



Music Literacy in the Elementary Music Classroom

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Thank you to the students at Fairmeadow Elementary who sing, play, and learn together every day, and to their parents for supporting them. Thank you for coming to the conference today.

Thank you to my music colleagues in Palo Alto for sharing ideas, providing feedback, and creating a space to learn and grow together as we nurture the creativity and musical development of our students.

Part 1: Lesson Demonstrations:

1. Sol-Mi “Cuckoo, Where Are You?”
 - a. Introduce two line staff
2. La-Sol-Mi “Lucy Lockett”
 - a. Introduce three line staff
 - b. Movable Do
 - c. Bordun support
3. Do-Re-Mi “Closet Key”
 - a. Three line staff
 - b. Using instruments for melodic support
4. Synthesis
 - a. King’s Land (La-Sol-Mi, Do)
 - b. Developing Inner Hearing

Part 2: Steps for Sight-Singing Success

1. Ear-Training
 - a. Choose music that gets kids singing and listening to the pitches that you will be teaching.
 - b. Use echo patterns with body signs or hand signs. Gradually transfer students listening to listening/visual to visual.
 - c. Stick with small chunks and repeated patterns.
2. Reading from the Staff
 - a. Place notes on the staff only when most students are singing correct pitches based on hand-signs, solfege ladder, and other visuals.
 - b. Add on a note or two at a time.
 - c. Focus on relationships of notes. (Do, Mi, and Sol are all lines or all spaces. La is higher than Sol. Etc.)
3. Sequence of pitches:
 - a. Sol-Mi
 - b. La-Sol-Mi (Includes leaps from Mi to La, but not from La to Mi.)
 - c. Do-Re-Mi
 - d. La-Sol-Mi, Do
 - e. Do-Re-Mi, Sol
 - f. Low La-Do-Re-Mi (minor tonality)
 - g. Do-Re-Mi-Sol-La
 - h. Add high do, low sol

“Cuckoo, Where are You?”

(Adapted from “Cuckoo” Orff-Schulwerk Music For Children Volume 1. As taught by my teacher, Karen Benson.)

Musical notation for the song "Cuckoo, Where are You?". It is written on a single staff in 4/4 time with a key signature of one flat (Bb). The melody consists of quarter and eighth notes. The lyrics are: "Cuck-oo, Where are you? Cuck-oo, Where are you? Cuck-oo, Where are you? Here I am." The word "Solo" is written above the final measure of the staff.

Game: Students become the trees of the forest. One child is the cuckoo bird. She finds a hiding spot in the forest. Another student is the child who has lost his bird. He keeps his eyes closed as the class sings “Cuckoo, Where are You?” The cuckoo sings “Here I am,” and the child moves through the forest with closed eyes, toward the sound of the cuckoo. If the child would like to hear the song again, he stops walking and the class and cuckoo sing again.

“Lucy Lockett”

Musical notation for the song "Lucy Lockett". It is written on two staves in 4/4 time with a key signature of two sharps (D major). The melody consists of quarter and eighth notes. The lyrics are: "Lu - cy Lock - et lost her pock - et. Kit - ty Fish - er found it. Net a pen - ny was there in it, on - ly rib - bon round it." The number "3" is written above the first measure of the second staff.

Game: Children sit in a circle and sing the song as one person walks around the outside of the circle carrying a “pocket.” On the final note of the song, the walker places the “pocket” behind another student. The student picks up the pocket and chases the walker, duck-duck-goose style around the circle.

“Closet Key”

The musical notation for "Closet Key" consists of two staves. The first staff is in 4/4 time, with a treble clef and a key signature of one flat (B-flat). The melody is written on a five-line staff. Below the staff, the lyrics are: "I have lost my clos - et key, in my la - dy's gar - den." The second staff begins with a measure rest marked with a '3', indicating a triplet. The melody continues on the same staff, with the lyrics: "I have lost my clos - et key, in my la - dy's gar - den." The piece ends with a double bar line.

Game: Children sit in a circle. A long piece of yarn with a key on it is cut to fit the circle. Children keep two hands on the yarn. One child sits in the middle of the circle with eyes closed on the first verse and open on the second verse. Children pass the key as they sing the song. The child in the middle has three guesses to find the key at the end of the song.

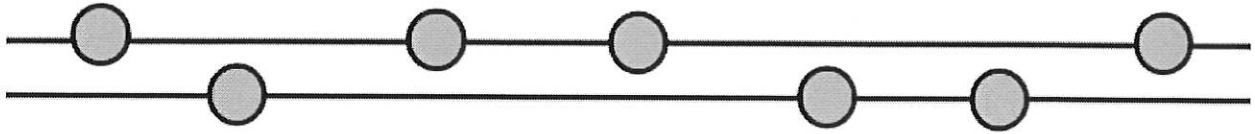
“King’s Land”

The musical notation for "King's Land" consists of two staves. The first staff is in 4/4 time, with a treble clef and a key signature of two sharps (D major). The melody is written on a five-line staff. Below the staff, the lyrics are: "I'm on the King's land. The King is not at home." The second staff begins with a measure rest marked with a '3', indicating a triplet. The melody continues on the same staff, with the lyrics: "He's gone to Bos - ton to buy his wife a comb." The piece ends with a double bar line.

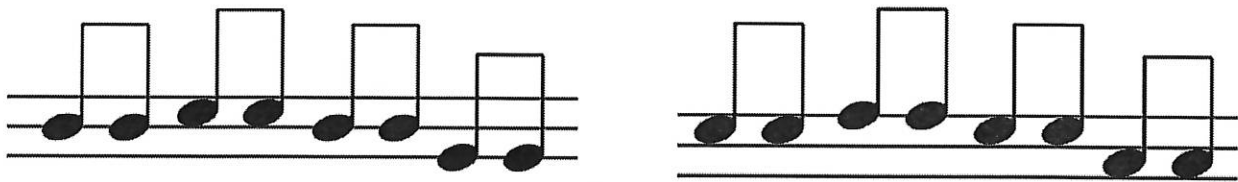
Game: One side of the room is designated as “Boston.” The other side is designated as “Safe space.” The space in the middle is the “King’s Land.” All children start in Boston. A child is chosen to be the king. The king stands in the middle of the “King’s Land” with eyes closed as the children sing the song, marching toward Boston. At the sound of the drum, children run to the “Safe space” while the King attempts to tag them. All children who were tagged help the King in the next round.

Sight-Singing pictures

Example of early sight-singing using sol and mi:



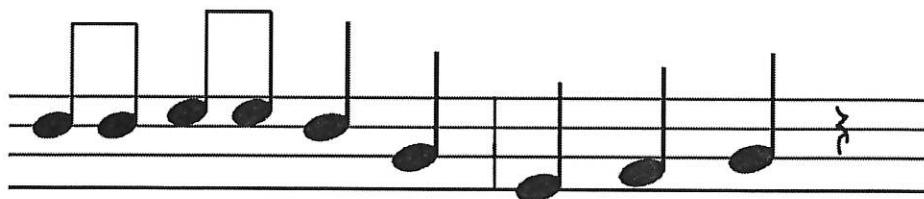
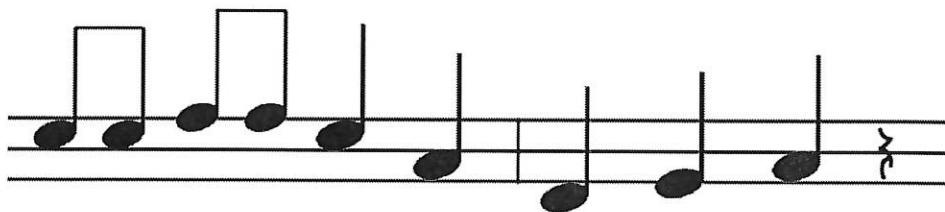
Movable Do using la-sol-mi on a three-line staff:



Do-Re-Mi Sight-singing on a three-line staff:



Pentatonic Sight-Singing – Time for more lines!




Bordun Patterns

- Are based on the first and fifth scale degrees.
- Are repetitive.
- Support singing by helping students center pitch.
- Develop rhythmic accuracy.
- Can be layered with other ostinato patterns.
- Come in many forms.

(The American Orff-Schulwerk Association Teacher Education program is highly recommended. You will leave with in-depth knowledge of creating elemental pitched percussion arrangements for your students, as well as possibilities for helping your students create their own arrangements.)


Chord Bordun

Bass Xylophone




Chord Bordun Variation

BX




Broken Bordun

BX




Crossover Bordun

BX

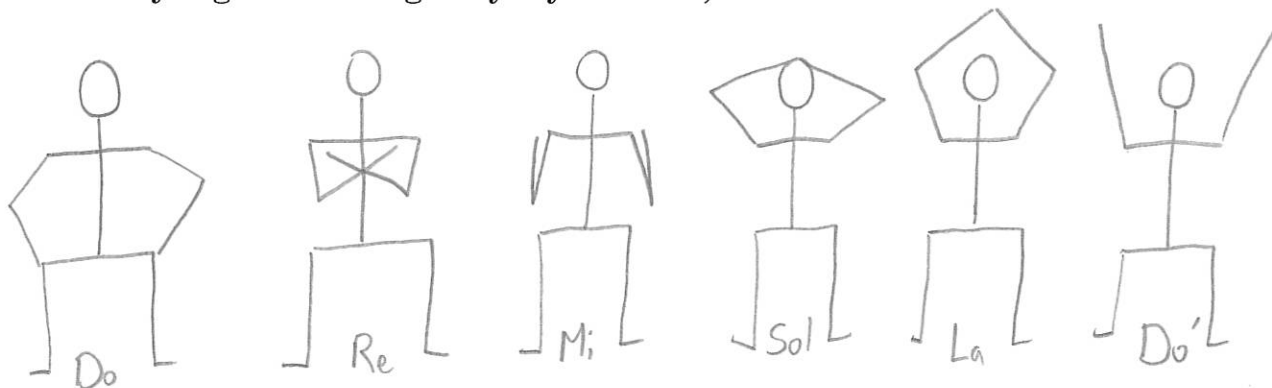


Rocking Bordun

BX



Body Signs – as taught by my teacher, Karen Benson.



Favorite Songs

Sol-Mi

Cuckoo, Where Are You?
Elephant Pat
Rain, Rain Go Away
Tinker Tailor
Almost any nursery rhyme

La-Sol-Mi

Lucy Lockett
A Tisket A Tasket
Snail, Snail
Bounce High, Bounce Low
The Mill Wheel
Little Sally Walker

Do-Re-Mi

Closet Key
Hot Cross Buns
Hop Old Squirrel
Frog in the Meadow
Merrily We Roll Along

La-Sol-Mi, Do

King's Land
Ring Around the Rosy
Apple Tree
One, Two, Three, Johnny Caught a
Flea

Do-Re-Mi, Sol

Solo Time (Rondo 32 from Orff-
Schulwerk Volume 1)
How Many Miles to Babylon?
(Feierabend Book of Call & Response)
John Kanaka
Let Us Chase the Squirrel
Who's That Tapping At the Window?

La Pentatonic

Slahal (Sail Away selected and edited
by Eleanor G. Locke.)
Who Has Seen the Wind?
Down By the Banks
I Got a Letter

Do-Re-Mi-Sol-La

Bow Wow Wow
Rocky Mountain
Sally Go 'Round the Sun
Great Big House in New Orleans
Frosty Weather

Extended Pentatonic

Tideo
Chicken on the Fencepost
Arirang
Draw a Bucket of Water
All 'Round the Brickyard

Resources

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Locke, Eleanor G., Editor. *Sail Away: 155 American Folk Songs to Sing, Read, and Play*. 1981. Boosey & Hawkes, Inc., 1988.

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