

LITTLE REDBIRD

Little redbird in the tree, in the tree, in the tree.

Little redbird in the tree, sing a song for me.

BUSY BUZZY BEE

Busy buzzy busy bee, buzzing round from tree to tree.

Busy buzzy busy bee, don't you dare to buzz near me.

The last song is RING AROUND A ROSY (to be used later when [ML] is introduced).

Pages 18 & 19 Copywork (using [SL] and [LSM] with notes. The ledger line is introduced (only one line below and one line above).

Page 20 LUCY LOCKET has been played as a game since the beginning of the year. Its familiarity enables the child to realize the melody with a minimum of problems.

LUCY LOCKET

Lucy Locket lost her pocket, Kitty Fisher found it.

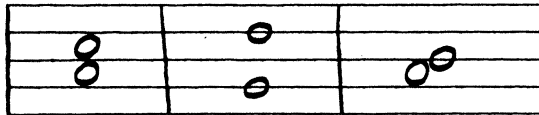
Not a penny was there in it, only ribbon round it.

Pages 21 & 22 When [ML] is introduced, the children can go back to page 17 and write RING AROUND A ROSY from memory. In class the letter exercises are written with the children. The children transfer these letters into notes as homework.

Pages 56, 57, 58, 59, 60 & 61 These pages will be filled in slowly. When the *simple "Do" pentatone scale is learned*, all the possible intervals are filled in (thirds [DM], [MS]; fourths [RS], [ML], etc.). When *the pentatone is extended to high Do'*, the new third [D'L] and the new fourth [D'S] are filled in. By the end of the year all the intervals will be filled in.

Note printing mistake on page 59: 4th staff [LM] should be [L,M]. Also 5th staff [S,R'] should be [S,R].

Page 62 These pages are for *reinforcing the intervals*. For example, the teacher instructs children to write a 3rd, a 5th, and a 2nd, placing them anywhere:



Have the children name the intervals. For example the third might be [L,D], [DM], [MS], or [LD']; the fifth could be [S,R], [L M], [DS], [RL], or [SR], etc. Each child must individually place the "Do" clef according to his interval selection.

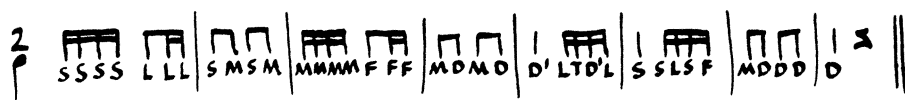
Page 63 Teacher sings (M) and hums high [D'], etc.

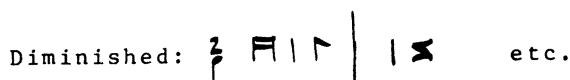
D R M	D'	(S)	L
S r f	(M)	R	(R)
	6	4	5

Pages 64 & 65 The meter for each poem is $\frac{4}{4}$. The rhythm for each line is $\square \square \square |$.

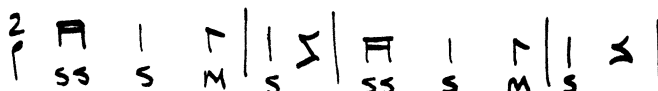
Page 66 Most of the dictation is done on "place mats," but at the end of the year the children must have enough writing ability to take dictation with notes on the staff.

- Page 18 This exercise introduces the *sixteenth note and sixteenth rest*.
- Page 19 Self-explanatory.
- Page 20 Self-explanatory. The different patterns of the sixteenth notes should be introduced individually through songs.
- Page 21 Draw the beats *correctly* in all exercises; use red pencil. Correcting the rhythm has many possibilities; use all the rhythms learned.
- Page 22 First compose only rhythms. Later, when the class reviews the pentatone scales, a melody can be composed for each one.
- Page 23 KOOKABURA

2  SSSS LLL | SMSM | MMMM FF | MDMO | D' LTD'L | S SLSF | MDDD | D X ||

Diminished:  etc.

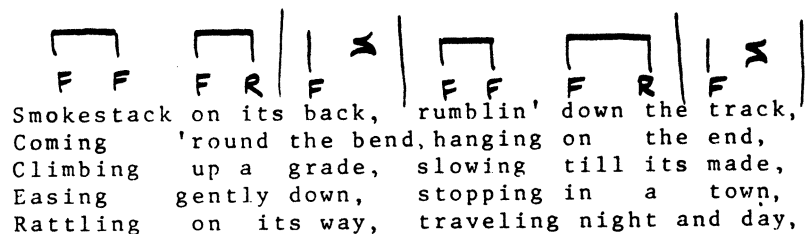
Here is the song:

2  SS S M | S S | SS S M | S X |

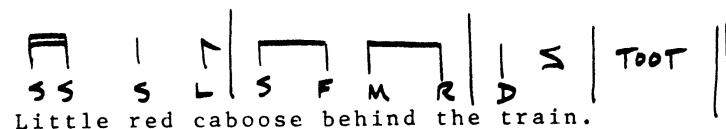
Little red caboose, little red caboose,

 SS S S | L S F M | D T | X |

Little red caboose behind the train.

 F F | F R | F X | F F | F R | F X |

Smokestack on its back, rumblin' down the track,
Coming 'round the bend, hanging on the end,
Climbing up a grade, slowing till its made,
Easing gently down, stopping in a town,
Rattling on its way, traveling night and day,

 SS S L | S F M R | D S | TOOT ||

Little red caboose behind the train.