



**A Mix of
Folk and Fun!**

**Presented by
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**For the Mississippi Music
Educators Association**

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www.viegansong.com**

It's Raining It's Pouring

Objective: Students will play accurate rhythmic patterns on barred instruments.

Support Statement: This activity gives students both a chance to improvise melody and rhythm. It also teaches students how musical form works. Ultimately there is a lot of time for students to play instruments and build those motor skills!

-Create a rain storm with body percussion (use the following order, then reverse it to end storm)

Wind = Rubbing hands together

Light Rain = Slow snaps

Medium Rain = Popping soft claps

Heavy Rain = Fast patting of knees

Thunder Storm = Fast patting of knees with occasional loud stomp

-Teach the following melodies by rote

It's Raining It's Pouring

Traditional

It's rain - ing it's pour - ing the old man is snor - ing he went

to bed and he bumped his head and he could -'nt get up in the mour - ning.

Rain Rain Go Away

Traditional

Rain rain go a - way come a - gain some oth - er day.

Sun shine's here to stay now we can go out and play.

-Transfer the rhythm of the melody to barred instruments in (improvise in pentatonic C)

-Create a group of students with unpitched percussion to improvise traveling music

-Place five hula hoops on the floor, one for each part of the form (spread them out)

Form Assignments:

Introduction/Coda Hula Hoop – Body percussion rain storm

Interlude (No Hoop) – Students with unpitched percussion improvise while a leader dances from hoop to hoop

A Hula Hoop – All students sing 'It's Raining It's Pouring'

A' Hula Hoop - The wood barred instruments on pentatonic C improvise a new melody to the rhythm of the words of 'It's Raining It's Pouring'

B Hula Hoop – All students sing 'Rain Rain Go Away'

B' Hula Hoop - The wood barred instruments on pentatonic C improvise a new melody to the rhythm of the words of 'Rain Rain Go Away'

As the teacher lead the group by standing in the Introduction hoop. Then dance from hoop too hoop and lead them through the following form: Intro-Interlude-A-Interlude-A'-Interlude-B-Interlude-B'-Interluded-Coda

-Have students label the form, then choose a student to be the dancing leader

-Consider allowing them to create a new form, rinse and repeat!

Deedle Deedle Dumpling

Objective: Students will speak rhyme with expressive voices and perform organized dance.

Support Statement: This activity ramps up the fun factor to encourage students to speak poems with expressive voices, which in turn will help them not to rush rhythmic patterns. Students also learn AB form and practice pulse. Students often rush because they can't control their limbs (motor skills). When students to connect speech to their movements it will lead to more success!

A

Deedle deedle dumpling my son Jon 🧦
Went to bed with his stockings on 🧦
One shoe off 🧦 one shoe on 🧦
Deedle deedle dumpling my son Jon 🧦

- Present the previous visual
- Teacher speaks poem while students clap on the socks in the visual
- Teacher speaks poem again, students replace the claps by saying the last word in the poem (see below)

A

Deedle deedle dumpling my son Jon (Jon)
Went to bed with his stockings on (on)
One shoe off (off) one shoe on (on)
Deedle deedle dumpling my son Jon (Jon)

- Students say poem, teacher speaks repeated words
- Teach the following dance with partners facing each other and going the same direction

B

Slide slide slide clap (to the right)
Slide slide slide clap (to the left)
Pat clap away clap (bounce knees)
Pat clap away (bounce knees)
(While sliding swing bent elbows!)

- Perform the A Section as written, then perform B Sections two times through
- Next partners create a 4 different bounces that last for eight beats long as an introduction
- Consider adding a **karaoke** version of 'Ice Ice Baby' by Vanilla Ice and perform the following

Final Form:

Intro (Bounce for 6 - eight beat phrases)
A Partner One Raps - Partner Two repeats last word
B Perform dance as written two times
Intro (Bounce for only 4 - eight beat phrases)
A Partner Two Raps - Partner One repeats last word
B Perform dance as written two times

- When partners are taking turns saying the poem consider an expression contest
- Consider using a karaoke track from a more recent pop song that the kids will recognize
- Consider transferring the speech to unpitched or pitched percussion instruments

Let us Chase the Squirrel (Robot)

Objective: Students will play a chord bordun to the pulse of the music.

Support Statement: In this version of 'Let us Chase the Squirrel' students get ample opportunity to play instruments to the pulse.

-Teache the following Melody by rote

Traditional
 Adapted by T. Wiegand

Let us chase the ro-bot. Up the space-ship down the space-ship. Let us chase the ro - bot. Up the space-ship's bridge.

Shakers

SG/AG/SM/AM

BX/BM

-Consider the following visual

Let us chase the **robot**

Up the spaceship down the spaceship

Let us chase the **robot**

Up the spaceship's bridge

- Teach BX/BM part by patting steady beat on knees then transfer to BX/BM
- Add snaps on the word 'robot' and transfer to SG/AG/SM/AM
- Make two fists and shake hands on 'up the space ship down the spaceship' and 'up the space ship's bridge' then transfer to a variety of shakers (maracas, egg shakers, metal shakers, ect.)
- Half the class forms a circle, the other half plays instruments
- During circle dance choose a student to be (The Robot) consider a puppet or prop to hold
- The robot circles around the seated students like the game 'duck duck goose' tapping each student on the head
- On the word 'bridge' the seated student chases the robot in a game of tag around the outside of the circle
- Students must run on their HEELS or they are out of the game, this will force the running to be safe and the students will also appear to look like robots.
- If tagged the robot joins the circle and a new robot is crowned
- After three games switch the instrument players to the circle to give everyone a chance to play the game and play instruments
- Repeat the game

Welcome Back to Music Class

Objective: Students will choose a movement to dance to the rhythmic pattern (creative movement).

Support Statement: In this greeting song students will choose a movement to move to rhythmic patten, then transfer to instruments.

- Teache the following Melody by rote
- Replace 'Mr. Wiegand' with your name

T. Wiegand

Wel-come back to mus-ic class I'm so glad you're here. Let's all clap for Mr. Wie-gand

It's a brand new year! 1 2 3 4 5 6 7 8 1 2 3 4

5 6 7 8 1 2 3 4 5 6 7 8 9!

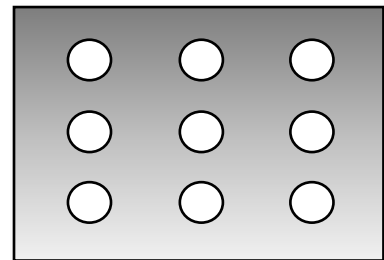
- During the counting students will clap their hands in their spot
- Change the lyrics to "Let's all pat for Mr. Wiegand"
- Consider the following verses:

1 - Let's all clap	5 - Let's all crawl
2 - Let's all pat	6 - Let's all twist
3 - Let's all jump	7 - Let's all jog
4 - Let's all march	8 - Let's all play the instruments

- Once all creative movement ideas have been tried have students form a circle
- Transfer the numbers to unpitched percussion instruments in a seated circle
- Each time the song is completed ring one bell for students to stand up
- A second bell for students to move one instrument to the left
- A third bell for students to sit at their new instrument (then repeat the song)

Poke a Dot Square

- See the following visual and arrange students into a poke a dot square
- Play rhythmic music of your choice
- Students face wall #1
- The student in the front creates non-locomotor movement, others follow leader
- Students face wall #2 creating a new leader
- Students face wall #3 creating a new leader
- Students face wall #4 creating a new leader
- Students face the center creating a new leader
- Consider changing the style of music often



Thank you so much for attending this workshop today!

To contact Tim Wiegand go to: www.viegansong.com