Apple Tree

PATHWAY TO **Literacy:** Reading ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ and so, mi, la, do

- Read rhythm using rhythm syllables.
- Sing melody using solfa with hand signs.
- Add text. Sing entire song while reading notation.

### Apple Tree

Traditional

```
\[ \begin{array}{c}
\text{Ap\-ple\ tree, ap\-ple\ tree.}\n\text{All the ap\-ples fell on me.}\n\text{Pick up all the ap\-ples.}\n\text{I won't cry, I won't pout, if an ap\-ple knocks me out.}\n\text{Pick up all the ap\-ples.}\n\end{array} \]
```

arr. Sams

PATHWAY TO **Play:** Creating rhythmic ostinati through movement and speech

- Explore movement possibilities themed around harvesting apples and/or cooking with apples. Use the woodblock *ostinato* as an example:

```
\[ \begin{array}{c}
\text{Pick up all the ap\-ples.}\n\end{array} \]
```

- Students mime picking up apples, rhythmically speaking the *ostinato*.
- Explore new ways to pick apples. “What other ways can the students find to get the apples from the tree?” (shake the tree, use a picker, climb the ladder up the tree, etc.)
- Once the apples are gathered, what can students make with the apples?
- Put students into groups of 2-3.
  - Each group creates an 8-beat speech-and-movement phrase. Students mime the activities that match their word choice. (Example: *roll the dough, chop up apples, mix in spices, bake 'til done*)

This lesson is from **Purposeful Pathways: Possibilities for the Elementary Music Classroom, Book One** – by Roger Sams and Beth Ann Hepburn

Apple Tree, Continued

- Share ideas with the class. (These ideas will be used later in the lesson for literacy and ensemble work)

**PATHWAY TO Literacy: Notating rhythms of movement ostinati**

- Review the speech/movement ostinati students created.
- Each group notates their ostinato and practices with syllables.
  EXAMPLE:

  ![Ostinato Example](image)

  **Chorus:** Chip-chop, chip-chop all the apples. Roll the dough nice and flat.

**PATHWAY TO Partwork: Singing with movement/speech ostinati**

- Students transfer their speech and movement ostinato to UTP. Students can vary the timbre by selecting word cues for certain instrument sounds.
- Each group performs their ostinato, while the remainder of the class sings the song.

**PATHWAY TO Ensemble: Broken bordun with UTP ostinati**

- Prepare broken bordun with patting (alternating hands). Transfer patting to BX/BM.
- Combine singing and broken bordun.
- Add a group’s ostinato on UTP to add to the texture.

**PATHWAY TO Composition: Rhythmic building blocks to pitch**

- Students choose two building blocks and create a 4-beat rhythmic motive.
- Practice speaking and clapping the pattern four times.
- Transfer to pitched percussion using so, mi and la.
- If students are successful with so, la, mi, consider adding do.
- Practice repeating the pattern four times on instruments.
- Use the student-created ostinati as interludes to the A Section.
- Create final form with combining as many of the pathways as you wish.