

# U of U Cohort Training / Music Session

September 13, 2013

## Planets, Moons, and Stars

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**PreK – Grade 2 Music Learning Map** (USOE)

<http://www.schools.utah.gov/CURR/fineart/Elementary/MusicPreK-2BL.aspx>

**Grade 3 – 6 Music Learning Map** (USOE)

<http://www.schools.utah.gov/CURR/fineart/Elementary/Music-3-6StudBL.aspx>

**Music Core Skills Chart** – combines the basic information of both spiral maps into one easy chart

**“Eight Planets”** – song and lesson ideas (to the tune of “A Ram Sam Sam”)

**“A Ram Sam Sam”** – song and lesson ideas from the USOE songbook. Lesson ideas can be applied to “Eight Planets” song.

<http://www.schools.utah.gov/CURR/fineart/Elementary/Songbook/Music/ARamSamSam.aspx>

**“A Ram Sam Sam”** – instrumental mp3 track to be used with “Eight Planets”

<http://stream.schools.utah.gov/videoarchive/faa/Track1-1.mp3>

**Relative Planet Sizes** – reference picture (public domain/may be reproduced)

**Planet Photos** – for making visuals (public domain/may be reproduced)

**Phases of the Moon Fact Sheet** – for background information

**Phases of the Moon Visual** – to be used with “Phases of the Moon” song

**“Phases of the Moon”** – song and chord progression based on the folk song “Cindy”

**“Cindy”** – instrumental mp3 track to be used with “Phases of the Moon”

<http://stream.schools.utah.gov/videoarchive/faa/Track-17.mp3>

**Phases of the Moon Rhythm Activity** – lesson ideas

**“Moon Walk (4 Phases)”** – song and lesson ideas

**“Moon Walk (8 Phases)”** – song and lesson ideas

**“Stars”** – song sung to the tune “Twinkle Twinkle”

**“Twinkle, Twinkle Little Star”** – poem to be used as the basis of a soundscape or literacy connection

**Gustav Holst: “The Planets”** – for listening and movement (find my planets, moon, and stars playlist on *Spotify*)

*\*Check with your local librarian for great books about the planets, the moon, and stars.*

# MUSIC CORE SKILLS

## K-2 and 3-6

SINGING	PLAYING	LISTENING	READING	CREATING
<p>Learn to differentiate between the singing voice and the speaking voice.</p> <p>Explore range of high and low pitches in my voice.</p> <p>Recognize pitch patterns.</p> <hr/> <p>Develop in-tune singing through healthy use of the natural voice.</p> <p>Develop music appreciation by experiencing a variety of folk and traditional songs.</p> <p>Experience the difference between melody and harmony in songs and recorded music.</p> <p>Understand the accurate use of steps, skips, and repeated pitches when singing melody and harmony.</p> <p>Build skill in singing harmony through partner songs, ostinatos, rounds, descants, and countermelodies.</p> <p>Explore the appropriate use of the head voice and chest voice.</p> <p>Practice singing parallel harmony.</p>	<p>Experience feeling and moving to a steady beat.</p> <p>Recognize the difference between strong and weak beats.</p> <p>Practice movement or body percussion patterns to accompany songs.</p> <hr/> <p>Practice the skills of beat accuracy while singing, playing and listening.</p> <p>Explore sound and silence in rhythmic patterns of beat and divided beat.</p> <p>Identify duple and triple meter through playing strong and weak beat patterns in songs.</p> <p>Practice playing strong and weak beats in patterns of 2, 3, 4 using body percussion.</p> <p>Practice playing rhythmic patterns simultaneously against beat or rhythmic patterns played by others.</p> <p>Build skill in playing rhythm patterns using a variety of classroom instruments.</p> <p>Practice layering various percussion and melodic instruments to accompany a song.</p>	<p>Respond to patterns of same and different in songs and recorded music.</p> <p>Listen to differentiate between fast and slow (tempo), loud and soft (dynamics), and various vocal and instrumental sounds (timbre) in songs and recorded music.</p> <p>Learn to listen carefully to others (beat, pitch, tempo) when engaged in music activities.</p> <hr/> <p>Recognize repeated or contrasting phrases in songs or recordings.</p> <p>Explore the varying uses of tempo and dynamics in songs and listening selections.</p> <p>Recognize timbre as an identifying characteristic of instrumental family groups.</p> <p>Identify form in songs including verse/refrain, introduction, interlude, and coda.</p> <p>Recognize form in listening selections including AB, ABA, Rondo, and theme and variation.</p> <p>Analyze how changes in tempo and dynamics can affect the ideas and emotions represented in music.</p> <p>Explore how changes in timbre and texture can affect musical style.</p>	<p>Explore a variety of icons representing steady beat, pitch, and metric groupings in a variety of simple songs.</p> <p>Understand the relationship between beat and rhythm by using complimentary iconic symbols to represent divided beat.</p> <p>Engage in music activities which use iconic symbols to represent the patterns performed by the students.</p> <p>Recognize music icons as another example of symbols we learn to read for understanding.</p> <hr/> <p>Explore the use of iconic notation in beat, meter, rhythm, and pitch.</p> <p>Explore the use of traditional notation of beat, rhythm, meter, and pitch in a variety of songs.</p> <p>Experience familiar songs written in iconic or traditional notation.</p> <p>Experience the use of instrumental "tablatures" as a form of music notation.</p> <p>Practice reading iconic or traditional notation while singing or playing music.</p>	<p>Create vocal characterizations as part of a story song or book.</p> <p>Create simple singing conversations using 2 or 3 pitches.</p> <p>Create new words and rhymes for favorite classroom songs.</p> <p>Create simple actions or body percussion patterns to accompany familiar songs.</p> <p>Create a simple beat or rhythm pattern using classroom instruments.</p> <p>Create a simple movement pattern using steady beat and rhythm.</p> <p>Create a simple iconic representation of beat, meter, rhythm, and pitch.</p> <hr/> <p>Create or improvise a simple melody using steps, skips, and repeats.</p> <p>Create simple rhythmic phrases or ostinato patterns to be played against a steady beat.</p> <p>Create expressive singing and playing by varying tempo, dynamics, and timbre in music.</p> <p>Create simple rhythmic ostinato patterns in meters of 2, 3, 4, and 6.</p> <p>Create harmony for a familiar song using an ostinato or countermelody.</p> <p>Create style in music by varying timbre, texture, articulation, tempo and/or dynamics.</p> <p>Create a simple accompaniment for a familiar song using classroom or melodic instruments.</p>

# Eight Planets

to the tune of the Moroccan folk song "A Ram Sam Sam"

Jennifer Purdy

*Part 1:*

Eight pla - nets or-bit a - round the sun. We can name them

*Part 2:*

one by one. Mer - cu - ry, Ve - nus, Earth, Mars, Ju - pi - ter, U-ra - nus, Nep-tune.

## LESSON IDEAS:

1. Sing the entire song many different ways:
  - clap, pat, or play the beat
  - pat/finger tap strong beat/weak beats. Note that this song begins with a pickup (anacrusis).
  - listen for in-tune pitch matching
  - concentrate on phrasing
  - clap, pat, or play the rhythm of the words
  - sing and vary the dynamics
2. March to the beat and orbit (*circle or revolve*) around a "sun".
3. Vary the tempo according to the speed of the planets' rotations. Students choose between the following tempos/planets:
  - *Allegro (or Presto)*: Jupiter is the fastest spinning planet in our Solar System rotating on average once in just under 10 hours. That is very fast especially considering how large Jupiter is. This means that Jupiter has the shortest day of all the planets in the Solar System.
  - *Moderato*: Earth takes 23.93 hours to rotate once on its axis. Mars takes 24.62 hours.
  - *Adagio (or Largo)*: Venus spins the slowest, so slow that it has a day longer than its year. It takes 243 days for it to rotate once around its axis. That is longer than the 226 days it takes to orbit around the sun!
4. Play a rhythmic ostinato on non-pitched percussion instruments while singing.
5. Play a body percussion ostinato while singing.
6. After students can play and read the rhythm of the words, make sure all students can see a copy of the written music. Assign a different non-pitched percussion instrument to each of three different groups and also assign each group to play on either the half notes, quarter notes, or eighth notes. This activity can also be done by having each group walk the beat in a circle, walking only on their assigned note value.
7. Divide the students into 8 groups and assign each a planet. They create a movement or represent their planet and perform the movement as their planet is sung. Teach the movement to the rest of the class.
8. Divide the class into 2 groups. Have one group sing Part 1, the other group sing Part 2, then sing them at the same time as a partner song.
9. Sing this song as a round.

# Phases of the Moon

to the tune of "Cindy"  
words by Jennifer Purdy

Voice

New moon, wax - ing cres-cent, first quar - ter, looks like half. Wax - ing gib-bous,  
 full moon, a - bout two weeks have passed. Wan-ing gib-bous, last quar-ter, it looks like half a  
 moon. Wan - ing cres - cent, new moon. The pha - ses start a-gain soon. Pha-ses of the  
 moon, wax-ing and wan - ing. Pha-ses of the moon, wax-ing and wan - ing, Pha-ses of the  
 moon, wax - ing and wan - ing. Eight pha - ses of the moon.

C C C C  
 C C G G  
 C C C C  
 F F C C

(repeat)































F F F F  
 C C C C  
 F F F F  
 C G C C

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# Phases of the Moon Rhythm Activity

by Jennifer Purdy

*Prior knowledge:* Students can identify and accurately play combinations of half notes, quarter notes, eighth notes, and quarter rests. Students have been introduced to scientific facts about phases of the moon.

new moon				
waxing crescent				
first quarter				
waxing gibbous				
full moon				
waning gibbous				
last quarter				
waning crescent				

## LESSON IDEAS:

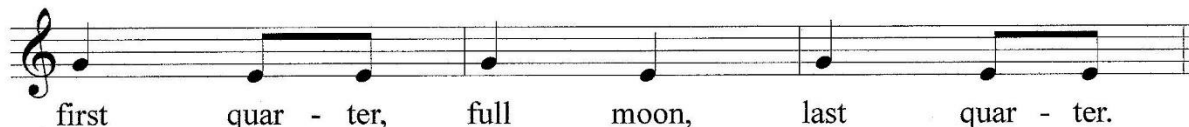
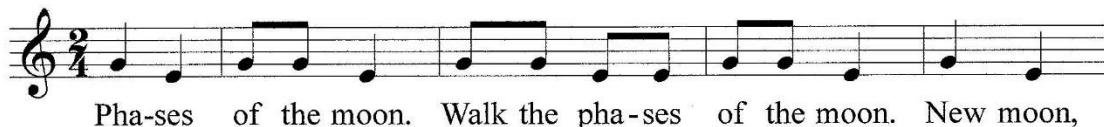
1. Students say the moon phases to the notated rhythm.
2. Students play the notated rhythm with body percussion or non-pitched percussion while saying the name of each moon phase. Next, try just playing the rhythms in order. This can be done to instrumental music that has a moderate, steady beat.
3. Assign each student one of the eight phases of the moon. Each group (phase) chooses a non-pitched percussion instrument and says/plays their phase in turn. Try this activity with music too.
4. Next put the rhythms on barred instruments that are set to CEG. You may decide to have some on non-pitched instruments and some on barred instruments. Now have students put the rhythms to a melody using only CEG. Each group now plays their rhythm in turn. Next, try layering them in and playing all together.
5. You can vary Activity #4 by having the bars set to a C pentatonic scale (CDEGA). Or try using a minor triad (ACE) or an A minor pentatonic scale (ABCEF)
6. Another variation is to have the students create their own rhythms based on the words of the phases of the moon.
7. Finally, the students create a class music piece by varying the sequence and combinations of their rhythms/melodies. Some things to have the students consider: Which groups sound the best together? Can you create a rondo? What is the pattern/form of the final music piece? What will you name your piece?

# Moon Walk

(four phases)

to the tune of "Hey, Hey, Look at Me"

Jennifer Purdy



## LESSON IDEAS:

1. Sing the song using *sol/mi*. Make "moon" icons that will fit on a two-line staff on the board. Have students help determine the melody by placing the moons on the appropriate lines of the *two-line* staff.
2. Prepare visuals of the four moon phases. Make sure they are labeled. Lay the pictures in a circle on the floor in the correct sequence. (Have students help determine the sequence.) Each child (or group of children) stand in front of a picture. All sing "Phases of the moon/Walk the phases of the moon" while walking to the next moon phase picture. Check that students are walking to the beat. Children sing the part of the song that names the phase they are standing in front of. Repeat. If using the USOE mp3 track to "Hey, Hey" you will repeat the activity four times (after the intro).
3. Try activity #2 without labeling the visuals. Assess students' success at identifying and singing the correct phases of the moon in order.
4. Young students enjoy following the cues of a body position picture or hands/feet card next to each moon phase and singing their phase while frozen in that position. Then they walk to the next phase and follow the cues on that card/phase.
5. If you are not using the mp3 track you may vary the activity above in any of the following ways:
  - the rest of the students echo the name of the moon phase
  - students create, notate, then play a 2-beat rhythm at each moon phase
  - students create, notate, then play a 4-beat rhythm between verses
  - students create, notate, then play an 8-beat rhythm between verses

# Moon Walk

(eight phases)

to the tune of "Hey, Hey, Look at Me"  
Jennifer Purdy



Pha-ses of the moon. Walk the pha-ses of the moon. New moon, wax-ing cres-cent,



first quar-ter, wax-ing gib-bous, full moon, wan-ing gib-bous, last quar-ter, wan-ing cres-cent.

## LESSON IDEAS:

1. Make sure students can see a copy of the notated music. They choose one body percussion movement for quarter notes and another for eighth notes. Sing and do the body percussion. (For example, they may choose to stomp on quarter notes and clap on eighth notes as they sing.)
2. Do the same activity as above with two non-pitched percussion instruments -- one group plays on the quarter notes and the other group plays on the eighth notes.
3. Prepare visuals of the eight moon phases. Make sure they are labeled. Lay the pictures in a circle on the floor in the correct sequence. (Have students help determine the sequence.) Each child stands in front of a picture. All sing "Phases of the moon/Walk the phases of the moon" while walking to the next moon phase picture. Check that students are walking to the beat. Children sing the part of the song that names the phase they are standing in front of. Repeat. If using the USOE mp3 track to "Hey, Hey" you will repeat the activity three times (no introduction).
4. Try activity #3 without labeling the visuals. Assess students' success at identifying and singing the correct phrases of the moon in order.
5. If you are not using the mp3 track you may vary the activity above in any of the following ways:
  - the rest of the students echo the name of the moon phase
  - students create then play a 2-beat rhythm at each moon phase (notate before beginning the activity)
  - students create, notate, then play a 4-beat rhythm between verses. Vary this by using 8 beats.
6. Get creative with movement. Have the students in a line or alternate formation instead with paper plate "moons" (cut to represent the appropriate moon phases) and have them sing this with appropriate movements that show the transitions and differences of each moon phase. This is especially fun with white paper plates and black lights.
7. Help students create an accompaniment using Orff instruments set to a C pentatonic scale (CDEGA) to create the accompaniment.

# Stars

*(sung to "Twinkle, Twinkle, Little Star")*

Twinkle, twinkle, little star,  
I know what you really are;  
Giant ball of glowing gas,  
One of billions in a mass!  
Twinkle, twinkle, little star,  
Oh, how big you really are!

Twinkle, twinkle, giant star,  
Larger than the Earth by far!  
Since your distance is a lot,  
You look like a tiny dot,  
Twinkle, twinkle, giant star,  
Very bright, yet very far!

Stars are twinkling, every one,  
Some are bigger than the sun!  
Just a twinkle in the sky,  
Just because they're oh, so high!  
Twinkle, twinkle, little star,  
Oh, how big you really are!





# Twinkle, Twinkle, Little Star

by Jane Taylor

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

When the blazing sun is gone,  
When he nothing shines upon,  
Then you show your little light,  
Twinkle, twinkle, all the night.

In the dark blue sky you keep,  
And often through my curtains peep,  
For you never shut an eye  
Till the sun is in the sky.

And the traveler in the dark,  
Thanks you for your friendly spark;  
He would not know which way to go,  
If you did not twinkle so.