

EVERYDAY IMPROVISATION

Interactive Lessons for the Music Classroom

By Joan Eckroth-Riley

A musical activity featuring record players and solfège syllables. The syllables 'SOL' and 'MI' are placed on records. A path of dashed lines connects the records, leading to a question mark. A small bee character is also present.

A musical activity with lyrics and notes. The lyrics are: "My pad - die's clean and bright, flash - ing with sil - ver. Dip, dip, and swing her back, flash - ing with sil - ver. Fal - low the wild goose flight, dip, dip, and swing. Swift as the wild goose flies, dip, dip, and swing." Below the lyrics are musical notes and the words "Stroke", "Up", and "Stroke".

A musical activity with numbered boxes and animal icons. The boxes are numbered 1 through 9. Below the boxes are icons of various animals: a cat, a dog, a sheep, a penguin, a cow, a duck, a chicken, and a horse. A question mark is in the bottom left corner.

A musical activity featuring a saxophone and a bird. The bird is holding a small object, possibly a seed or a piece of food.

A musical activity featuring a camel and a pie. The camel is standing next to a pie.

A musical activity featuring a snowman and a fence. The fence has the letters F, A, C, E, F, G, A written on it.

A musical activity with a truck and a bear. The truck has the lyrics "Honk, honk, honk, honk!" and "Rat - tle, rat - tle, rat - tle, rat - tle!" written on it. Below the truck are musical notes and the words "Beep, beep!". A bear is in the bottom right corner.



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Foreword

Everyday Improvisation is the result of many years of experimentation and research with my students and fellow colleagues. It is based on the premise that when we include improvisation or composition in every lesson, we allow our students to demonstrate their musical abilities through higher order thinking skills, and assist them in expanding their artistic decision-making skills.

When integrated properly, improvisation can be easily and seamlessly integrated into classroom music lessons while supporting the other standards. Though the National Standards for Music Education include improvising and composing, research has shown that many music educators spend less time teaching the standards related to improvising and composing, and that these standards are often the ones that teachers find most difficult to teach. It is my hope that these lessons will provide teachers with easily implemented and creative activities, and help students discover the joy that creating music can bring.

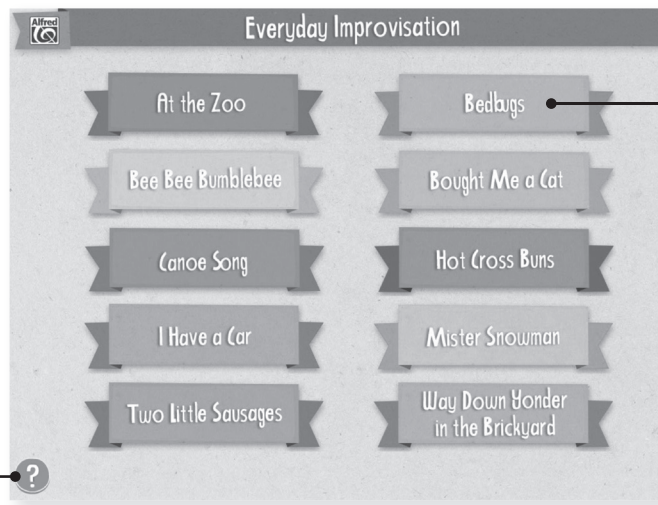
Joan Eckroth-Riley

How to Use this Product

Everyday Improvisation is a set of ten improvisation and composition lessons for the elementary general music classroom. It is comprised of two components: a print book with written lesson plans and a companion CD with software for your interactive whiteboard. The two components are designed to be used together.

Begin by browsing through the book, which is a teacher resource to refer to while implementing the lessons in class. Within each lesson plan, you will see notated music, detailed lesson procedures, and miniature images of the screens that are included on the interactive whiteboard software. Next, put the CD in your computer. Double-click on the CD icon that appears on your desktop. In the folder that opens, double-click on the icon titled *Everyday Improvisation*. The following main menu screen will appear:

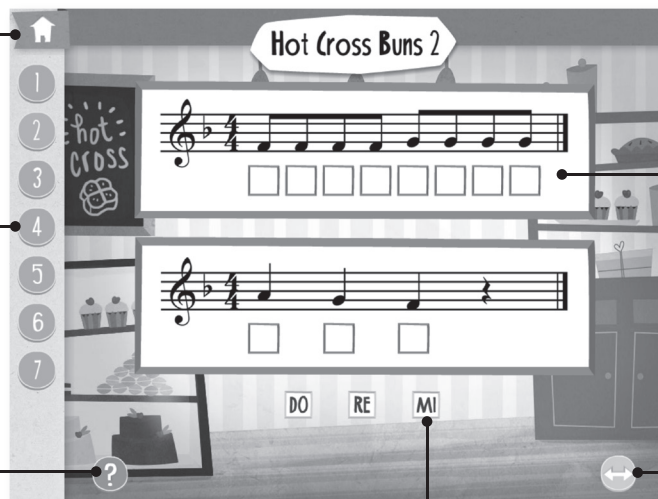
Main Menu Screen



Touch the HELP icon for detailed explanations of the tools and icons that you will see throughout this program.

Touch any of the ten titles to navigate to a specific lesson.

Lesson Screen



Touch the HOME icon to return to the main menu at any time.

Touch the NUMBER icons to navigate between the different screens in each lesson.

Touch the HELP icon to bring up instructions for each lesson. The instructions are one-sentence summaries of the detailed lesson procedures you will find in the book.

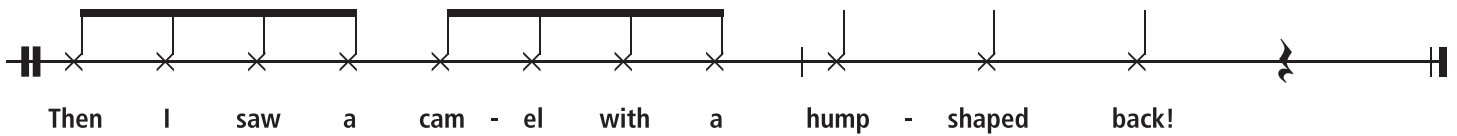
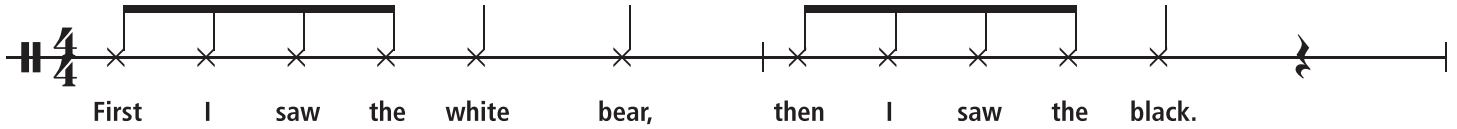
Lesson content is always shown in the middle of the screen.

Touch the FLIP icon to flip the navigation controls (the HOME, NUMBER, and HELP icons) from one side of the screen to the other.

Draggable manipulatives are always shown in a bank at the bottom of the screen.

At the Zoo

Based on a poem by William Makepeace Thackeray



At the Zoo
Based on a poem by William Makepeace Thackeray

I can ...

- Match rhythms to corresponding text.
- Read and perform eighth notes, quarter notes, and quarter rests.
- Play a rhythm with others in unison or a round.
- Identify, play, and make musical decisions about the placement of accents.
- Compose a four-measure rhythm using given patterns.

1 STUDENT OBJECTIVES

I can ...

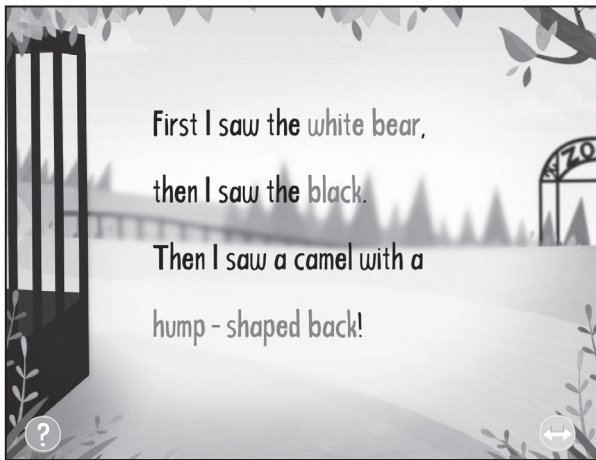
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- Identify, play, and make musical decisions about the placement of accents.
- Compose a four-measure rhythm using given patterns.

First I saw the , then I saw the .

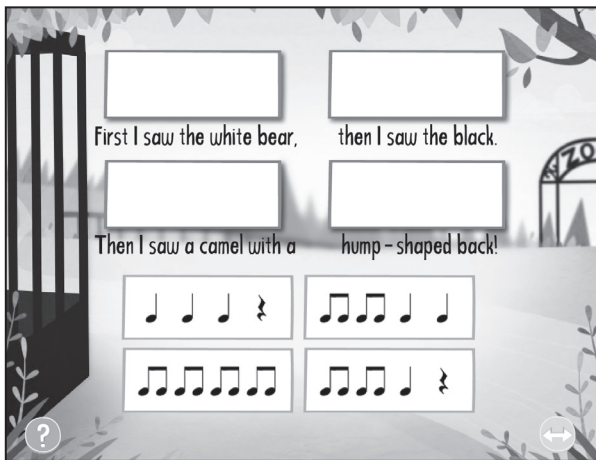
Then I saw a with a -shaped back!

Below the text are four small images: a black bear, a camel, a hump, and a white bear.

- ## 2
- Recite the poem for your students. Have them listen for the words that belong in the empty spaces. Invite students to drag the pictures to their correct places, and then recite the poem again to check their work. Discuss the difference between the first two phrases (the word "bear" is missing).



3 Perform the poem with body percussion. Stomp the highlighted words and gently pat the others. Discuss which was louder, and review (or introduce) the concept of an accent.



4 Clap and speak each of the rhythm boxes using your preferred rhythm syllables. As a class, drag each rhythm to its corresponding text, then pat and stomp the entire poem while reading the rhythms.

