

# Form and Design

## Bluebird, Bluebird

Traditional



Blue - bird, blue - bird, through my win - dow. Blue - bird, blue - bird, through my win - dow.



Blue - bird, blue - bird, through my win - dow. Oh, John-ny aren't you ti - red

## Juba

Traditional African American Song



Ju - ba this and Ju - ba that, Ju - ba saw a yel - low cat,

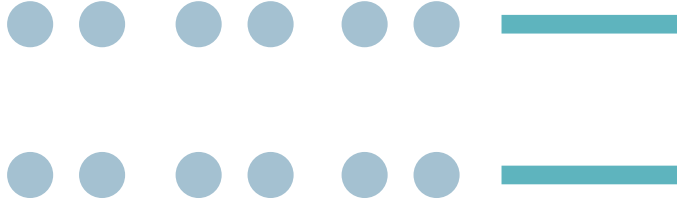


Ju - ba up and Ju - ba down, Ju - ba run - ning all a - round.

## Musical Patterns

Look at the pairs of musical patterns below. Clap each of the patterns and then circle the picture that shows if the patterns are the same or different.

1



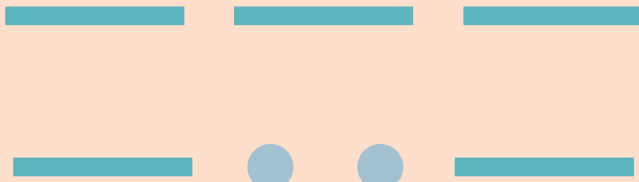
Same



Different



2



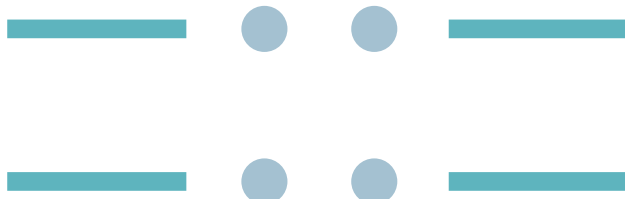
Same



Different



3



Same



Different



## Sample Echo Song

### Che Che Kule

Traditional African

Call                      Response                      Call                      Response

Che che ku - le    Che che ku - le    Che che ko - fi - sa    Che che ko - fi - sa

5    Call                      Response                      Call                      Response

Ko - fi - sa lan - ga    Ko - fi - sa lan - ga    Lan - ga tsi lan - ga    Lan - ga tsi lan - ga

Call                      Response                      All

Kum - a - le - le    Kum - a - le - le    Kum - a - le - le    Hey!

## Sample Echo Song

### Follow the Drinking Gourd

Traditional

**Call** **Response** **Leader**

Fol-low the drin-king gourd. Fol-low the drink-ing gourd. For the

**Response** **Leader**

old man is a-wait-ing for to car-ry you to free-dom if you fol-low the drink - ing gourd. When the

**Response** **Leader**

sun comes back and the first quail ca-lls Fol-low the drink-ing gourd. For the

**Response**

old man is a-wait-ing for to car-ry you to free-dom if you fol-low the drink - ing gourd.

## Percussion Instruments

Percussion instruments are played by striking, scraping, or shaking.

You can **STRIKE** these percussion instruments.



**Drum**



**Rhythm Sticks**

You can **SHAKE** these percussion instruments.



**Maracas**



**Tambourine**

You can **SCRAPE** these percussion instruments.



**Guiro**






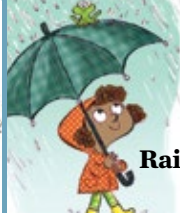



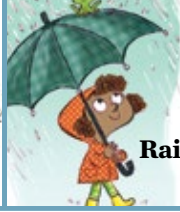








**Washboard**

Draw a picture of a percussion instrument that you find in your classroom.

# Expressive Qualities

## The Sounds Around Us

Circle the picture that matches each sound you hear.

1	<b>Siren</b> 	 <b>Birds</b>	<b>Construction</b> 	 <b>Rainstorm</b>
2	<b>Siren</b> 	 <b>Birds</b>	<b>Construction</b> 	 <b>Rainstorm</b>
3	<b>Siren</b> 	 <b>Birds</b>	<b>Construction</b> 	 <b>Rainstorm</b>
4	<b>Siren</b> 	 <b>Birds</b>	<b>Construction</b> 	 <b>Rainstorm</b>

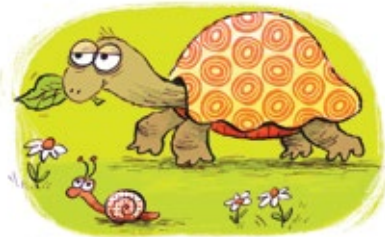
Draw a picture of other things that make sound in your classroom or neighborhood.

# Expressive Qualities

## What Do I Hear?

As you listen to the music, circle the types of sounds that you hear.

Is the music ...



**Slow**

OR



**Fast**

Is the music ...



**Connected**

OR



**Separated**

Is the music ...



**Loud**

OR



**Soft**

## Moving Melodies

Look at the shapes of the melodies below. Trace each line with your finger and sing the highs and lows of each melody.

Three musical staves are shown, each with a dashed line representing a melody. The first staff, labeled with a circled '1', shows a line that starts high and gradually descends. The second staff, labeled with a circled '2', shows a line that moves up and down in a regular, wavy pattern. The third staff, labeled with a circled '3', shows a line that starts low, rises to a peak, and then falls back to the starting level.

Now, draw your own melody. Does it go high and low?

A large, empty rectangular box with a gold border, intended for the student to draw their own melody line.

## Moving Melodies

Sing or play these musical excerpts. Have students trace the melody in the air as they listen or sing along.

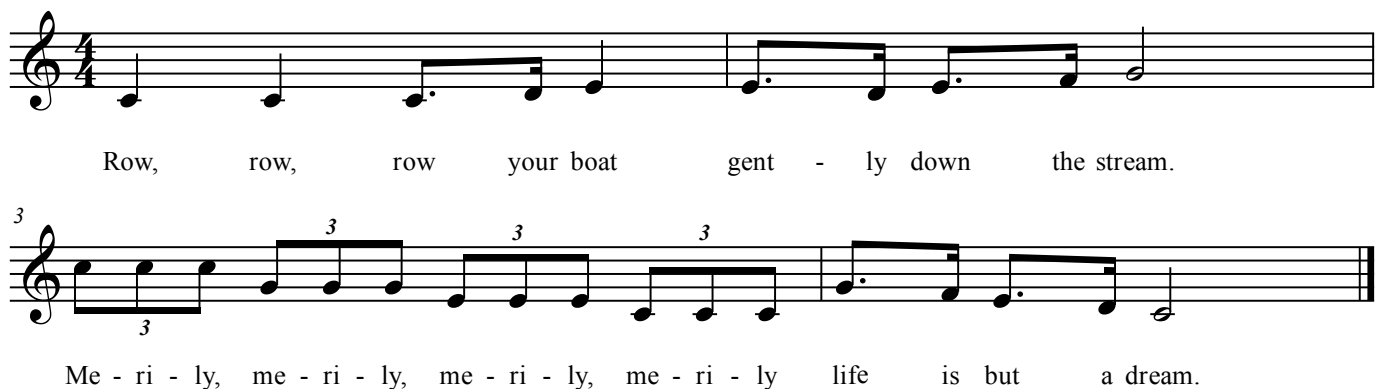
### Blue Danube Moving Melody Excerpt

Johann Strauss II



### Row Row Row Your Boat

Traditional



# Pitch

## Swing Low, Sweet Chariot

Traditional



Swing low, sweet cha - ri - ot \_\_\_\_\_ com-in' for to car - ry me home. Sw-ing



low, sweet char - i - ot \_\_\_\_\_ Com-in' for to car - ry me home.























## Twinkle, Twinkle Little Star

arr. W. A. Mozart











## My Long and Short Rhythmic Patterns

Draw patterns with short and long sounds in the boxes below. Draw a **—** for a long sound, and a **●** for a short sound.

<b>Steady Beat</b>				
<b>Example</b>		 		 
<b>1</b>	 	 	 	
<b>2</b>				 

















## My Long and Short Rhythmic Patterns

Draw patterns with short and long sounds in the boxes below. Draw a **—** for a long sound, and a **●** for a short sound.

Steady Beat				
Example				
1				
2				

## Using My Voice

Circle the type of voice you use in each setting.

<b>On the Playground</b>	 <b>Whispering</b>	 <b>Speaking</b>	 <b>Singing</b>	 <b>Calling</b>
<b>In the Library</b>	 <b>Whispering</b>	 <b>Speaking</b>	 <b>Singing</b>	 <b>Calling</b>
<b>In My Classroom</b>	 <b>Whispering</b>	 <b>Speaking</b>	 <b>Singing</b>	 <b>Calling</b>
<b>In Music Class</b>	 <b>Whispering</b>	 <b>Speaking</b>	 <b>Singing</b>	 <b>Calling</b>



## Whispering

## Speaking



# Singing



## Singing

# Singing



# Calling

