

# Musical Travels from Around the World

## Missouri Music Educators Association

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Presented by

**Lynn Kleiner**

### ***She'll Be Comin' Round the Mountain***

From the Book/ CD **My Trip to the Mountains**



Introduce the song and rhythms to play at the end of the phrases for each verse.

Draw the two beat lines and discuss how to draw the rhythm for each verse.

Use the parachute to create the boundary for the movement and percussion circle. Using the recording (percussion circle version), walk or skip around the parachute during "She'll be comin' round the mountain..." (This will be our repeated chorus between each verse.)

After the chorus, stand next to the parachute, pick up the closest percussion instrument. Sing the verse, playing the rhythm of the underlined words below on the instrument. Free play after the verse, returning the instrument to the parachute when the chorus begins. Move around the parachute on each chorus, choosing a new instrument.

She'll be drivin' six white horses

Oh we'll all run out to greet her

Oh we'll all have chicken and dumplins

She'll be wearing red pajamas when she comes

She will have to sleep with Gramma when she comes

Whoa Back!

How-dy Ma'am!

Yum-my, yum-my!

Red jam-mies!

Gram-ma's gon-na snore!

To add **recorders**: Play rhythm on high or low Cs. For a chord change, play on A for the first and third phrase and one G the 2<sup>nd</sup> phrase.

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Additional Orff and notation games from **My Trip to the Mountains**: ***Let Us Chase the Squirrel*** and ***Cumberland Gap***.

## Yuki (Snow)

Japanese School Song

Arr. Lynn Kleiner



Yu - ki ya kon, kon. Yu - ki-ya kon, kon. Fut-te wa, Fut-te wa kon, kon, kon.

To sing in English: Snow is falling, kon, kon. Snow is falling, kon, kon, Fall-ing fall-ing, kon, kon, kon.

- Finger Cymbals: Free play for youngest students holding one finger cymbal. Gently guide across hanging chimes or strike hanging cymbals or triangles held by adults or some of the children. Older children can play their own cymbals following an activity where the teacher touches the pretend snowflake in each child's hand when singing "kon." After having the children stand in a circle, pass out one finger cymbal to each child. The teacher touches each child's cymbal when singing "kon." Finally, the child has their own pair of cymbals and plays on the "Kon, kons."
- Orff in C pentatonic: Lowest instruments play the beat. Bordun is based on experience of the players; hands together, hands alternating, crossover, etc. Metals (metallophones, glockenspiels, finger cymbals, triangles) play when each "kon" is sung. Free play when the "snow" falls from the cloud (a fur lined hand drum filed with feathers). Creative movement is also presented as an option.
- Snowflake Notation: Play one sound on the beat if it's a whole snowflake, play two sounds on the beat if the snowflakes are in two. "Snow" or "snow-flake" can be said to assist with the playing of the rhythm. Level Bordun can be used for accompaniment with students who are ready for the challenge. Students can create their own B sections.



**Recorder** – In addition to the above activity with recorder and cups, use techniques such as divide and conquer to teach the melody. Color all measures starting with G in red. Color all measures starting with F# in green. Conduct the G and F# groups while singing. For beginners, use echos for solos or have students play the rhythm of “cheki morena” on notes from BAG.

CD Recording: Checki Morena, Track 13 **Spanish Music Rhapsody Numero Uno**, [www.musicrhapsody.com](http://www.musicrhapsody.com)



**Los Machetes** Mexico

**Prekindergarten – Grade 2, Parachute** – a favorite way to visually present the ABC form.

- A – walk in a circle
- B – raise and lower parachute to each phrase
- C – shake the parachute while standing in place

**Percussion Instruments:** Select an instrument or different timbre for each section or play one instrument a different way on each section as we do with the rhythm sticks in the elementary version..

**Elementary, Rhythm Sticks/Dance:**

Two lines across from each other, begin with all facing forward. Rhythm Sticks play the part of the machetes. Students hold a stick in each hand.

- A** 16 steps forward tapping sticks, 16 steps back to original place while tapping sticks.
  - B** Partners face each other tapping their own sticks twice in front of them, then twice with partner’s sticks. (or try this rhythm: quarter quarter, eighth eighth, quarter, rhythm is done 8 times)
  - C** Continue facing partner, slide to the side 8 steps and back 8 steps with rhythm sticks tucked under arm, still holding stick. Repeat C
- Repeat entire sequence. Accelerando signals the end, tap sticks over head 3 times.

CD Recording: *Los Machetes* from **Our Favorite Shenanigans**. Thanks to Gary King for recording this song specifically for Music Rhapsody! [www.musicrhapsody.com/shop](http://www.musicrhapsody.com/shop)

Videos and Lessons from [www.lynnkleinersmusicbox.com](http://www.lynnkleinersmusicbox.com)