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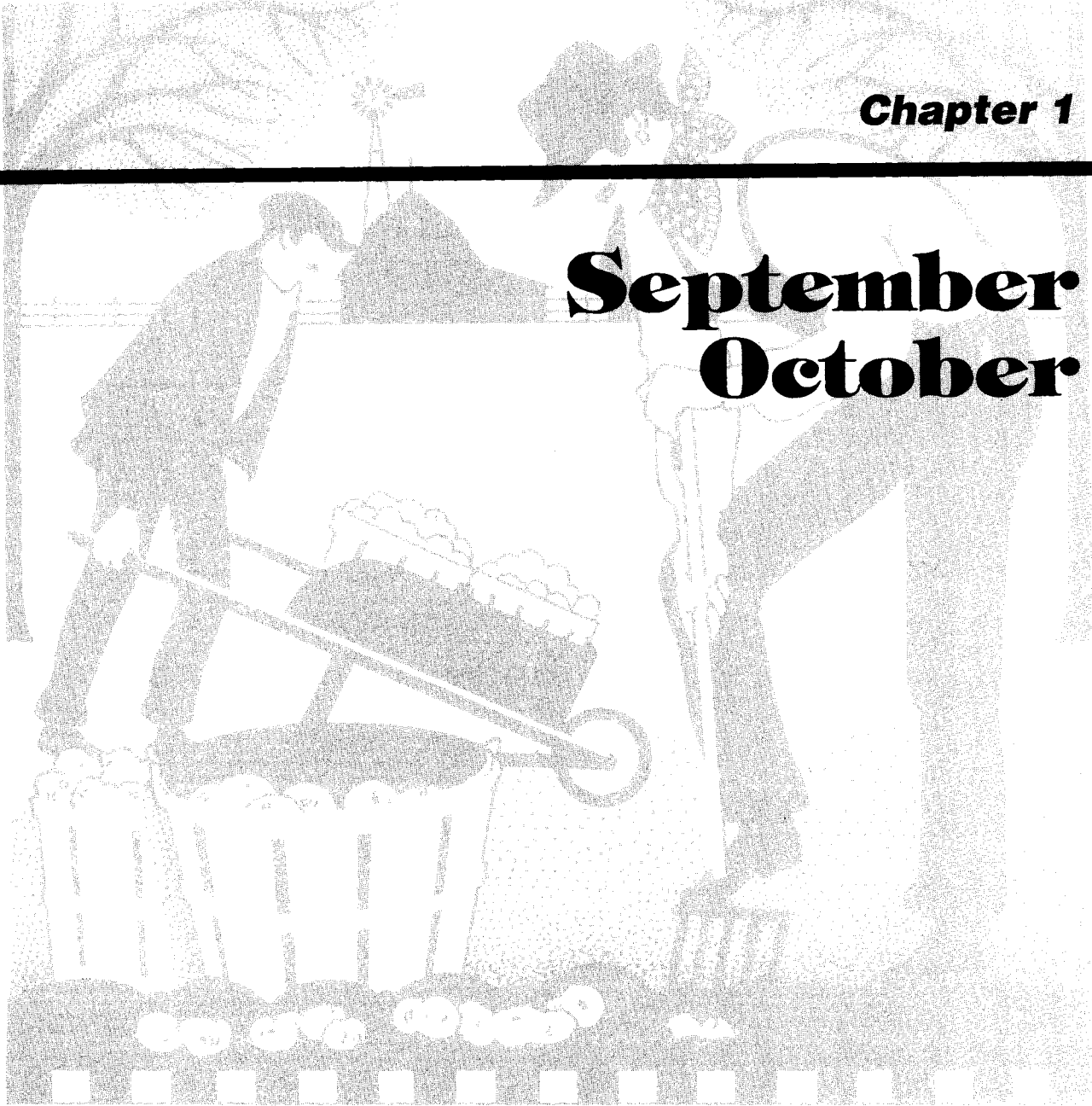
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Chapter 1

September October

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Back To School



So Mi

Back to school, back to school, read - ing, writ - ing, that's the rule.

Back to school, back to school, read - ing, writ - ing, that's the rule.

Songs to sing, games to play, learn - ing new things ev - 'ry day.

Hol - i - days are o - ver.
Re - cess time is o - ver.

Pat legs

Instruments

Mini-Score

Rhythm sticks

AM

SX/AX





Back To School

FOCUS:

1. To work with beat.
2. To work with So-Mi.
3. To work with movement in phrases.

TEACHING IDEAS:

1. Teach words of song by phrase, echo-fashion, and pat beat on legs.
2. Have children speak words, exploring different voice levels: high, low, whiny, scratchy, nasal, etc.
3. Teach each phrase of song, echo-fashion, placing hands on head for So, G tone; and hands on shoulders for Mi, E tone. These are body signals for So- Mi.
4. Teach Instrumental ostinato patterns:
 - A. Bass xylophone:
 - Have children sing song and pat beat on legs.
 - Practice with rhythm sticks as mallets on a carpeted floor.
 - Children take turns playing this ostinato pattern on bass xylophone.
 - B. Alto metallophone: Use same procedure in half-notes.
 - C. Combine ostinato patterns by having half of class pat or play with rhythm sticks the bass xylophone pattern; other half pats or plays with rhythm sticks the alto metallophone pattern.
5. Sing song with instrumental accompaniment, beginning with an introduction by the instruments.
6. For last measure of piece, have children pat rhythm pattern as written. See music.

7. Movement preparation:

A. Lead children around room, walking on beat without bumping. Change directions for each phrase.

B. Children repeat above movement without a leader, returning to seats by end of song. For posture and balance, repeat song and walk with a book on top of head.

8. Group movement:

A. Two rows facing.

B. First phrase: Both rows walk to center.

C. Second phrase: Circle in place to right, then to left.

D. Third phrase: Walk backwards to original place.

E. Fourth phrase: Children return to seats.

9. Complete ensemble:

Introduction: Build instrumental ostinato patterns.

Song: Sing with instrumental accompaniment.

Song: Repeat with movement.

Coda: Repeat rhythm pattern of words for last phrase and play on claves.



Tricks And Treats

4 So Mi Clap x

Up, down, up and down the street, that's where I'd go for my

Clap x

tricks and treats. Scar - ing all the ghosts, *ghost sounds* scar - ing all the cats,

meow sounds scar - ing all the witch - es in their big black hats! *Improvise sounds for ghost walk.*

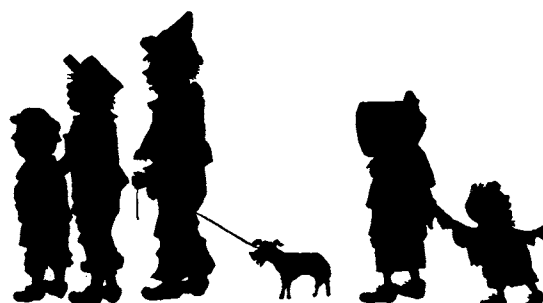
Instruments

Mini-Score

SG/AG

SX/AX

BX





FOCUS:

1. To explore levels of space in movement.
2. To sing and improvise movement.

Tricks And Treats

TEACHING IDEAS:

1. Teach song by phrase, echo-fashion. Add clap as indicated.
2. Act out words in song. Prepare by exploring high/low, up/down.
3. Explore ghost sounds with instruments and voices.
4. Create new words for underlined words.
5. Transfer clapped rest to glockenspiels.
6. Teach xylophone ostinato patterns and build ensemble to accompany song and movement.
7. Complete ensemble:

Introduction: Instrumental ostinato patterns and ghost sounds.

Song: Sing with instrumental accompaniment.

Song: Sing with instrumental accompaniment and movement.

Coda: Instrumental ostinato patterns and ghost sounds.