

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**
 - i. **Altered Motif Connections**
 - ii. **Tone set**
 - iii. **Whole Song**
 - iv. **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

Flash Cards - End with the rhythm of the next song you want to sing.

Change a rhythm

- 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 l z n n l z → n n n n n n l z </p>	<p> n n l z l n l z n n n n → n n l z </p>	<p> n n l z → l n l z n n n l n n l z </p>
<p> l n l z → l n l z n n n l n n l z </p>	<p> l l l z l n l z n n n l n n l z → </p>	<p> l l l z l n l z n n n l l l l z </p>

Change “Bobby Shaftoe” to “Bee Bee Bumblebee”

<p> n n n l n n n l n n n l n n l l </p>		
		<p> l l n l n n n l n n n l n n n l </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>Can you change the 3rd phrase so it's an apple?</p>  □ □  □ □ □  □ □ □ →  □ □ □	<p>Apple Tree</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”

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”

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

2/4

1 I can't pay the rent. To - day.

5 Store clerk

You must pay the rent. To - day.

9 Customer

I'll pay the rent. To - day.

12 Lady

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

repeat 3 X

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 accordion folded paper - hair bow for lady, bow tie for clerk, moustache for customer

"Pussy Cat"

6

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.

Bee, Bee Bumblebee

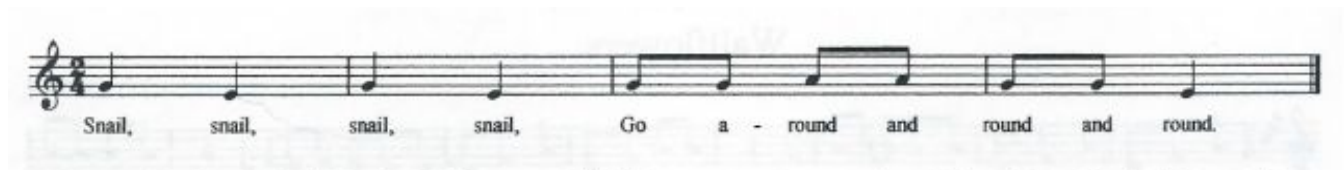
Bee, bee bum - ble - bee,

Stung a man a - pon his knee,

Stung a pig a - pon his snout,

I de - clare if you ain't out.

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.

1st phrase: hands on hips and stamp feet.

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

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

4th 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



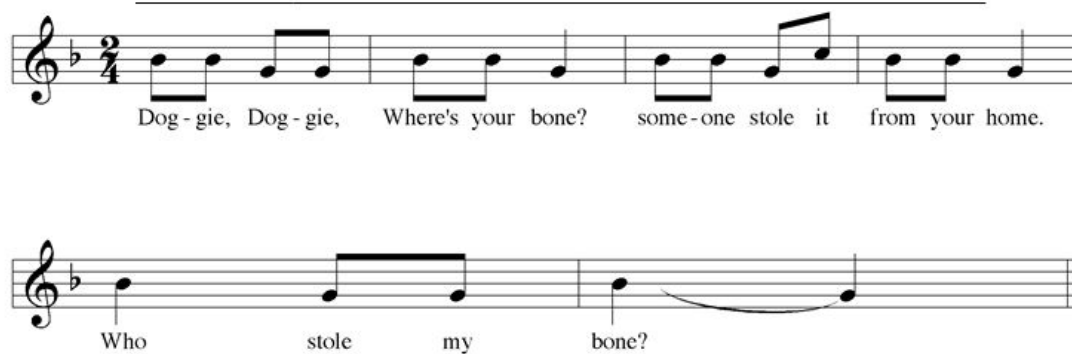
- Short Legged
- Bow Legged
- Cross Legged
- One Legged
- No Legged
- ???????

Socially Distant Actions

Fermatas - Swing arms

Pat clap except on the word describing the legs, do an action for each.

Doggie, Doggie



GAME: Students sit in a single circle on the floor. One student chosen (by the teacher) to be "it," lies down in the middle of the circle and hides his or her eyes. The teacher places a "bone" (beanbag) by the student. While the class sings the first line of the song, the teacher appoints someone sitting in the circle to take the bone. They then respond with a bark or echo the last phrase with the words *I stole the bone*. The student in the center then has 3 chances to guess who has the bone. If they guess correctly, they get another turn. If they guess incorrectly, they trade places with the person who has the bone and the game continues.

Bounce High, Bounce Low



Exercise 18 from 185 Unison Pentatonic Exercises by Denise Bacon

