

“Everyday Improvisation; Interactive Lessons for the Music Classroom”

By Joan Eckroth-Riley
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Mister Snowman

Objectives for “Snowman”: I can-

- Speak and move with expression
- Sing the pitches So, Mi & Do in tune with others
- Play a simple bordun
- Compose a 2 measure rhythm with repetition and contrast
- Match rhythms to text

Process:

- Recite the following poem for the students as they act it out. Show the visual:

See the snow, it's deep, DEEP, DEEP!

See the hill, it's steep, STEEP, STEEP!

Mount the sled and fly, FLY, FLY!

- Discuss why they think the words are bigger at the end of the lines, and what you did with your voice. (Got progressively louder) Have the students say the poem using expression with the larger words while pretending to fly on their sleds. Repeat the activity, this time asking them to act out a different wintertime activity of their choosing.
- “Did any of you build a snowman?” Sing “Mr. Snowman” for the students as they pretend to build their snowmen. Students may sing the song while building their snowmen after several repetitions. Prompt them to share what they put on their snowmen (hats, mittens, carrot nose etc)

Building a Snowman

JE Riley

Voice

Bot-tom ball, bel-ly ball, head ball done! Build-ing mis-ter snow-man is lots of fun!

Xylophone

- As a class, clap each of the textual items they create 4 times in a row. (this will help develop a sense of rhythmic flow) Using 2 beat rhythmic building blocks, match the text to the correct item.

Manipulatives of some of the more common items have been attached to the end of this lesson:

Tall black hat (ti ti ta)	Snowball (ta ta)
Big red button (ti ti ti ti)	Scarf (ta rest)
Carrot nose (ti ti ta)	Mittens (ta ta)

- As a class, create rhythmic phrases using 4 of the items. Encourage them to use only two or three pictures and repeat one or two of those choices. This will create a rhythm pattern that will be easier for them to play, while creating an elemental form (aabb, aaba, abba abac etc) Clap or pat the word rhythms, transfer to unpitched percussion.



- Match the 2 beat rhythm blocks with the pictures and place them below each of the pictures. With a partner, students can create rhythmic phrases with the pictures and match the rhythms above or below the pictures. Once they can clap and say both the text and rhythms they may transfer them to a percussion instrument. **EXTENSION:** My students like to turn cards over to create other items to place on their snowman that matches one of the rhythmic building blocs.
- Create an accompaniment: Sing the song while patting the beat on your legs; transfer to F and C to create a chord bordun.
- Place mallet instruments and percussion instruments in alternating groups of two in a circle. Place a set of pictures and rhythm cards at the percussion instruments; allow time for the pairs to create and practice their own rhythms.



- Perform the song 2 times while students at the mallet instruments play the accompaniment. Allow one unpitched percussion group to perform and say their text followed by the rhythms. Continue until all groups have had their turn. Sing the song 2 more times, then rotate one group of instruments over and begin the process again.
- EXTENSION:** Allow students to improvise a melody using So, Mi & Do using their previously created word chains.



