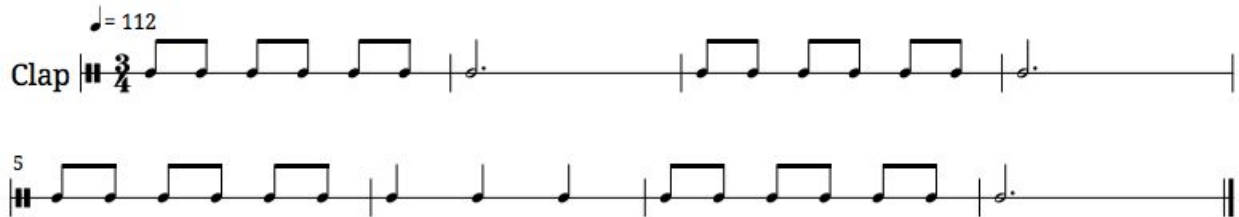


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## Summer's Over

Music for Children Volume 1, p75 #3

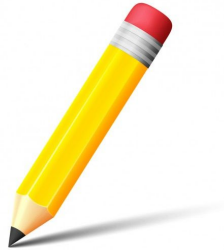


### **Level:**

3rd, 4th, 5th  
Can be adapted for  
any level

### **Objectives:**

Rhythm,  $\frac{3}{4}$  Time  
Signature,  
Improvisation, Dotted  
Half Note



### **Needs:**

MFC Volume I, p 75 #3  
Lyrics  
Barred Instruments (optional)  
Recorders (optional)

### **Lyrics:**

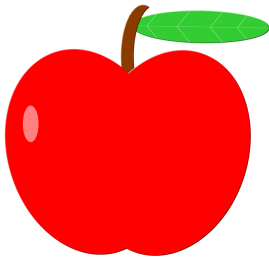
Summer's over now we're here.  
Now it's time to start our year.  
We are ready to have fun and play!  
Clap your hands and give a cheer!

## DAY 1

- Students move around the room exploring different locomotor/non-locomotor movements while teacher speaks the text.
- Ask students to make a pose and freeze if/when they hear long sounds
- Lead discussion on where the long sounds happen

## DAY 2

- Review text by moving around the room while teacher speaks the text (this time teacher adds rhythm sticks or temple blocks to the rhythm while speaking)
- Teacher asks students to join in on the text when they feel confident
- Echo text as needed (however you may not need to)
- Having students move and speak the text remembering to freeze on the long sounds



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## DAY 3

- Review text while patting the rhythm different places on the body (clap, pat, stomp, etc.)
- Students choose 2 different levels of body percussion to add to the text -- Where will you switch? How long will you do each action? (leading questions to get them thinking)
- Students share what they have created

## DAY 4

- Review mallet technique at the barred instruments and set instruments up in C Pentatonic
  - If you don't have barred instruments you can review recorder technique and the notes they know for this step.
- Play the rhythm of the poem on one note (ie: play the rhythm on C)
- "Now play it again, but this time add a neighbor note". (ie: play the rhythm on C, D)
- "Now play it again, but this time add another neighbor (ie: play the rhythm on C, D, E)
- Repeat this process until you are confident your students have the rhythm.
- Have students share the combinations they came up with

\*If you are playing this on xylophones, you may want to come up with some body percussion to add on the dotted half notes. This can help the students not rush the piece and not to forget how long a dotted half note lasts.

