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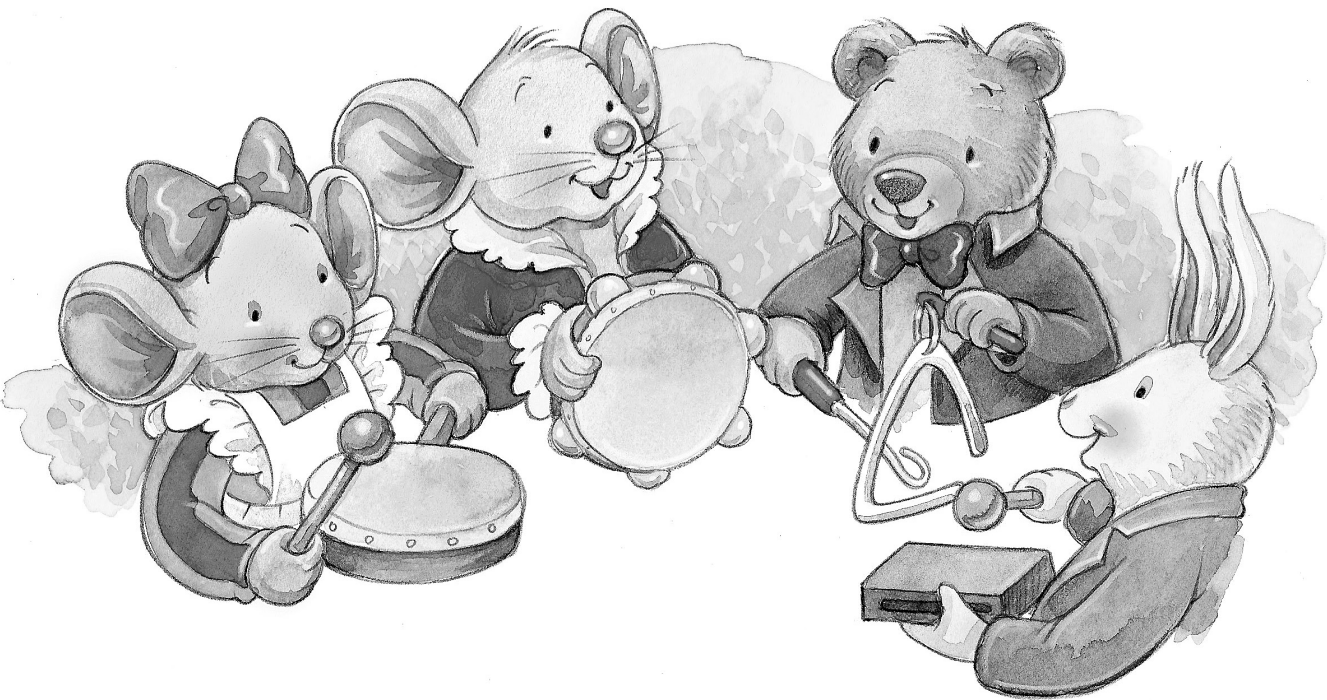
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About This Book

The *Rhythm Ensembles & Teaching Activities Book* for Music for Little Mozarts is designed for teachers of the course. It includes four sections: **Rhythm Ensembles**, **Teaching Activities for Rhythm**, **Teaching Activities for Reading**, and **Teaching Activities for Intervals**. The Rhythm Ensembles can be used for recitals and other presentations. The Teaching Activities aid in developing strategies to introduce and reinforce concepts for young students.

The ensembles and activities included in this book were created to be introduced with specific pages in the Music Lesson Books 1–4. The first page of each rhythm ensemble and teaching activity references the correlated lesson book and page. Consequently, teachers will be using activities from various sections of this book simultaneously and will not be progressing straight through this book.

Section 1: Rhythm Ensembles

The eight rhythm ensembles include pieces accompanied by one or two rhythm instruments. Suggested instruments for the ensembles include rhythm sticks, hand drum, bells, and tambourine. By studying these ensembles, students learn to identify rhythm patterns. The ensembles also aid in developing listening skills as students have to adjust dynamics and tempo changes by ear from hearing the accompaniment. Each rhythm ensemble features:

- an *Introduction* page for the teacher. This page suggests introductory steps and teaching strategies.
- a *Patterns* page that can be duplicated for students to introduce the rhythm patterns found in the ensemble.
- a *Student Score* that shows only the rhythm instrument parts. Students should identify the rhythm patterns in this score as a part of the learning process. These pages can also be duplicated for students.
- a *Teacher Score* for each ensemble that shows the rhythm instrument part(s) and a piano accompaniment.

For the rhythm ensembles, the *Student Scores* contain time signatures (introduced in Music Lesson Book 2 on pages 18 and 24). They also include whole rests (introduced in Music Lesson Book 1 on page 45). If students have not studied these concepts, teachers may want to explain them when the ensembles are introduced.

When performing the ensembles, the music can be accompanied by a pianist using the accompaniment in the *Teacher Score* or by a pre-recorded accompaniment that can be downloaded from alfred.com/MLMRhythmEnsembles. Track numbers for the recordings are given on both the *Student Score* and *Teacher Score*.

Section 2: Teaching Activities for Rhythm

The teaching activities for rhythm use a “listen and copy” technique during which the teacher sings, chants, or claps, and the student responds by echoing the teacher. The concepts featured in this section include the quarter note, half note, dotted half note, and whole note, as well as the $\frac{4}{4}$ and $\frac{3}{4}$ time signatures and rhythm patterns. In addition, a listing of rhythms introduced in the four levels of the Music Lesson Books is included as an aid to teachers in selecting rhythms to be used with the activities.

Section 3: Teaching Activities for Reading

The teaching activities for reading use a similar “listen and copy” technique. Activities focus on identifying five landmark notes—Middle C, Treble G, Bass F, Bass C, and Treble C. To aid in introducing these important notes, teachers use the Music for Little Mozarts flash cards for each note. This can be followed by reinforcement using the Music for Little Mozarts Music Activity Board with the grand staff on it.

Section 4: Teaching Activities for Intervals

The teaching activities for intervals use the “listen and copy” technique with a focus on singing intervals. Activities include singing, playing, and identifying steps, skips, 2nds, 3rds, 4ths, and 5ths on the staff.

The Music for Little Mozarts flash cards for Books 1–4 are useful aids with many of the activities in Sections 2, 3, and 4. Throughout these sections, specific flash cards are suggested for each activity.

The authors of Music for Little Mozarts offer our best wishes to children, parents, and teachers who are exploring music with Beethoven Bear and Mozart Mouse. May the materials in this book enhance the learning and enjoyment of music for every student.

The publisher hereby grants the purchaser of this book permission to photocopy pages 6–7, 11–13, 19–21, 26–27, 32–33, 37–38, 42–43, and 47–49 for class members as needed. NOT FOR RESALE.

Section 1: Rhythm Ensembles

Introduction: “Mozart Mouse’s Song”

Introduce with *Music Lesson Book 1*, page 27.

Suggested Instruments: **Rhythm Sticks**
Hand Drum



1. Looking at the *Patterns* (p. 6), students play the patterns with rhythm sticks or on a hand drum.

Pattern 1



Pattern 2



Patterns 1 and 2



2. Looking at the *Student Score* (p. 7), students find the patterns from page 6.
3. Looking at the *Student Score* (p. 7), students play the part with stems going up (♪) with rhythm sticks. Then, students play the part with stems going down (♩) on a hand drum.
4. **Optional** (hands-together tapping): Looking at the *Student Score* (p. 7), students tap the notes with stems going up with the right hand and the notes with stems going down with the left hand.

Mozart Mouse's Song

Christine H. Barden

Playfully (♩ = 120)

Part 1 Rhythm Sticks

Part 2 Hand Drum

Playfully (♩ = 120)

mp

Mo - zart Mouse said, "Oh, please, will you sing a song with me?"

The musical score is written for a 4/4 time signature with a tempo of 120 beats per minute. It consists of three parts: Part 1 (Rhythm Sticks), Part 2 (Hand Drum), and a piano accompaniment. The piano part includes a melody in the right hand and a bass line in the left hand. The lyrics are: "Mo - zart Mouse said, 'Oh, please, will you sing a song with me?'". The score includes fingerings and dynamics such as *mp* (mezzo-piano).

Beethoven Bear's Song



Christine H. Barden

Allegro moderato (♩ = 120)

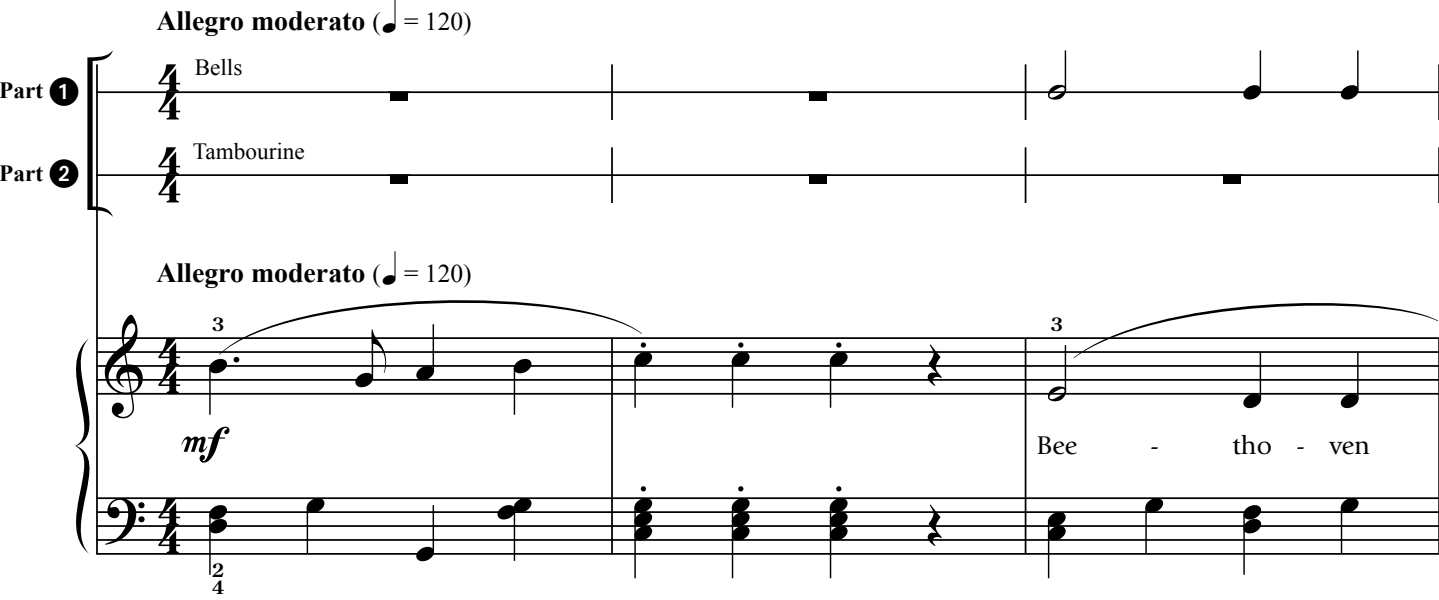
Part **1** 4/4 Bells

Part **2** 4/4 Tambourine

Allegro moderato (♩ = 120)

mf

Bee - tho - ven



1

2

4

Bear,

Bee - tho - ven

Bear.

