



Cinderella

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PATHWAY TO *Rhythm & Pitch*: 4-beat echo patterns

- Teacher leads **4-beat echo patterns** (clapping) using ♩ and ♪♪.
- Be sure to include the following patterns from the song:



- Teacher leads 4-beat solfa patterns using *so* and *mi*.
- Teacher plays *so-mi* patterns on recorder. Students echo sing with hand signs.

PATHWAY TO *Literacy*: ♩ ♪♪ *so, mi*

- Teacher chants text and points to shoes, while the students keep the beat. Students discover and label where the ♪♪ occurs.

4

4

- Read rhythm using rhythm syllables.
- Add the time signature and have the students add the bar lines after every four beats.
- Sing using solfa with hand signs.
- Sing with the text.

PATHWAY TO *Improvisation*: Triangle "kisses"



- After singing the song, one student has a triangle and plays the number of "kisses" that he gave her. While singing the song again, that student passes the triangle to the next "kisser."

Teacher Talk: Musical choice

This type of lesson serves to plant the seeds for improvisation by giving the students a musical choice. They must determine how many times to strike the triangle to represent kisses. (Experience tells us that it is wise to limit the kisses to a maximum of eight.)

PATHWAY TO *Ensemble*: Steady beat chord bordun w/color part

- Pat steady beat while singing song. Transfer to **chord bordun** on **BX/BM**.
- Teacher models, patting the **GL** part on lap. Students determine the "magic words" that s/he plays on (ella, yella, fella). Students join in and transfer to **GL**.

This lesson is from
**Purposeful Pathways: Possibilities
for the Elementary Music Classroom,**
Book One – by Roger Sams and
Beth Ann Hepburn

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Cinderella, *Continued*

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Cinderella

Traditional

arr. by Sams






Cind - er - el - la dressed in yel - la', Went down - stairs to

kiss a fel - la. How man - y kis - ses did he give her?

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PATHWAY TO **Rhythm**: Moving to 4-beat patterns using  and 

Missing Slipper Movement Game

- Review rhythm with the students. "What are the rhythm names for 'how many kisses?'" (  )
- Teacher plays that rhythm four times (on temple blocks or hand drum) followed by one strike of the triangle.
- Students "search" for Cinderella's missing slipper by tiptoeing that rhythm and pretending to search. Freeze in an ending shape when the triangle plays. "Does your shape show us that you found the slipper or that you didn't find it?"
- Shift the  to each of the other beats of the measure, allowing the students to experience all the possibilities within a 4-beat pattern.
- When students are ready, put more than one  in a measure.

Extension Ideas:

- Dynamic contrasts can be explored by using dynamics as a clue to how close a person has come to uncovering a "hidden" shoe. (Loud=close, soft=far away)
- Consider using this movement game as a contrasting section in a **Grand Rondo**. A third of the class plays instruments, a third of the class sings, a third of the class moves. Rotate children through all three parts.

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