

For your fourth grade students beginning recorder instruction, bring back a favorite song from second grade that was used to derive *do*. This lesson adds a game, an Orff arrangement, and a contrasting section composed by the students.

The lesson below can be found in a new resource for recorder instruction, *Journey Around the Globe with Recorder!* This book is available through Sweet Pipes, Inc. at www.sweetpipes.com.

- *Journey Around the Globe with Recorder!* is a series of 24 lessons for teaching soprano recorder. Power points are included for each lesson to aid in presenting the material.
- Notes are introduced individually, in sequence, and in a musical context.
- Each lesson represents a different country or culture within the United States. The power points that are included give the children a glimpse into that particular country (a map, the flag, famous sites and people, sports, foods, arts, etc.).
- Each lesson has something “extra,” such as a dance, a game, or an opportunity for improvisation.
- Each lesson, when taught to completion, could be used on a performance!

Note... Although the purpose of the lesson below is to introduce E on the soprano recorder, feel free to adjust that portion of the lesson to include the notes your students are learning, or to have the students simply sing the melody they create.

Que Llueva!

Latin American Children's Song

From *Journey Around the Globe with Recorder!* by Darla Meek



NEW LEARNING: E

RECORDER TONE SET: E G

OTHER LEARNINGS: *d m sl*, ABA form, composition, percussion technique

MATERIALS: barred instruments, conga or tubano, unpitched of choice (such as bongos, guiros, tambourine, or claves), maracas, blankets (or pieces of cloth), beanbags, rainsticks, power point

ABOUT THE SONG:

Variants of this beloved children's song can be found throughout the Latin American countries. A recording of this version can be found on the CD *El Jardin de las Rondas Infantiles* by Los Re Papa. The version found in *Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America* by Jose-Luis Orozco has several verses, with a different animal resting in the cave with each verse.

LESSON STEPS:

DAY ONE

1. Teach the song.

- Display visual.
- Echo-speak each of the Spanish words.
- Tell what each Spanish phrase means:



Que llueva.	<i>(It's raining)</i>	<i>[keh yueh-vah]</i>
La rana esta en la cueva.	<i>(The frog is in the cave.)</i>	<i>[la ra-na es-ta ehn la kweh-vah]</i>
Los pajaritos cantan.	<i>(The birds are singing.)</i>	<i>[los pah-ha-ree-tos kahn-tan]</i>
La luna se levanta.	<i>(The moon is rising.)</i>	<i>[la loo-nah seh leh-vahn-tah]</i>
Que si, que no!	<i>(Yes, no!)</i>	<i>[keh see keh no]</i>
Que caiga un chaparron.	<i>(The rain is falling down.)</i>	<i>[keh kahee-gah oon sha-pah-rron]</i>

- Teach song phrase by phrase. Sing together.

Que llue - va! Que llue - va! La ra-na es-ta en la cue - va. Los pa-ja-ri-tos can - tan. La

SG

bongo

conga

BX

lu - na se le - van - ta. Que si? Que no! Que cai - ga un chap - a - rron.

SG

bongo

conga

BX

2. Teach the drone.

- Have students mirror as you teach the arpeggiated drone by patting the pattern on your lap. Sing the song while continuing to pat. Have students sing the pattern (*do-sol-do'*)
- Transfer to barred instruments in C pentatonic (remove Fs and Bs.).

DAY TWO

3. Teach the soprano glockenspiel (SG) part.

- Have the students sing the song while you perform the SG part with singing and body percussion:

Croak!
(pat)

Tweet, tweet, tweet!
(snap snap snap)

- Teach the ostinato to the students. Have them perform it while you sing the melody of the song.
- Divide the students into two groups to perform the ostinato and the song. Switch parts.
- Transfer to barred instruments.

DAY THREE

4. Teach the percussion parts.

- Teach the conga ostinato by patting it on your lap and chanting “Que si? Que no!” repeatedly to the rhythm above.

Que si? Que no! Que

- Teach unpitched part through body percussion.

(clap clap) (pat pat pat)

- Transfer to unpitched instruments of choice.
- Add maracas playing eighth notes throughout.
- Add rainsticks throughout.



DAY FOUR

5. Create a B section.

- Display poem:

Let it rain! Let it rain! Drops slide down my win - dow - pane.
An - i - mals are curled up tight. They are sound a - sleep to - night.

- Have students recite the poem, tapping the rhythm of the text as they chant.
- Divide the class into two sections: one section to pat the beat and the other to tap the rhythm. Switch parts.
- Have students sing the poem on *sol* (G).

- Have students sing the poem on “doo.” Next, have them tongue the rhythm of poem, whispering “doo.”
- Have the students play the poem on G.

DAY FIVE

6. Introduce E.

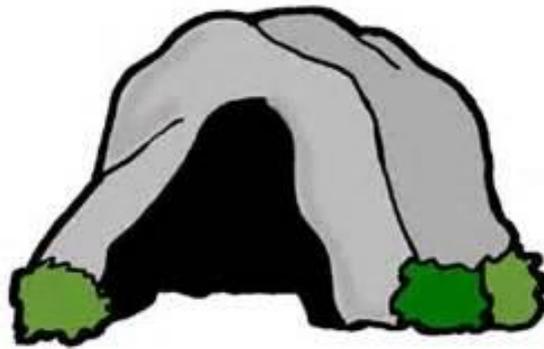
- Ask the students if they were bored with their single-note melody! Tell them that they will create a TWO-note melody using a new note: E. Sing a few options for melodies using G and E for the students.
- Have students sing the poem on sol and mi, improvising individual melodies chorally. NOTE: any notes beamed together should be sung on the same pitch.
- Refine until the students come to a consensus. Now, the students can notate this part using the worksheet below.
- Teach students to play E by add two fingers of the right hand.
- Echo-play practice patterns. Slowly morph into the phrases of the notated poem.
- Play entire song using this form: A (song) – B (poem) – A (song)

7. Play a game.

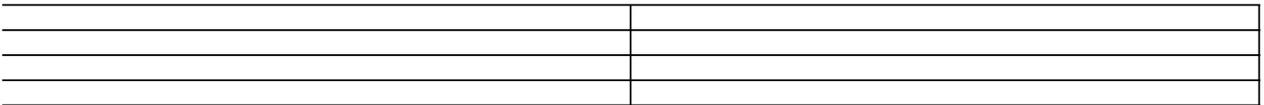
- Create a rainstorm with beanbags and blankets!
- Divide into teams of five. Four students hold a corner of the blanket. One student stands to the side and serves as the catcher.
- Place beanbags on the blankets and toss them up on the steady beat. The students must work as a team, modifying their energy level and the range of their movements to keep the beanbags inside the blanket. If a beanbag is dropped, it stays on the floor and can no longer be used.
- On “chapparron!” instruct the students to toss the beanbags high into the air. The catcher tries to catch as many as s/he can.
- On the B section, rotate within the groups so that every student gets a turn to catch beanbags.

8. Play a more challenging variation of the game.

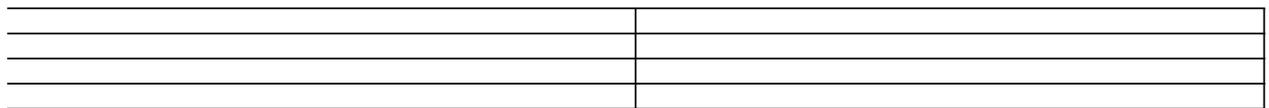
- Create two teams, Team A and Team B.
- Both teams include eight children holding two blankets (four holding each blanket).
- Name these groups 1A and 2A, 1B and 2B. (1A and 2A work together to earn points, and 1B and 2B work together to earn points.)
- Place five beanbags in the blankets being held by 1A and 1B.
- On the last word of the song, teams 1A and 1B toss the beanbags into 2A and 2B.
- If a beanbag is dropped, it stays on the floor and can no longer be used.
- Continue until one of the teams reaches 10 points.



Name: _____ Teacher: _____



Let it rain! Let it rain! Drops slide down my win-dow pane.



An-i- mals are curled up tight; They are sound a- sleep to- night.

Lesson from *Journey Around the Globe with Recorder!* by Darla Meek
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