

RHYTHM

SHORT AND LONG SOUNDS

Demonstrate understanding of long and short sounds as represented by notation

MATERIALS	VOCABULARY
Pick-A-Track), CD 3-7	long sounds short sounds

Students follow the words of "Billy Boy" as they listen to the recording. (Some students may get along immediately.) Have students participate in a musical conversation, using their own words.

Students follow the music as they listen to the recording, paying particular attention to the *Billy Boy* pattern made by the notes in the first two lines of the melody.

Students should clap the *Billy Boy* pattern several times.

Students should discover that the *Billy Boy* pattern is almost exclusively in the first two lines of the melody.

After students have learned the song, ask them to perform in a solo-chorus style. The class will sing the questions; a solo voice will sing the answers.

In class, work through the sequence outlined in 69 in the student text. Additional suggestions for using the material appear in Reading Strategies Skills.

Written Assessment

Following patterns on the chalkboard.

Short and Long Sounds

Follow the music as you listen to this song. Notice the notes in the color box. Do you hear this rhythm pattern anywhere else in the song?

Billy Boy

Folk Song from England

1. Oh, — where have you been, Bil - ly Boy, Bil - ly Boy?
2. Did she bid you to come in, Bil - ly Boy, Bil - ly Boy?
3. Did she give you a chair, Bil - ly Boy, Bil - ly Boy?
4. Can she make a cher - ry pie, Bil - ly Boy, Bil - ly Boy?
5. Can she cook and can she spin, Bil - ly Boy, Bil - ly Boy?
6. How — old is — she, Bil - ly Boy, Bil - ly Boy?

- Oh, — where have you been, charm-ing Bil - ly?
- Did she bid you to come in, charm-ing Bil - ly?
- Did she give you a chair, charm-ing Bil - ly?
- Can she make a cher - ry pie, charm-ing Bil - ly?
- Can she cook and can she spin, charm-ing Bil - ly?
- How — old is — she, charm-ing Bil - ly?

- I have been to seek a wife, She's the joy — of my life,
 Yes, she bid me to come in, There's a dim - ple in her chin,
 Yes she gave — me a chair, But there was no bot-tom there,
 She can make a cher - ry pie, Quick as a cat can wink her eye,
 She can cook and she can spin, She can do most an - y - thing,
 Three times six and four times seven, Twen - ty - eight — and e - leven,

- She's a young thing and can - not leave her moth - er. —

Ask individual students to clap the patterns as you point to them. Then clap four patterns of eighth notes and quarter notes and have students notate the rhythms on paper, using either line notation or quarter notes and eighth notes.

Integrating the Curriculum

Mathematics Have students figure out how old Billy Boy's girl friend is by doing the arithmetic problems posed in the last line of the song. (The answer is 85.)

Language Arts/Writing Point out the following pattern in the song "Billy Boy" to students.

Question, followed by *Billy Boy, Billy Boy*

Answer, followed by additional information

Invite students to identify the questions, the answers, and the additional information. Working in small groups, students can then write their own version of the song, either adding verses about Billy Boy or choosing a new topic and writing pattern verses for it. When students have finished, they can sing or recite their verses for the class.

RHYTHM

FOCUS SHORT AND LONG SOUNDS

OBJECTIVE Demonstrate understanding of long and short sounds as represented by notation

MATERIALS	VOCABULARY
<ul style="list-style-type: none"> • "Billy Boy" (Pick-A-Track), CD 3-7 • woodblock 	<ul style="list-style-type: none"> long sounds short sounds

START

1 Have students follow the words of "Billy Boy" as they listen to the recording. (Some students may be familiar with this old folk song and will be able to sing along immediately.) Have students recount the musical conversation, using their own words.

DEVELOP

2 Have students follow the music as they listen again to the recording, paying particular attention to the *Billy Boy* pattern made by the notes in the color box.

- 3 Have students
- ▶ Chant and clap the *Billy Boy* pattern several times.
 - ▶ Clap the melodic rhythm of the first two lines of the song.

Students should discover that the *Billy Boy* pattern is used almost exclusively in the first two lines.

4 When students have learned the song, ask them to sing it in solo-chorus style. The class will sing the questions; a solo voice will sing the answers.

CLOSE

5 With the class, work through the sequence outlined on p. 69 in the student text. Additional suggestions for using the material appear in Reading Music under Skills.

ASSESS Written Assessment

6 Write the following patterns on the chalkboard.

Sounds

Follow the music as you hear this rhythm pattern. Notice the notes in the song? the song?

Billy Boy

Folk Song from England

1. Oh, ___ where have you been, Bil - ly
2. Did she bid you to come in, Bil - ly
3. Did she give you a chair, Bil - ly
4. Can she make a cher - ry pie, Bil - ly
5. Can she cook and can she spin, Bil - ly
6. How ___ old is ___ she, Bil - ly

Oh, ___ where have you been, charm-ing
 Did she bid you to come in, charm-ing
 Did she give you a chair, charm-ing
 Can she make a cher - ry pie, charm-ing
 Can she cook and can she spin, charm-ing
 How ___ old is ___ she, charm-ing

I have been to seek a wife, She's the
 Yes, she bid me to come in, There's a
 Yes she gave ___ me a chair, But there
 She can make a cher - ry pie, Quick as a
 She can cook and she can spin, She can
 Three times six and four times seven, Twen - ty -

She's a young thing and can - not leave h

Ask individual students to clap the patterns as you clap four patterns of eighth notes and quarter notes. Have students notate the rhythms on paper, using either line notation and eighth notes.

Integrating the Curriculum

Mathematics Have students figure out how old Billy Boy is by doing the arithmetic problems posed in the last line. (The answer is 85.)

Language Arts/Writing Point out the following patterns in "Billy Boy" to students.

Question, followed by *Billy Boy, Billy Boy*
 Answer, followed by additional information
 Invite students to identify the questions, the answer information. Working in small groups, students can create a new version of the song, either adding verses about Billy Boy or a new topic and writing pattern verses for it. When students can sing or recite their verses for the class.

chant the *Billy Boy* pattern. *Bil-ly Boy, Bil-ly Boy, Bil-ly Boy, Bil-ly Boy*

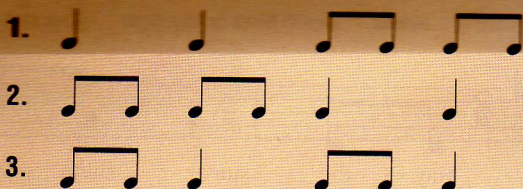
clap the *Billy Boy* pattern.

say the words *short-short-long* as you clap.

When play the *Billy Boy* pattern on a woodblock.



Can you play these patterns on a woodblock?



Make up a new pattern of short and long sounds. Then work with a group of your classmates to create your own rhythm piece. What instruments will you choose to play your composition?



Reinforcement The melodic rhythm in each of the songs listed below is made up primarily of quarter-note and eighth-note patterns. You may want to use one or two of the songs to reinforce the concept of short sounds and long sounds.

"Brother John," p. 41

"Gentle Shepherd," p. 49

"Ambrosia dos," p. 62

"Ram Sam Sam," p. 88

"Never Smile at a Crocodile," p. 154

"Hoebe," p. 257

"Alabama Gal," p. 263

"Bill an' Gally," p. 279

"Grinding Corn," p. 289

SKILLS

Reading Music

After establishing a steady beat, have students play the patterns on p. 69 in the student text, one after the other, without missing a beat.

Using a woodblock, some students may be able to play the patterns, one after the other, without missing a beat.

Students can gain additional practice with musical notation and traditional notation by completing the Match the Rhythms activity on p. 221 in the Resource Book.

Playing Instruments

Autoharp Have students take turns playing a two-chord autoharp accompaniment for "Billy Boy."

Recorder

Students can play a recorder part for "Billy Boy" that contains short and long sounds. (See the Resource Book.)

Keyboard

Invite students to play on the keyboard a melody for "Billy Boy." (See p. 206 in the Resource Book.)

Additional Resources

Recorders

Keyboard

Autoharp

Resource Book, pp. 168, 206, and 211

ng as you clap.

n on a woodblock.



1. Musical notation: quarter note, quarter note, quarter note, quarter note.

2. Musical notation: quarter note, quarter note, quarter note, quarter note.

3. Musical notation: quarter note, quarter note, quarter note, quarter note.

ort and long sounds. Then work with
o create your own rhythm piece. What
to play your composition?



Rhythm 69

e melodic rhythm in each of the songs listed below
of quarter-note and eighth-note patterns. You may
o of the songs to reinforce the concept of short
ds.

49

88
odile," p. 154

SKILLS

Reading Music

After establishing a steady beat, have students clap the patterns on p. 69 in the student text, one after the other, without missing a beat.

Using a woodblock, some students may be able to play the patterns, one after the other, without missing a beat.

Students can gain additional practice with both line notation and traditional notation by completing the Match the Rhythms activity on p. 221 of the Resource Book.

Playing Instruments

Autoharp Have students take turns playing a two-chord autoharp accompaniment for "Billy Boy."

Recorder

Students can play a recorder part for "Billy Boy" that contains short and long sounds. (See p. 168 in the Resource Book.)

Keyboard

Invite students to play on the keyboard a counter-melody for "Billy Boy." (See p. 206 in the Resource Book.)

Additional Resources

- Recorders
- Keyboard
- Autoharp
- Resource Book, pp. 168, 206, and 221