

Welcome Back To Music!

Lesson and song by Meredith Johnson

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WELCOME BACK TO MUSIC

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EVERYONE IS HERE

GET YOUR BODY MOVIN'

LISTEN WITH YOUR EARS!



Wel-come back to mu - sic. Wel-come back to mu - sic.

Ev'-ry one is here. Ev'-ry one is here. Get 'yo bo-dy mo-vin'.

Get 'yo bo - dy mo - vin'.' Lis - ten with your ears.

lis-ten with your ears!

* I made this lesson for my students as a review. This lesson can be used for:

- Reinforcing the steady beat



- Practicing Body Percussion
- Adding increasing levels of difficulty of body percussion patterns
- The use of ostinatos through body percussion
- Adding un-pitched percussion instruments
- Students can create their own body percussion solo, with a partner, or in a small group
- Students can add their own movement to the song solo, with a partner, or in a small group

[CLICK HERE FOR A SHORT VIDEO EXAMPLE.](#) [CLICK HERE FOR CANVA SLIDES.](#)
[CLICK HERE FOR CANVA WITH AUDIO.](#) [CLICK HERE FOR SONG](#)

Introduction: I begin by teaching the song by rote. Once able, add movements(moving your body in different ways to each line of the song). When we sing the song again, I change my movements. Then incorporate body percussion without any visuals.. I start the body percussion and students join in when able. . See the link for the video, above for an example! **To view a more in depth look on this lesson, see section A at the bottom of this lesson.**

2nd step: Students create their movement for “ get your body movin’”. When comfortable, students partner up and create that movement together. Will you connect in some way with your partner in the movement? Will one student be the leader in the movement? Explore Options.

3rd Step: Add the recording of Welcome Back To Music. Begin showing the visuals for the Body Percussion on each B Section, and have students practice the body percussion. Each body percussion section is *16 OR 14 measures long*. It might be good to have students rest for the first measure to see the body percussion and then practice. After some review, have students partner up. While singing the song, students create movement, on the b section they practice the body percussion.

Extensions: Have students switch partners on every other B Section. For example:

INTRO	A: Song	B Section	A: Song	B Section
*students will most likely add moves or body percussion here on their own!	<u>Sing song</u> with partners and movement	Perform <i>Body Percussion</i>	<u>Sing Song</u> with Partners and movement	Wave goodbye! <i>Find a new partner</i>

More extensions: Begin practicing the song where it isn't a call and response. Sing the song together with 1 measure of rest after each melody line. Then add body percussion on the rests. Later on, add unpitched percussion on those measures. Your form could be set up as: hand drums perform on their own in a b section, then rhythm sticks perform on their own in *another* b section. Then combine instruments in a b section. Building Blocks would be a wonderful addition after this, and then students can create their own rhythm.

INTRO	A: Song	B Section	A: Song	B Section
20 measures	8 measures	16 measures *	8 measures	14 measures

FORM: INTRO A B A B A B A B A B A (B-Short)-THEN ENDING
(BRASS)

***HELPFUL HINT FOR AUDIO-** There is a sound cue before each A section. It sounds like an explosion!

SECTION A: Let's do a deep dive into steps for the lesson!

To Begin: teach the song by rote. I incorporate some kind of movement for each line of the song. For example:

Welcome Back to Music-	(beckon students in a welcome back gesture with your hands)
Everyone is here-	(point to multiple students with your right hand)
Get 'yo body movin'-	(I usually do a silly movement here to make students laugh, and feel an immediate connection to the song)
Listen with your ears-	(hold both hands to your ears)


***HERE'S A TIP!** The more you have fun singing the song and enjoying it yourself, the more students will get involved and immediately start singing, and if you get silly, that gives them permission to try new things, and feel more comfortable doing it.

2nd step: After students are singing comfortably, then I begin to change the moves for each line of the song. This makes it more interesting, and keeps their focus on you. "What is Ms. Johnson going to do next?" This part is the **A Section**.

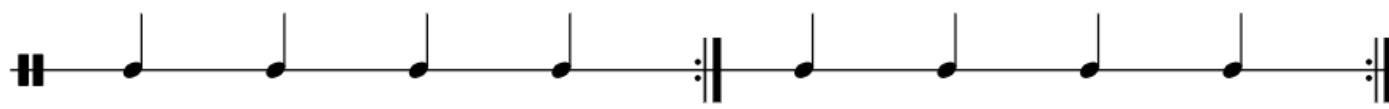
I begin adding the B Section right away. After singing the song, I begin patsching the steady beat, when everyone has joined in and I have done a quick assessment, I switch to another BP to the steady beat. I go through: Patsching, clapping, tapping chest, stomping (snapping I save for another day), and clucking (A). These are all to the steady beat.

From there I begin to add some rhythms using two types of body percussion (B) I use the quarter note, and pair of eighth notes to start. Then I add rests. The arrangement works really well to have Beat 1 and Beat 2 use the same body percussion, and then beat 3 and beat 4 use a different body percussion. Then from there, add sixteenth notes, and then syncopated rhythms.

(A) Example:



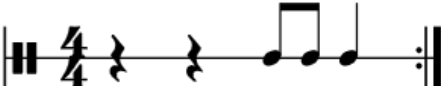
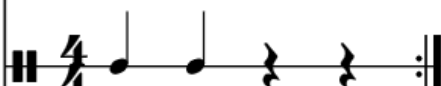
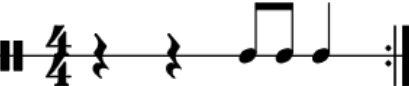



 Patsch, patsch, patsch, patsch. Clap, Clap, Clap, Clap.



 Chest, chest, chest, chest. Stomp, stomp, stomp,

***Explore other body percussion**

(B) Example:

1	2
<p>Clap </p> <p>Patsch </p>	<p>Chest </p> <p>Patsch </p>
3	4
<p>Clap </p>	<p>Patsch </p>

3rd Step: After a few music lessons practicing imitating my body percussion, I ask students to show me their favorite body percussion. Then we switch their singing part. Instead of you echoing after me, now you sing with me, we are going to sing with Ms. Johnson this time. I add a measure of rest after each line of music.

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In my canva slides, after this page, I move to having students count and clap to 4, and then those measures are replaced with body percussion.

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WELCOME BACK TO MUSIC 1 2 3 4

EVERYONE IS HERE 1 2 3 4

GET YOUR BODY MOVIN' 1 2 3 4

LISTEN WITH YOUR EARS! 1 2 3 4

WELCOME BACK TO MUSIC

WELCOME BACK TO MUSIC

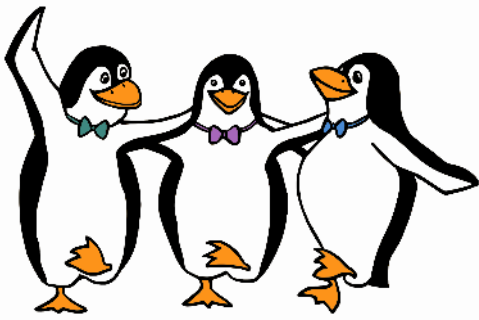
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REPEAT ONE LINE ONE MORE TIME

*An extension would be to use music notation with the body percussion.



Time for Composition: Now that the students are comfortable with the song, keeping the beat, and performing body percussion, can they work with a partner, and create their own movements for each line of the song? When comfortable, students do their movements and perform body percussion after each measure. Depending on grade level, maybe you just have Kindergarten do the movements, 1st Grade creates movements and claps on 1, 2, 3, 4, and 2nd Grade creates movement, and reads and performs the body percussion after each line. From movement composition, you can give students the opportunity to create their own body percussion for the B section. You could print out visuals of body percussion and have them work in small groups creating an ostinato that is one measure long during the b section. For upper elementary students, they could create 2 measures, or 4 measures of body percussion that repeats.

A SECTION: students only create movement, their body percussion is already chosen by you.

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B SECTION: younger grade levels perform the ostinato, and older grade levels can create their own here. I did not add a slide for that, however, if you scroll to the end of the canva slides I made some templates for you to use with this.

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I hope this lessons brings you as much joy as it did for me creating it for my students!
 If you have any questions, please don't hesitate to reach out! Meredithjohnson@fz.k12.mo.us