

Ice Cream Please



Concepts: Hand Drum Technique
Canon
Rondo Form
Rhythmic Building Bricks
*Composition

Teaching Slide Deck:

https://docs.google.com/presentation/d/1vHeeT3EArl_ZnA6kO EZ3NxjDq1-XR1io/copy?usp=sharing&ouid=105639367890694879825&rtpof=true&sd=true

[Based off of Rhythmic Canon, Music for Children, Vol I. pg. 74 #7 by Margaret Murray]

- What is your favorite flavor of Ice Cream?
- Present visual of the three rhythmic units
- Teacher speaks the pattern
- What order did I say these in? 1 -2 -3 - 3 - 1
- Teacher speak the pattern, perform body percussion (clap)
- Underline word Please & Me - let's make those a different level of Body Percussion (pat or stomp)
- Teacher speak the pattern, perform body percussion (clap & pat) one phrase at a time- Students echo
- Repeat as needed until S are comfortable with the rhythm
- Challenge students to do it without your help. Tell them you are going to try and trick them. Teacher performs part 2 of the canon. Can students hold their own?
- Divide the class in half.
- Perform the pattern without speech only Body Percussion - Try in a 2-beat canon and 4-beat canon
- How is it different? Which do the students like the best?
- What would happen if you tried a 1 beat canon? (This is a challenge but fun to try. Some groups can do it- others can not)

- T discusses hand drum technique:
 - Play drum with dominant hand
 - Two main sounds – ‘down’ with thumb and ‘up’ with middle & ring fingers
 - Be sure to ‘bounce’ off the drum
- T tells S to use the ‘down’ stroke for the pats and the ‘up’ stroke for the claps -T Models
- S play rhythm on drum
- When S are comfortable on drum – play rhythm in 2-beat canon

ON ANOTHER DAY!

- Introduce the ice cream map with rhythmic building bricks- insert the building bricks into the ice cream map
 - Example: I want some Ice, Tin Roof Sundae, Ice; I want some Rocky Road
Yes indeed!
- Rotate several students to come up and choose their flavors to place in the chart.
- Have students clap and say the new pattern.
- Have students transfer rhythms to hand drums or other un-pitched percussion instrument.
- **Option:** Have all students go to Orff Bared instruments and set in a Pentatonic (example C pentatonic they would take off their B's & F's)
 - At the instruments, can students play the rhythm that was created on the Ice Cream Map on only the note C? Can they expand to the notes C,D,E? Can they expand to the whole pentaton? (C, D, E, G, A)
 - Encourage students to play rhythm on any notes they wish; but end the last word (deed) on a C (your home tone).
- You could just work on this as a class or you might choose to work in small groups to create your own building brick ice cream.
- Talk about Rondo Form (The A keeps coming back) Day one is the A section - the whole class or small group creations are the contrasting sections.
- Create Ronod Form - Perform as a class.
- **Another Option:** Have small groups create a guided composition. See the project sheet below. Guided Composition will take more time, but students enjoy the freedom to choose and create.

Musical notation for the phrase "Ice Cream please!". It begins with a 2/4 time signature. The first measure contains a quarter note on a middle line. The second measure contains two quarter notes on the same middle line. The third measure contains a quarter note on the same middle line followed by a quarter rest. The fourth measure contains a quarter note on the same middle line followed by a quarter rest. The text "Ice Cream please!" is written below the notes.

Musical notation for the phrase "Double Scoop for me!". It begins with a 2/4 time signature. The first measure contains a quarter note on a middle line. The second measure contains two eighth notes on the same middle line. The third measure contains two eighth notes on the same middle line. The fourth measure contains a quarter note on the same middle line followed by a quarter rest. The text "Double Scoop for me!" is written below the notes.

Musical notation for the phrase "I just can't get enough". It begins with a 2/4 time signature. The first measure contains a quarter note on a middle line. The second measure contains two eighth notes on the same middle line. The third measure contains two eighth notes on the same middle line. The fourth measure contains a quarter note on the same middle line followed by a quarter rest. The text "I just can't get enough" is written below the notes.

Building Bricks in Duple Meter (these are the basics, to begin with) You could create your own or have your students create their own based on these rhythms.



Ice



Rocky Road



Tin Roof Sundae



Strawberry



Chocolate

Chocolate can be said in different ways depending on your region. Feel free to replace

Ice Cream Please

1. Write group member names on back
2. Create your B section with ice cream choices
3. Practice your B section rhythms – everyone in your groups should be able to clap and say
4. Have Mrs. Leonhardt check your work so far
5. Get 1 Orff Instrument- Set in C pentatonic (take of B & F)
6. Practice playing your B section on your instruments – take turns playing with your partner
7. Have Mrs. Leonhardt check your work
8. Add the A section to your instrument playing
9. Decide on your final performance order (AB or AABB or ABAB....)
10. Practice playing your song from start to finish- Can you hear the words of your rhythms?
11. Perform for the class



Example of Project Sheet I use with Students

Group Member Names: 1. _____ 2. _____

A Section
Ice Cream Please, Double Scoop For Me!
I just can't get enough, I just can't get enough
Ice Cream Please, Double Scoop For Me!

B Section
I want some _____
I want some _____ yes indeed!