Apple Tree

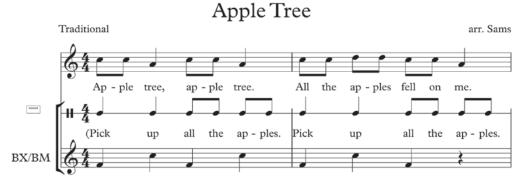
RHYTHM

MELODY so • mi la • do

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PATHWAY TO Literacy. Reading J 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.





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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:



- 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

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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:



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

- 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.

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