

## Transitions

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## Opening

- Whole Musician - <https://music-makers-2.square.site/>
- Brahms
- TaiChi
- What do you wonder, notice, or appreciate about the music?

## Things to consider when crafting my lessons:

- What is my focus?
- What songs or activities do I want to use?
- How do I want to practice? Read, write, part work, memory, inner hearing, form, listening, improvising
- How do I want to TRANSITION?
- Have lessons where the students work and relax. The transitions are the work, the songs and activities are their chance to relax.
- Be as prepared as possible, but be ready to go with the flow!
- Save your lesson plans!!! You'll be glad you did!

Transition Types as outlined in Lesson Planning in a Kodaly Setting by Rita Klinger

### **I. Verbal**

#### **A. Thematic**

- Tell a story
- Connect with characters

#### **B. Directive**

### **II. Non-Verbal (aka "Shut-up and Sing")**

#### **A. Directive**

#### **B. Unconscious Tonal or Rhythmic**

### **III. Tonal**

#### **A. Tone set and/or key scheme connections**

- **Motif Connections**
  - Altered Motif Connections**
  - Tone set**
  - Whole Song**
  - Key Scheme Connections**

### **IV. Rhythmic**

#### **A. Beat, tempo, or metrical connections**

## B. Rhythmic connections

### V. Other (often preparation within the lesson)

- A. Motif becomes rhythmic or melodic ostinato
- B. Sight-singing activity becomes descant or 2nd part to known song
- C. Writing activity examples become preparation for sight-singing
- D. One song in canon leads to another canon or part-work activity
- E. Form changes (or remains the same)
- F. Musical skill/concept preparation within the lesson and from prior lessons

### Thematic

Transitions through stories.

Have a character that connects all the activities together.

Examples:

“Queen, Queen Caroline” couldn’t find something today. She looked everywhere (to the piano) in the basement, in here room, even in the living room (Use for high/low assessment)

Listen and hear where she finally found what she was looking for.

“Handy Dandy” (find fun buttons that represent songs) - I have what she found, do you want to see?

“I Can’t Pay the Rent” - She wanted to use her money to rent something. Discuss what it means to rent. But what if you can’t pay the rent?!”

“Pussy Cat” - Before she could leave she heard a knock at the door and it was her good kitten friend, Mr. Mister.

“Naughty Kitty Cat” - Mr. Mister you can’t keep chasing our friend, the mouse, under the chair!

### Rhythmic Transitions

Øæ @Öæá• - End with the rhythm of the next song you want to sing.

Ô@ \* ^ Á @c@ Á

- Only one at a time
- “Listen and raise your hand if you can hear the change”
  - “Show me with your fingers what phrase I changed - 1,2,3,4”
  - “Which beat? - 1,2,3,4”
- “Close your eyes and I will change one thing. Can you tell me what I changed?”
- ALWAYS CLAP NEW RHYTHM AFTER YOU CHANGED IT

“Naughty Kitty Cat” to “Bow Wow Wow”

<p>                     n n i z  <del>á ááááá</del>                      n n n n                      n n i z                 </p>	<p>                     n n i z                      i n i z  <del>á ááá</del>                      n n i z                 </p>	<p> <del>á ááááá</del>                      i n i z                      n n n i                      n n i z                 </p>
<p>                     i n i z                      i n i z                      n n n i á                      n n i z                 </p>	<p>                     i i i z                      i n i z                      n n n i á  <del>á ááááá</del> </p>	<p>                     i i i z                      i n i z                      n n n i á                      i i i z                 </p>

Change “Bobby Shaftoe” to “Bee Bee Bumblebee”

<p>                     n n n i                      n n n i                      n n n i                      n n i i                 </p>		
		<p>                     i i n i                      n n n i                      n n n i                      n n n i                 </p>

CHALLENGE - Let's get from "Pease Porridge Hot" to "Bee Bee Bumblebee"

<p>I    n    I    Z</p> <p>I    n    I    Z</p> <p>I    n    n    I</p> <p>I    n    I    Z</p>		
		<p>I    I    n    I</p> <p>n    n    n    I</p> <p>n    n    n    I</p> <p>n    n    n    I</p>

Cheaters for when you have already changed 4-5 times and you want to move on!

"Close your eyes and I'm going to trade two beats. Can you figure out which ones!"

"I just love ti-ti's, I think I'm going to just make some more!"

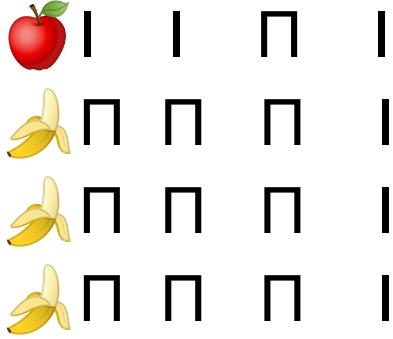
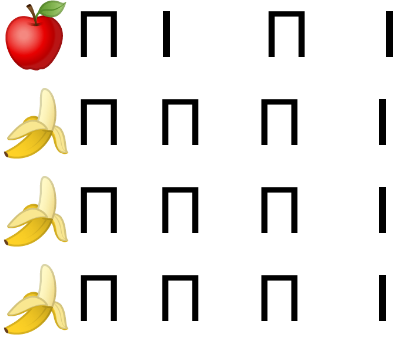
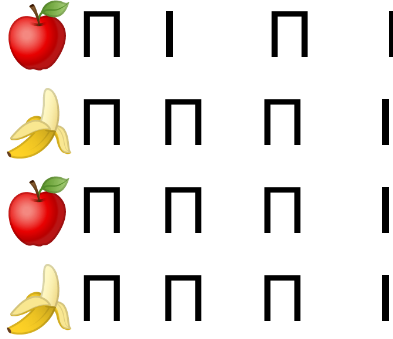
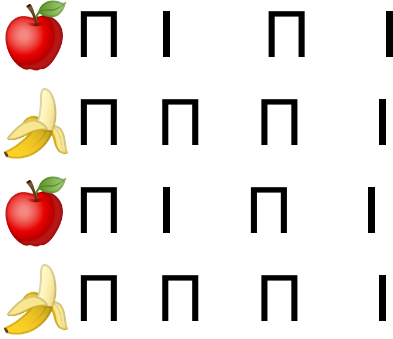
"Hey, what if every phrase started with ta?"

"I like this rhythm, I think I would like to make this phrase look the same."

"Bee Bee Bumblebee"

- Play Game
- When a student gets out they play the steady beat on the drum
- (Next they point to the heart beats)
- Grab rhythm sticks and play rhythm in their spot

## Transition through rhythmic form

 <p>Apple     ♩   Banana ♩ ♩ ♩   Banana ♩ ♩ ♩   Banana ♩ ♩ ♩  </p>	 <p>Apple ♩   ♩   Banana ♩ ♩ ♩   Banana ♩ ♩ ♩   Banana ♩ ♩ ♩  </p>
<p>Can you change the 3rd phrase so it's an apple?</p>  <p>Apple ♩   ♩   Banana ♩ ♩ ♩   Apple ♩ ♩ ♩   Banana ♩ ♩ ♩  </p>	<p>Apple Tree</p>  <p>Apple ♩   ♩   Banana ♩ ♩ ♩   Apple ♩   ♩   Banana ♩ ♩ ♩  </p>

## Rhythm memory transition

- All tap current song together - "Wow, that was good! Try echoing this."
- Clap/tap the rhythm of a song 4/8/16 beat phrases

## Guess the Song

- Even if the students guess on the first time all tap/sing together again
- If they pick the wrong song
  - Tap again
  - Take more suggestions - After you have 3 or 4 one being correct have them listen again and choose.

## MELODIC TRANSITIONS

Hand Signs or Body Signs- Great for opening and warm-up

- Follow the hand and sing (Tideo)
- Follow the hand - think then sing (Great Big House)

Tone Ladder

- Sing current song
- Play around on ladder
- End with new song (Hot Cross Buns)

Isolate the last phrase

- Use as call and response (Down to the Baker's Shop - Improvise movements)
- Alter the phrase (mrd to drm) - (Long Legged Sailor)

Whole Song

- Students sing current song, teacher sings next song (Great Big House to Rocky Mountain)

Sight read a melody on the board

- Suggestion - Read a known piece first that you just played.
- Suggestion - If it has a game it is very motivating.

Magical Lessons

- The goal is to have students sing unknown material
- Analyze a tune and find portions of known music

Known to Unknown Material

Melodic Elements: m sl

Rhythmic Elements: ta, ti-ti, rest

Songs

- Bounce High
- Doggie, Doggie
- Naughty Kitty Cat
- Exercise 19 - 185 Pentatonic Exercises

### Materials and Set-up

- Bounce High on Staff
- Doggie - Rhythm
- Naughty Kitty Cat - 1st Phrase on Staff (Small whiteboard)

### Naughty Kitty Cat

- Echo clap - 4-8-16
- Guess song
- Play Game
- Sing and read the first phrase on board
- Alter to s-s-l-l-s (rest) and sing
- Can you sing that phrase from memory with hand signs?
- Pretty good! Follow my hand signs - start with s-s-l-l-s-s-m
- Eventually get to next song

### Bounce High

- Guess song
- Sing/play
- Sing on staff
- Alter
  - ◆ Change last beat to rest
  - ◆ Change 5th beat from ti-ti to ta
- Sing a few times to get in head
- Students sing/Teacher sings Doggie, Doggie

### Doggie, Doggie

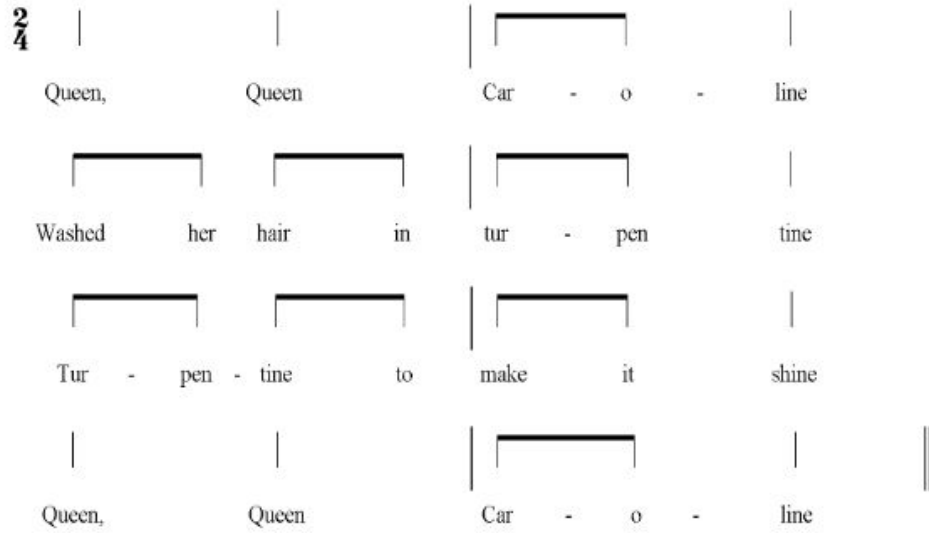
- Play game
- Read rhythm on board
- Erase last four measures/ tap
- Aren't we just repeating the same thing twice? Erase last two measures
- Write solfege - s-s-m-m-s-s-m
- Change to s-s-l-l-s-s-m
- Change first beat from ti-ti to ta

### Exercise 19

- We have read all kinds of melodies today. What if we put them all together?
- Read the existing examples in this order with no break - Bounce High - Doggie, Doggie - Naughty Kitty Cat

## Songs

### “Queen, Queen Caroline”

$\frac{2}{4}$  | | | 

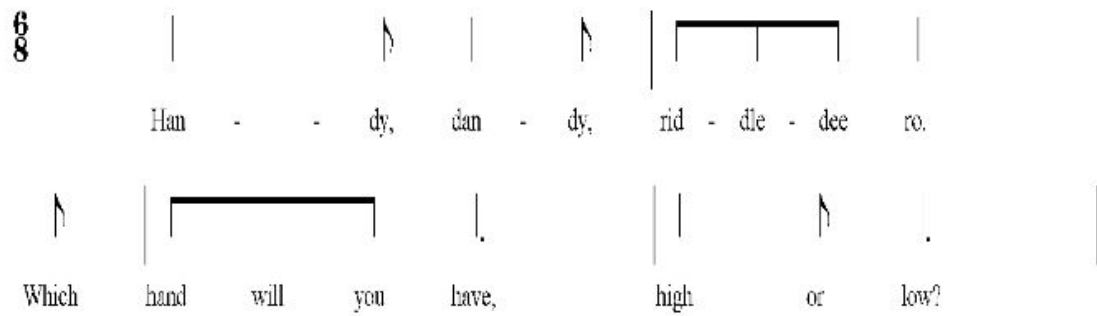
Queen, Queen Car - o - line

Washed her hair in tur - pen tine

Tur - pen - tine to make it shine

Queen, Queen Car - o - line

### “Handy Dandy”

$\frac{6}{8}$  | | | 

Han - - dy, dan - dy, rid - dle - dee ro.

Which hand will you have, high or low?



## "I Can't Pay the Rent"

Lady

repeat 3 X

$\frac{2}{4}$  | I can't pay the rent. To - day.

3 Store clerk

repeat 3X

You must pay the rent. To - day.

9 Customer

repeat 3X

I'll pay the rent. To - day.

12 Lady

My he - ro! Curs - es, foiled a - gain!

Can tell story of movie rental. Lady gets to counter and doesn't have money to pay the rent.  
Speaking parts order - Lady, Store Clerk, Lady, Customer, Lady (my hero)

Can use accordian folded paper - hair bow for lady, bow tie for clerk, moustache for customer

## "Pussy Cat"

$\frac{6}{8}$  Pus - sy cat, pus - sy cat, where have you been? I've been to Lon - don to vis - it the queen.

5 Pus - sy cat, pus - sy cat, what did you there? I fright - ened a lit - tle mouse und - er her chair!

Phrase 1 - high voice  
Phrase 2 - low voice  
Phrase 3 - high voice  
Phrase 4 - low voice

Can use puppets or pictures

## “Naughty Kitty Cat”

Staff Notation:

Naugh - ty kit - ty cat,  
You are ver - y fat.  
You have but - ter on your whis - kers,  
Naugh - ty kit - ty cat.

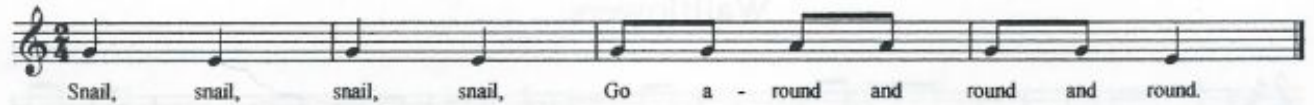
The image shows four staves of musical notation in 2/4 time. The first staff contains the lyrics 'Naugh - ty kit - ty cat,'. The second staff contains 'You are ver - y fat.'. The third staff contains 'You have but - ter on your whis - kers,'. The fourth staff contains 'Naugh - ty kit - ty cat.'. Each staff has a treble clef and a key signature of one flat. The melody is simple, with notes corresponding to the syllables of the lyrics.

## Bee, Bee Bumblebee

Bee, bee bum - ble - bee,  
Stung a man a - pon his knee,  
Stung a pig a - pon his snout,  
I de - clare if you ain't out.

The image shows a musical score for 'Bee, Bee Bumblebee' in 2/4 time. The score is written in a simplified notation style with vertical bar lines and horizontal lines above the lyrics. The lyrics are: 'Bee, bee bum - ble - bee, Stung a man a - pon his knee, Stung a pig a - pon his snout, I de - clare if you ain't out.' The notation uses vertical lines to separate measures and horizontal lines to indicate the duration of notes.

## Snail, Snail



Use a pipe cleaner to make a snail that can be used for other activities.

## Bow Wow Wow



### Dance:

Standing circle of partners.

1<sup>st</sup> phrase: hands on hips and stamp feet.

2<sup>nd</sup> phrase: scolding motion (R elbow in L hand and shake finger 4 times)

3<sup>rd</sup> phrase: join hands w/ partner and switch places

4<sup>th</sup> phrase: stamp L, R, L, then jump spin 180' to new partner

### Variations:

- Sing
- Sing last phrase (mrd)
- Inner Hearing
- Clap Rhythm
- With odd number have a student sing a solo while everyone else plays

## Long Legged Sailor

MySongFile.com

Origin: American  
Source: Catch A Song  
www.dominie.com.au



- Short Legged
- Bow Legged
- Cross Legged
- One Legged
- No Legged
- ????????

