

# Who's That Dog?

Book by **Steph Clarkson** and **Ellie O' Shea**

Lesson by **Kathleen McBee**

## Concepts: **Do** – **Half Note** – **Mallet Technique**

### Day 1 (5 m)

- Read '*Who's That Dog?*' and sing the accompanying melody as a page-turn transition.
- Review the song with students, echoing by phrase to learn if needed.

### Day 2 (10 m)

- Review the song with students. Keep a steady beat with your hands together, and then separate as you review the song.
- Learn the Bass Xylophone pattern using leg pats.
  - Begin by alternating hands as you speak the text 'here and there and everywhere'.
    - Ask students if this pattern is a steady beat. It is not, because there is a rest at the end of the phrase.
    - I like to have students lift their hands from their legs during the rest to show that it is there.
  - Tell students you are going to change something about the pattern. Model the pattern for students as you pat the left leg for C and the right leg for G.
    - Ask students to identify what you changed and then have them try the pattern with you.
  - Have students speak the pattern while patting their legs while you sing the melody.
- Transfer this pattern to the barred instruments on Big C and Big G.

### Day 3 (10 m)

- Review the song with students and the Bass Xylophone pattern on leg pats.
- Learn the Glockenspiel pattern using snaps.
  - Begin by speaking the text '1, 2, run around', snapping on the 'run around' portion.
    - Modify as needed to have students use their left hand to snap 'run' and 'round' and their right hand to snap 'a'.
  - Have students speak the pattern while patting their legs while you sing the melody.
- Transfer this pattern to the barred instruments on Big C and Little C.
- Review the Bass Xylophone pattern and layer with the Glockenspiel pattern, as time allows.

#### **Day 4 (7 m)**

- Review the song, the Bass Xylophone pattern on pats, and the Glockenspiel pattern on snaps.
- Learn the Hand Drum part using the text 'Run, run, watch him run'.
  - Project the hand drum text 'Run, run, watch him run' with rhythm notation.
  - Ask students to identify which word the half note happens on.
    - My students would have just learned half note and I would want to use this opportunity to review it with them.
  - Speak this pattern on text and rhythm syllables while clapping.
  - Have students speak the pattern while clapping, while you sing the melody.
- Transfer this pattern to Hand Drums.

***Option to add a day here to layer all three parts together, rotating students through each part.***

#### **Day 5 (15 m)**

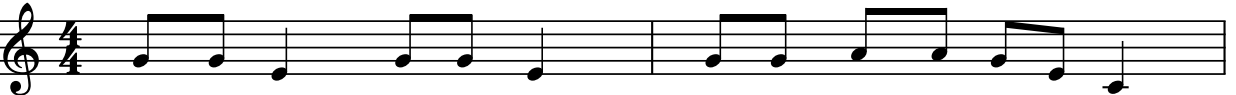
- Teacher projects the song on solfege syllables and sings it for students.
  - Ask students to identify the song.
  - Sing as a class on solfege.
- Identify C as do, E as mi, G as so, and A as la.
  - As a class, write in the absolute pitches for the song.
  - Transition students to barred instruments and give them time to decode and play the melody on the barred instruments.
    - I would tell my students to play all 4 notes on the big bars of the instruments. You could remove the D, F, and B bars if you'd like.
  - Call on a student to show you how to play each phrase of the song on the barred instruments.
    - As a class, echo the phrase back.
    - Continue until all phrases have been demonstrated.
      - Point out that the 'b' section is the same and discuss the one difference in the 'a' section.
  - Play two phrases at a time, and finish by playing the entire melody.

***Option to layer the melody with the previous 3 parts.***

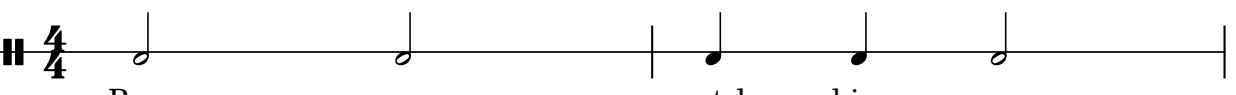
# Who's That Dog? - GPOC

K. McBee

♩ = 80

Melody  Who's that dog, o - ver there? Run-ning 'round with-out a care.

Glockenspiel  Race a-round. Race a-round.

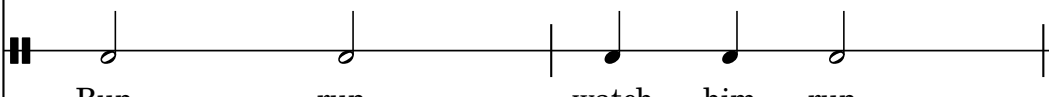
Hand Drum  Run, run, watch him run.


Bass Xylophone  Here and there and ev - 'ry - where.

3

Mel.  Wild and clum-sy, full of fun. Head-ed home to find his one.

Glk.  Race a-round. Race a-round.

HD  Run, run, watch him run.

BX  Here and there and ev - 'ry - where.