

The Recipe for Music –Activity 1

Ingredients for Music: Preliminary Activity

Teacher Note: It is recommended that the following 5 lessons be done in the order in which they appear. This sequencing of the lessons will aid students in understanding the concepts of melody, rhythm, beat, and harmony.

Teaching Objective

Students will demonstrate an understanding that music contains ingredients that can be heard and recognized, just like foods contain ingredients that can be tasted.

Vocabulary

Recipe - a set of instructions for preparing something to eat

Ingredient - one of the parts of a mixture

Composer - a person who creates music and writes it down.

Resources

- Recipe book
- Chart paper or chalk board
- Chopped pizza ingredients such as pepperoni, onion, mushrooms, bell peppers, etc. (Ingredients for ice cream sundae may be substituted.)

Pre-Assessment

Ask students if they know what a recipe is. Display a recipe book and explain that a recipe lists the ingredients for a particular dish, and has instructions about how to combine the ingredients for the food to be prepared. Ask students if their mom or someone they know has a particular recipe that they like to make, perhaps at family gatherings like a reunion or Thanksgiving.

Teaching Sequence

Teacher Note: Be mindful of student food allergies!

1. Using chart paper or the chalkboard, help the class create a recipe for pizza. List the ingredients, then the instructions for putting the ingredients together properly. For very young students who cannot read, draw pictures of each item and then have the students draw how the items would look when correctly placed on the pizza crust.
2. Help students understand that even though a finished pizza tastes good all together, its individual parts can still be tasted and recognized. For example, you can tell when you eat a piece of pepperoni, onion or mushroom by its taste even if you don't see it.

Culminating Activity

Tell students that music has ingredients just like food. When a composer creates music, he uses ingredients that can be heard rather than tasted. These ingredients are rhythm, melody, beat, and harmony.

Composers can use these ingredients in larger and smaller amounts to change the overall sound of the music they are writing.

Evaluation

Did student responses indicate an understanding that music contains ingredients that can be heard and recognized just like foods contain ingredients that can be tasted?

Extension Activity

Arrange chopped items such as pepperoni, onions, mushrooms, bell peppers, etc. into separate bowls.

Blindfold several student volunteers and have them sample the different items and try to recognize them by their taste. Point out to students that even though the items can be combined to make pizza, they can still be identified separately.

Furthermore, they can be used in larger and smaller amounts to change the overall flavor of the pizza.

Co-Curricular Connections/TEKS

Math 111.12 k.5; 111.13 1.5; 111.14 2.5

Music 117.3 b2, 4; 117.6 1.2-4 & 6; 117.9 2.1-4, 2.6

The Recipe for Music -Activity 2

Ingredients for Music: Melody

Teacher Note: It is recommended that these lessons be done in the order in which they appear. This sequencing of the lessons will aid students in understanding the concepts of melody, rhythm, beat, and harmony.

Teaching Objective

Students will demonstrate an understanding that the melody is the part of music that you can hum.

Vocabulary

Melody- a grouping of pitches one after the other.

Resources

- Recordings of music that will be played during the Youth Concert (available at www.DSOKids.com)
- Several well-known songs of the teacher's choice.

Pre-Assessment

Have students listen to one of the pieces of music that will be played at the Youth Concert. See if students can identify the melody.

Teaching Sequence

1. If not already done, guide students through the lesson "Ingredients for Music- Preliminary Activity". That lesson is a prerequisite to this one.
2. Review with students that even though the ingredients were combined to make pizza, they could still be identified separately. Furthermore, they could be used in larger and smaller amounts to change the overall flavor of the pizza. Tell students that music has ingredients just like pizza. When a composer creates music, he uses ingredients that can be heard, rather than tasted. Those ingredients are melody, rhythm, beat, and harmony.
3. Tell students that today they will be exploring the musical ingredient called melody. In music, the melody is the tune, or the part of the music that you can hum.
4. Sing the song, "Are you Sleeping" with the students. If they don't know it already, help the students learn it.

Are you sleeping, are you sleeping;
Brother John, Brother John;
Morning bells are ringing, morning bells are ringing;
Ding, ding, dong; ding, ding, dong.
5. When students know the song well, have them try humming the song without

words. You may need to hum with them, at least at first. Remind students that the part of the song that they are humming is the melody or tune.

Culminating Activity

Hum some other familiar songs with the students. See if they can recognize the songs just by listening to the melody. Remind students that this is similar to the pizza activity when they could identify the ingredients separately even though they were also part of the pizza.

Evaluation

Did student's responses indicate an understand that the melody is the part of music that you can hum- a grouping of pitches one after another-that can be recognized when heard?

Extension Activity

Have students listen to a short piece of instrumental music like Mozart's *Eine Kleine Nachtmusik* or Stravinsky's *Firebird* (both available at www.DSOKids.com) until they are very familiar with it. When they have heard it several times and know the tune well, have them hum along with it. Point out that what they are humming is the melody of the piece. When they have practiced with the recording several times, have them try to hum the melody of the piece without the recording.

Co-Curricular Connections/TEKS

Math 111.12 k.5; 111.13 1.5; 111.14 2.5

Music 117.3 b2, 4; 117.6 1.2-4 & 6; 117.9 2.1-4, 2.6

The Recipe for Music -Activity 3

Ingredients for music: Steady Beat

Teacher Note: It is recommended that these lessons be done in the order in which they appear. This sequencing of the lessons will aid students in understanding the concepts of melody, rhythm, beat, and harmony.

Teaching Objective

The students will demonstrate an understanding of steady beat through movement.

Vocabulary

Steady Beat- the pulse of music, like its heartbeat.

Resources

- Recordings of music that will be played during the Youth Concert (available at www.DSOKids.com)
- Several well-known songs of the teacher's choice.

Pre-Assessment

Lead the students in singing "Twinkle, Twinkle Little Star" and have them pat their laps to identify the steady beat.

Teaching Sequence

1. Lead the students through a brief review of the previous lesson entitled, "Ingredients for Music," the lesson recommended as prerequisite to this one.
2. Remind the students that although ingredients are combined to make an ice cream sundae or a pizza, they can still be taken apart and identified separately.
3. Ask the students to locate their heartbeat telling them that our human bodies have a heart that beats in a steady way. Allow time for questions and sharing.
4. Tell the students that every song we sing, or music that we hear, has a heart beat too.
5. Lead them in singing "Twinkle, Twinkle Little Star" once more and pat the steady beat on their laps.
6. Notice that the beat does not stop, but continues throughout the song.
7. Sing the song again and have the students step in place to the steady beat, or form a line and move around the room.

Culminating Activity:

Discuss the fact that all music has a heartbeat. Encourage the students to find the steady beat and pat their laps as they sing "Frère Jacques" ("Are You Sleeping")

Evaluation

Were the students successful in finding the steady beat?

Extension Activity

Have the students listen to the *Overture to The Marriage of Figaro* by Mozart that will be performed on the Youth Concert program. Encourage them to find the steady beat.

Co-Curricular Connections/TEKS

Music 117.3 b2, 4; 117.6 1.2-4 4&6; 117.9.1-4, 2.6

Physical Education 116.2K.1-2; 116.3 1.1-2; 116.4 2.1-2

Health 115.2 K.4; 115.3 1-4; 115.4 2.3

The Recipe for Music -Activity 4

Ingredients for music: Rhythm

Teacher Note: It is recommended that these lessons be done in the order in which they appear. This sequencing of the lessons will aid students in understanding the concepts of melody, rhythm, beat, and harmony.

Teaching Objective

Students will demonstrate an understanding that rhythm in a song is "the way the words go" that is, every syllable in the song.

Vocabulary

Rhythm- the way the words go in a song, or the part of music that can be clapped
Syllable- part of a word that has a vowel sound

Resources

Recordings of music that will be played during the youth concert (available at www.DSOKids.com)

Pre-Assessment

Have students listen to one of the pieces of music that will be played at the youth concert. See if students can identify the rhythm of the music.

Teaching Sequence

1. If not already done, guide students through the lesson "Ingredients for Music Preliminary Activity." That lesson is a prerequisite to this one.
2. Review with students that even though the ingredients were combined to make a pizza, they could still be identified separately. Furthermore they could be used in larger and smaller amounts to change the overall flavor of the pizza. Remind students that music has ingredients just like food. When a composer creates music, he uses ingredients that can be heard, rather than tasted. Those ingredients are melody, rhythm, beat, and harmony. Composers use these ingredients in larger and smaller amounts to change the overall sound of the music they are writing.
3. Tell students that today they will be exploring one of the musical ingredients called rhythm. Tell them that rhythm is the part of the music that one can clap.
4. Lead students in singing "Are You Sleeping?"
Are you sleeping, are you sleeping;
Brother John, Brother John
Morning bells are ringing, morning bells are ringing;
Ding, ding, dong; ding, ding, dong.

5. Tell students to pretend that their hand is a puppet. Have them sing the song again with their hand. Tell them to be sure to say every word of the song with their hand "puppet." Tell students that the rhythm of a song is "every sound that the words make." Tell them that if their hand puppet was "saying" every syllable, they were performing the rhythm of the song.
6. Using socks, paper sacks, or other material, allow the students to create a hand puppet that they can use to perform their song for the class.

Culminating Activity

Have students perform with their puppets. Reiterate that this is the rhythm of the song. When students are good at demonstrating the rhythm with their puppet, have students just think the words to the songs and clap the rhythm.

Evaluation

Did students' performances demonstrate an understanding of rhythm?

Extension Activities

Have students sing other well-known songs and clap the words to the songs as they sing.

(For very young children you may need to do it with them.) When the students are good at clapping the rhythm while singing, have them clap the words without saying them out loud-just think the words and clap them. Remind students that when they clap the way the words go, the combination of long and short sounds, they are clapping the rhythm of the song. When students can clap the rhythm of "Are You Sleeping?" have them clap each word one at a time. Ask the students how many sounds each words has (for example, Sleep-ing has two sounds.) Point out to students that theses sounds are called syllables. This makes a great preliminary activity for the study of syllable division.

Co-Curricular Connections/TEKS

Math 111.12 K.5; 111.13 1.5 111.14 2.5

Music 117.3 b2 & 4; 117.6 1.2-.4 & 6; 117.9 2.1-.4,2.6

The Recipe for Music -Activity 5

Ingredients for music: Harmony

Teacher Note: It is recommended that these lessons be done in the order in which they appear. This sequencing of the lessons will aid students in understanding the concepts of melody, rhythm, beat, and harmony.

Teaching Objective

Students will demonstrate an understanding that harmony in music occurs when two or more different musical sounds occur at the same time.

Vocabulary

Harmony- Two or more different musical sounds occurring at the same time.

Resources/Materials

- Recordings of music featured in Recipe for Music (available on www.dsokids.com)
- Empty plastic bottles varying in size (e.g. soda, water, etc.)
- Water

Pre-Assessment

Have students listen to one of the pieces that will be played at the youth concert. Ask if students can identify the harmony.

Teaching Sequence

1. If not already done, guide students through the lesson "Ingredients for Music-Preliminary Activity." That lesson is a prerequisite to this lesson.
2. Review with students that even though the ingredients were combined to make a pizza, they can still be taken a part and identified separately. These ingredients can also be used in larger and smaller amounts to change the flavor or style of the pizza. Remind students that music has ingredients just like pizza. When a composer creates music, he uses ingredients that can be heard, rather than tasted. These ingredients are melody, rhythm, and harmony. Composers use these ingredients in larger and smaller amounts to change the sound of the music they are writing.
3. Tell students that today they will explore one of the musical ingredients called harmony. Explain that harmony exists when more than one sound is heard at the same time.
4. Take one of the bottles and blow across the top of it to create a tone. Experiment and blow into various sizes of bottles to help students understand that different bottles make different sounds. Explain to students that larger bottles make low sounds while smaller bottles make high sounds when you blow air across the open end. Add various levels of water to the bottles to show

students that this also changes the tone. Allow the students to explore this on their own.

Culminating Activity

When students have learned to produce a sound on the bottles, choose two of them to blow different sized bottles at the same time. This should simultaneously create two different sounds. Allow students to experiment by adding more bottles. Have them listen to how the harmony changes when various combinations of bottles are blown. Help the students understand that by blowing in different bottles at the same time, they are creating harmony.

Evaluation

Did students' responses indicate an understanding that harmony in music is when two or more different musical sounds occur at the same time?

Co-Curricular Connections/TEKS

Math 111.12 K.5;111.13 1.4

Music 117.3 b2 & 4; 117.6 1.2 -4 & 6;117.9 2.1-.4,2.6

Science 112.2 K.2, K.4; 112.3 1.2, 1.4; 112.4 2.2, 2.4

The Recipe for Music -Activity 6 **How to Make a Music Layer Cake!**

Note to the teacher: It is recommended that these lessons be done in the order in which they appear. This sequencing of the lessons will aid students in understanding the concepts of melody, rhythm, beat, and harmony.

Teaching Objective

The students will demonstrate an understanding of three of the music ingredients; melody, steady beat, and harmony by layering the ingredients as a music layer cake.

Vocabulary

Melody- a grouping of pitches one after the other.

Steady Beat- the pulse of music, as a heartbeat, like its heartbeat.

Harmony- two or more different musical sounds that occur at the same time.

Pre-Assessment

Ask the students if they have ever seen and eaten a slice of layer cake. Ask them to describe how it looks; how many layers did it have; how did it taste?

Teaching Sequence

1. Tell the students that today they are going to create a music layer cake using three ingredients; melody, steady beat, and harmony.
2. Lead the students in singing "Frère Jacques" ("Are You Sleeping"). Tell them that they just sang the melody: the first layer of the music cake.
3. Remind the students of what they did in Activity 3 in Ingredients for Music: Steady Beat.
4. Lead them in singing the melody and patting their laps to the steady beat. The steady beat is the second layer of the music cake. These two ingredients should mix well.
5. Sing the song again as a round. Part one begins and part two immediately imitates part one to create harmony; the third layer of the music cake. The third layer is the most difficult to master.

By following the directions and engaging in good practice it will be perfect for the music layer cake!

Culminating Activity

Lead the students in singing "Frère Jacques" ("Are You Sleeping") as a round and clapping at the same time. This will incorporate all three ingredients of melody, steady beat, and harmony.

Evaluation

Were the students successful in creating a music layer cake?

Co-Curricular Connections/TEKS

Math 111.12 K.5; 111.13 1.4

Music 117.3 b2 & 4; 117.6 1.2 -4 & 6; 117.9 2.1-4, 2.6

Science 112.2 K.2, K.4; 112.3 1.2, 1.4; 112.4 2.2, 2.4

The Recipe for Music -Activity 7

Swim Little Fishy

Teaching Objective

Students will develop an understanding that music can evoke specific images.

Resources

- "Aquarium" from *Carnival of the Animals* (available at DSOKIDS.com)
- Any or all of the following: Inexpensive electric disco light, wedding bubbles or any other bubbles, flashlights to shine through prisms, clear plastic bottles of colored water.

Pre-Assessment

Ask students if they have ever watched fish in an aquarium. Ask the students to describe how the fish looked. Was there a light in the aquarium? Were there bubbles? What kinds of fish did they see? Did the fish swim all together, or were they all swimming their own way?

Teaching Sequence

1. Tell students that today they are going to hear some music that was written to sound like fish in an aquarium. Tell them that the harmonies, melodies, and rhythms in the music are meant to remind them of bubbles and fish.
2. Play the piece "Aquarium" from *Carnival of the Animals*. Ask students what kind of fish they were reminded of. Were they big? Small? What colors were they? Ask students how they would feel if they were the fish?

Culminating Activity

Create a pretend aquarium in your room. This can be done in several ways: an inexpensive disco light, flashlights (try shining them through plastic bottles of colored water), wedding bubbles blown by a small fan, or all of the above. As you play the recording again, ask students to move through the room as though they were fish. Remind the students that they aren't allowed to talk or make any sounds with their voices. But they can decide if they want to swim alone, or if they want to join with some of the other "fish" and swim together with them. Select students who are following instructions and ask them to demonstrate. Students will want to do this activity again!

Evaluation

Did student responses indicate an understanding that music can evoke specific images?

Co-Curricular Connections/TEKS

Art 117.5 b2; 117.8 b2

Language Arts 110.2 K.1 K.6; 110.3 1.1 1.6; 110.4 2.1, 2.5

Theatre 117.4 b1-3; 117.7 b1-2; 117.10 b1-2