

Primary Parade

Artie Almeida, Clinician
Utah MEA, 2017, Sponsor: JW Pepper



1. My Bonnie Lies Over the Ocean (Download PDF from www.artiealmeida.com)

Focus: "B", Singing Fun, Triple Meter. Display PDF, discuss history of song, if desired. Perform song for children, pointing at the letter "B" each time it is sung. Have them join you on the second time through. Next, have students sing the song with you, raising their arms on each word that begins with "B" and lowering them on the next, continuing throughout the song. For the grand finale, instruct children to stand on each word that begins with "B", sit down on the next and so forth. If done correctly, they will be sitting down at the end of song.

2. Singing Scarf (Download sample order of instruction from website)

Focus: Pitch Match, Melodic Direction and Intervals. Use a canopy scarf to energize your daily warm-ups with the little ones. With children holding scarf, begin echoes of Oohs/Up/Down/High/Low patterns. Using a slide whistle to begin is a lot of fun for the children. Then consider number or solfège patterns, finally moving into familiar songs that are easy to outline with the scarf. E.g., *Starlight Starbright*, *Elevator Song*, *Hot Cross Buns*, *1-2-3-4-5-Once I Caught a Fish Alive (melody by Kriske & DeLelles, used with permission)*. Consider sheer curtains for your scarf. (Download PDF of "1-2-3-4-5" from my website). Other "vocal-warm-up-activators" include Toobaloos, Scarves, Melody Buddies, etc.

3. I Like to Eat Apples and Bananas (Raffi) (Download PPT from website)

Focus: Tuneful Singing, Tonic Awareness, Vowel Sounds. Demo song for students, then ask them to join you in singing it the second time. Ask students to name the five (sometimes 6) vowels. Display them on the PPT. Move to the next PPT slide and speak the lyrics, changing all the vowels in the song to a long "A" sounds. When the giggling subsides, sing the long "A" version. Continue in this fashion with E, I, O and U. Finish up by singing all the vowel substitution verses without stopping then end with the original version of the song.

4. Under the Spreading Chestnut Tree (Download PPT from website)

Focus: Audiation, Tuneful Singing, Tonic Awareness. Notation to song available on my website downloads in file titled *NCMEA Addendum*.

5. The Cat Opera (Rossini): Kitty Responders (Responder idea by D. Clifton, used with permission)

Focus: Vocal timbres, Opera, Duet, Melody Direction. Lead the class in listening, with teacher using boy/girl kitty responders to show the melody direction. Distribute cat responders to students and repeat the listening experience. There are a number of good YouTube videos of this piece. You can download the kitty clip art pics from my website.

6. Plate Routine: Who Let the Dogs Out (Baha Men)

(Direction page and doggie visuals available on website)

Focus: Steady Beat, Form, Verse, Refrain. Use plastic plates to reinforce beat, rhythm and form. Add Doggie clipart to plates, if desired.

7. Sneak Peek: Get to the Point: A Book of Pointing Pages & Powerful Plans

Book of reproducibles and lessons, by Artie Almeida & Katie Grace Miller.

Focus: A multitude of musical concepts

Pointing Pages are visual music fluency tools that offer every student the opportunity to interact with various aspects of a piece of music: beat, rhythm, melodic contour, phrasing, form, etc. They can be used as springboards into a unit or as an assessment tool at the end of a unit. Best of all, Pointing Pages bump up the student engagement and keeps all learners involved in the lesson. These tactile response pages give teachers a powerful tool for **Individual Accountability**, and the assessment of **Literacy Skills in the areas of Music, Math and Language Arts**.

Each Pointing Page lesson begins with a music-literacy-based pointing page and then transfers to either a **(1) movement lesson or game, (2) instrument activity (3) non-pitched or mallet percussion activity, (4) composition activity, (5) recorder lesson, or other extension opportunity.**

See the list of lessons below. All visuals are on Data Disk ready to print onto colorful cardstock.

Pointing Page Lesson Topics:

- ♪ **Bluebird Go Through My Window** (Iconic & Staff Notation Pg, Birdie Responders, Circle Birdie Game)
- ♪ **Engine, Engine #9** (Rhythm & Melody Pointing Pages, Note Value Train Game transfer. All Aboard!)
- ♪ **Twinkle Little Star** (Melody Contour & Phrase Pointing Pages. Melody Puzzle Packs transfer)
- ♪ **Teddy Bear, Teddy Bear** (Sol-Mi, Melody Dir. Pg. Teddy Responders, Children's Book, Mvmt. Game)
- ♪ **Jelly in the Bowl** (Melodic Direction pages. Jelly Jar Composition, Percussion & Recorder transfers)
- ♪ **Oats, Peas, Beans** (Melodic Direction, Audiation. Body Percussion, Non-Pitched Percussion transfers)
- ♪ **Sally Go 'Round the Sun** (Phrases, Melody Pointing Page. Skipping Game and Percussion transfers)
- ♪ **Go 'Round the Village** (Phrases, Beat, Timbre, Form Ptg. Page. Non-pitched Percussion Hoop Groups)
- ♪ **This Old Man** (Beat, Rhythm, Phrase Ptg. Page. Orff Instrument and Non-Pitched Percussion transfers)
- ♪ **One, Two, Tie My Shoe** (Beat, Rhythm Pointing Page. Non-pitched Percussion and Parody transfers)
- ♪ **Ten in the Bed** (Beat, Melody, Arpeggio, Timbre Ptg. Page. Percussion and Ribbon Streamer transfers)
- ♪ **The Sun is Rising** (Melodic Direction, Phrasing Pointing Page. Mallet Percussion transfer)
- ♪ **Pick-a-Place** (Sol-Mi-La, Composing, Notation Page. Solfege Composition Boards/Bingo Chips transfer)
- ♪ **Frere Jaques** (Melody, Rhythm, Intervals Page. Melody Bells, Orff Instruments & Puzzle Pack transfers)
- ♪ **Straight or Bouncy?** (Eighth Notes, Dotted Eighth/Sixteenth Notes. 3-Song Comparison Ptg. Pages)

8. Anderson: The Syncopated Clock/Scarves (Leroy Anderson's Greatest Hits)

Focus: Rondo Form, Staccato, Legato, Triangle. Discuss staccato, legato. Identify and listen to triangle.

Demonstrate scarf movements for A, B, C. Pass out scarves and begin listening activity. A=sharp shakes of the scarf back and forth to beat, while marching. B=two hands on scarf, swing back and forth slowly to legato notes. C=toss into air on each triangle roll. Coda=shake scarf, toss up on last note, catch on body with no hands.



About the Clinician

Dr. Artie Almeida recently retired after 37 years of teaching. She was the music specialist at Bear Lake Elementary school in the Orlando FL area, where she taught 1160 K-5 students. Her dynamic performing groups have performed for NAFME, AOSA, and on the NBC Today Show. Look for *The Bear Lake Sound* in the upcoming music education advocacy documentary "Marching Beyond Halftime."

Artie was Seminole County Teacher of the Year, Florida Music Educator of the Year, and was also selected as an International Educator 2006 by the Cambridge England Biographical Society. She was a Teacher of the Year at the school level 6 times and was recently chosen as a University of Central Florida Alumni of the Decade. She has presented music education clinics in forty-two states and four countries.

In addition to her public school teaching duties, Artie is an adjunct professor at the University of Central Florida, teaches applied saxophone lessons and performs on historical winds with the early music ensembles *Ars Antiqua* and *The Halifax Consort*.