movements for A, B, C. Pass out scarves and begin listening activity. A=sharp shakes of the scarf back and forth to beat, while marching. B=two hands on scarf, swing back and forth slowly to legato notes.

C=toss into air on each triangle roll. Coda=shake scarf, toss up on last note, catch on head.

11. *The Ultimate Game and Activity Pack for Orchestra* (Almeida, publ. by HMP)

Focus: Instrument Families, Individual Instruments, Orchestra Vocabulary

Contents: Lesson Plan with extensions, Orchestra Flash Cards, Orchestra Concentration Game, Instrument Family Sorting Activity, Clip-the-Instrument Game.

12. Stick Passing Game

The music used for this game is *Fjaskern*, a Swedish tune recorded on Phyllis Weikart's *Rhythmically Moving Volume 2*. **A section:** Holding the stick in right hand - tap left hand four times, left thigh 4x, left hand 4x, sole of left shoe 4x. (This pattern is done a total of four times).

B section: Bending down, tap the stick twice on the floor, then pass it to the person's hand on your right. Repeat this for a total of 8 times. IF THE STICK FALLS DURING THE B SECTION YOU ARE NOT ALLOWED TO PICK IT UP UNTIL THE A SECTION RETURNS.

Tell the children to resist the urge to pick it up, and just continue passing. When the A section begins again, anyone without a stick runs and retrieves the nearest one!

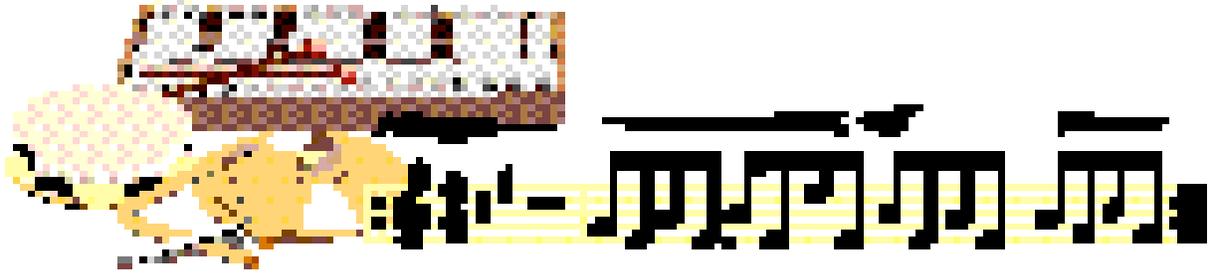
13. Rossini: *William Tell Overture, Finale* Flashlight Fun (start at 8:00)

Process: Color flashlight lenses with permanent marker. I use red, purple, green.

A section=Red, B=Purple, C=green. For the D section, the teacher uses a white flashlight.

Students match the melody and rhythm with their flashlights pointed at the ceiling (it's best if they are lying down). For the coda all flashlights are used and the teacher leads the motions.

Form: Intro,A,B,A,C,D, C, B,A, Coda. I got 88 cent flashlights at WalMart and \$1 lights at Target (during the Halloween season).



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.

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 *Mallet Madness*, *Recorder Express*, *The Ultimate Game and Activity Pack for Orchestra*, ten *Music Proficiency Packs*, as well as four music theory and assessment games featuring the Warner Brothers Looney Tunes characters.

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

**Email Artie at musicja@earthlink.net or
visit Artie's website at www.artiealmeida.com**

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