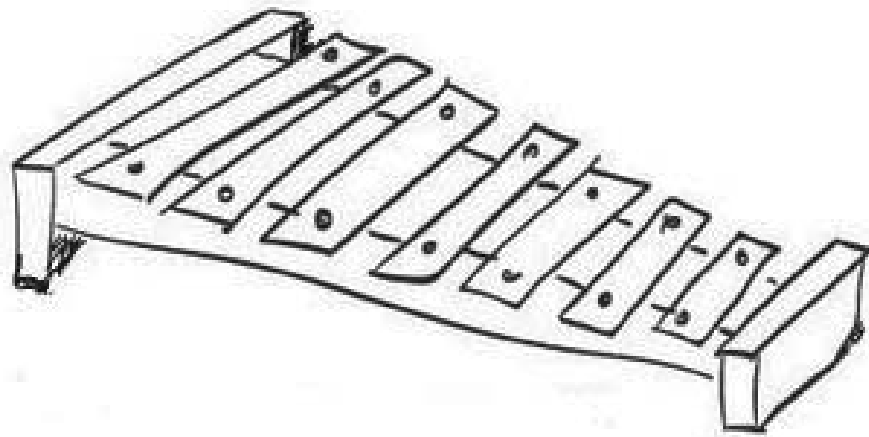


Chime Time

Music for the Primary Classroom



50 Songs & Rounds with Simple Accompaniments
Lesson Plans for Circle Time & Across Curriculum
Designed for the elementary classroom teacher (Grades 1-3)

By Penny Gardner

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Chime Time, Resources for the Primary Classroom:

Song Lyrics to Display (print landscape on 8.5 x 11, laminate or place in plastic sleeves)

Rain Rhythm Cards (print landscape on 8.5 x 11 card stock, cut in half as 4.25 x 11 cards; laminate)

Umbrella Haiku, Language Arts mini-unit and art project (print in landscape)

Sound files of every song at www.ninenote.com

**If using this curriculum for multiple years, it is suggested to save lessons 47-51 for Grade 3.

Introduction to Chime Time: Music for the Primary Classroom

Welcome

Welcome to Chime Time: Music for the Primary Classroom curriculum. This book is intended for the classroom teacher, and is especially useful when there is no music specialist. Classroom teachers should make singing a part of everyday. Include music in circle time, transitions, and any time you have a couple minutes to fill.

About this Curriculum

This manual includes over 50 lesson plans for songs and rounds appropriate for developing music skills and theory the primary grades. These songs are arranged with simple accompaniments to be played by students on inexpensive classroom instruments. There is plenty of material in this book to make it useful for the three years of primary education. You may want to wait on some of the harder rounds or accompaniments for third grade, using the simpler songs in grade one.

Each lesson is designed to be implemented during gathering or circle times. It is suggested that a week is spent on each lesson. Keep the lessons short, work on the new song or round each day, and review previously learned songs. Cross-curricular activities are included in many lessons, tying music and academic subjects together. Add your own creativity and teaching expertise to these suggested lesson plans, and record your ideas in the space provided.

You might play the tunes to the class on an instrument of your choice. Students are thrilled to hear their teacher play folk harp, violin, flute, trumpet, or any number of instruments. This is a great way to expand their exposure to music. These songs are playable on soprano or alto recorder. If the song is unfamiliar, you need to learn it well before giving the lesson. The sound files, available at www.ninenote.com, are a helpful resource--especially if you lack music reading skills.

Lyrics sheets should be printed and displayed during the lesson. You will lead the students in shared choral reading of the lyrics to the new song presented in each lesson. When doing these choral readings, chant the lyrics in the same rhythm as is notated in the song, pointing to each word. Leave the text on display as students learn to sing the song. This program is intended to promote reading fluency, especially for students with a musical/rhythmic intelligence.

Consider having your class perform a few songs for parents. Children find this a rewarding experience and gives purpose to their efforts.

Suggested room set up: Use your gathering area for music. A chair for teacher faces the area where students sit, usually on floor but some classrooms use chairs. Lyrics sheets are displayed on the board or wall on the teachers left. To the right of the teacher, and in front of her/him is a low desk for the glockenspiel. The student accompanist will stand a bit toward the left side of the desk (from the student's perspective) with the glockenspiel in front of him/her. The student is facing the teacher at an angle. This desk needs to be low enough so the child's elbows are higher than the instrument. If you have a large xylophone, it should sit on the floor; the student kneels to play it, with elbows higher than the instrument. In the room arrangement, the teacher leads the accompanist with right hand, and leads the class with left hand. You may reverse this set up, if you prefer.

Getting Acquainted with the Glockenspiel

A glockenspiel is a pitched percussion instrument with metal bars. Glockenspiel is the German word that translates to bell set. Bells, and the bars of a glockenspiel, ring or chime. Purchase a glockenspiel with removable bars; it is better if it comes with an F sharp and B flat bar. It should have an octave range from middle C to high C; some go up to high D which is fine but not necessary.

Glockenspiel is played by striking a bar and letting the sound resonate. Children love creating music and providing accompaniments for the songs they sing on this easy-to-play instrument. Setting up only the bars needed and leaving empty spaces between the bars makes this a successful music experience for any child.

A xylophone is a more expensive pitched percussion instrument with bars of wood. The accompaniments work with glockenspiels, xylophones, and chime bars or resonator bells.

Mallets, also called sticks or strikers, are used to produce the sound on the instrument. Hold one mallet in each hand between the fold of the first joint of the index/pointer finger and the thumb. The other fingers wrap loosely around the mallet. When holding the sticks, you can see the tops of your hands, not the palms. To make a good sound, strike near the middle of the bar. If struck on the end, the bar may pop off the instrument. Let the stick bounce up. In an accompaniment with two notes, the mallet in the left hand will be used to strike the low tone, and the one in the right hand is for the high tone. Sometimes the pattern will alternate, comparable to walking.

* Shows where Group 1 is when Group 2 starts singing the round.

Music to sing:

Music for glockenspiel:

The dotted line shows what to play as the intro on the glockenspiel or xylophone. It is sometimes used to show more options, like an ostinato or rhythm instrument suggestion.

The music in this volume is written with two connected staves. The top staff is the melody, or tune, with lyrics to sing. The bottom line is the accompaniment or harmony to chime. Sometimes the accompaniment is an ostinato that may be sung. Singing the ostinato may help students to play it.

Lesson 1: Welcome to Our Class

Objectives

- To produce rhythmic pattern using large muscles and to name the pattern
- To introduce instrument for students to play and learn proper mallet technique
- To provide accompaniment on glockenspiel, xylophone, or chime bars (resonator bells)
- To reinforce literacy and phonemic awareness
- To experience and identify pitch as higher or lower than another pitch
- To build community while learning a song

Prep, Materials, and Supplies

- Glockenspiel, xylophone, or chime bars and two mallets for each instrument
- Display printed lyrics sheet for “Welcome to Our Class”
- **Prep for every lesson: learn the song**, if unknown, so you are ready to sing it to class

Procedures

1. Introduce the instrument that your class will be using to accompany the songs in this course, glockenspiel, xylophone, or chime bars. Show students how to hold the mallets or strikers. They may practice the grip using rhythm sticks, drumsticks, dowels, or even long pencils. Hold one stick in each hand; the stick is held between the fold of the first joint of the index/pointer finger and the thumb. The other fingers wrap around the mallet. When holding the sticks, you can see the back of your hands (not the palm). While you check each student’s grip, have students take very short turns trying out the instrument with all its bars in place. Put mallets away.
2. Discuss discoveries, including how to make the best sound (let the mallet bounce off the bar; holding it down deadens the sound) and why the bars are different lengths.
3. Produce this clapping pattern for students to imitate in a short-short-long rhythm: *clap, lap, clap... clap, lap, clap*. Have a student name this pattern using A and B. (A, B, A... A, B, A)
4. To learn a playing pattern, softly slap right leg with right hand or left leg with left hand, as instructed. Produce this playing pattern in a short, short, long rhythm: RLR; RLR (*right, left, right*). Remember that since you are facing students, you must do any left/right patterns backward or opposite so students can mirror you.
5. Remove all the bars from the instrument except low C and F. Show students how to play the accompaniment to “Welcome to Our Class.” The mallet in the right hand is for the higher pitch, and the left hand mallet is for the lower pitch. Students practice the playing pattern on lap while teacher demonstrates. Choose a student to play accompaniment. Students practice playing pattern while singing ostinato: “Ding, ding, dong. Ding, ding, dong.”

6. Ask: What is the connection between the pattern we clapped and the what was played on the glockenspiel? (Hands were higher when clapping and hands were lower when slapping lap—just like the ostinato pitches went high, low, high.) Accompanist rejoins classmates.
7. Class reads the lyrics to “Welcome to Our Class” in unison and in the correct rhythm.
8. Invite another student to play the accompaniment. Class sings the ostinato while practicing the playing pattern, RLR; RLR. When well established, teacher sings the song, over the ostinato, so students can hear how it goes.
9. Have a new student play accompaniment; assign a small group to sing the ostinato with the accompanist. Class sings the song with the teacher. Repeat the song with another accompanist and different students singing the ostinato.

Extensions

Students recreate the ABA, ABA pattern using manipulatives or with colored paper or other media. In mid-week, present Lesson 1b to teach class to sing this song as a round.

My Notes

Welcome to Our Class

Unknown, lyrics adapted
arr. by Penny Gardner

4-part round

*

The first system of the musical score consists of two staves in 4/4 time. The top staff has a treble clef and a key signature of one flat (Bb). The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (half). The lyrics are: "Sounds of bells are in the air. Ding, ding, dong! Ding, ding, dong!". The bottom staff has a treble clef and a key signature of one flat. The melody is: G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (half). The lyrics are: "Ding, ding, dong! Ding, ding, dong! Ding, ding, dong! Ding, ding, dong!".

Give a 2-measure intro on xylophone, then start singing. Those singing the ostinato start after ONE measure.

The second system of the musical score consists of two staves in 4/4 time. The top staff has a treble clef and a key signature of one flat (Bb). The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (half). The lyrics are: "Wel - come to our class to - day. Ding, ding, dong! Ding, ding, dong!". The bottom staff has a treble clef and a key signature of one flat. The melody is: G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (half). The lyrics are: "Ding, ding, dong! Ding, ding, dong! Ding, ding, dong! Ding, ding, dong!".

Sounds of bells are in the air.

*Ding, ding, dong!

Ding, ding, dong!

Welcome to our class today.

Ding, ding, dong!

Ding, ding, dong!