Music and Story Fun for Grades 4-6!

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POPCORN SONG WITH CUPS!

YOUTUBE version with body movements/keeping the beat

POPCORN CUP GAME: EASY

PARTNER GAME (partners face each other)

A SECTION: Tap upside down cup on the floor

- Tap, tap, tap, (rest) /then switch hands (optional)
- Tap, tap, tap (rest)/then switch hands
  4 times

B SECTION: (same melody but higher)

- “popping, popping, popping, popping” (lightly tap bottom of your own cup )
  8 times

A Section

B Section

C section: Make up a “Partner Pattern” and repeat it 8 times

EXAMPLE - Tap upside down cup 3 times on the floor then trade with partner on 4th beat.
  Repeat this 8 times.

EXAMPLE - Hold cup with one hand, and clap open side against other hand 3 times
Then hold open end toward partner so you both can clap each other's cup (repeat 8 times)

A Section

B Section
POPCORN CUP GAME: MEDIUM

**AS A CIRCLE GAME:**

A Section: On Beat 4 (rest), Pass the cup to the person to the right

B Section: Tap the bottom of your own cup.

C Section: Turn cup up, put it in your other hand, Turn cup upside down again and put in on floor

Repeat this 8 times

*OR do parts of the original cup game*

(ie. Clap, turn, tap open end to your other hand, then tap the bottom to the floor

Put cup in other hand upright, pat the floor with free hand, place cup upside down)

POPCORN CUP GAME: HARD

**DOUBLE CIRCLE GAME:**

Try having two groups going at the same time but doing different patterns so that it sounds like popcorn popping.

One group (A) starts with one of the above patterns while the other group (B) starts with pattern two. When the teacher makes a sound on a ratchet or vibra slap the groups switch.

**Group A** - The basic tap cup down for three, switch hands and repeat. (Older kids could pass to the right on “3”).

**Group B** - Then switch to tapping bottom of cup when music goes higher.

During **C section** - make up an 8 beat pattern ahead of time and repeat this 8 times
**BRINGING THE RAIN TO KAPITI PLAIN**

Choral Reading
Bringing the Rain to Kapiti Plain
by Verna Aardema

- The class should be divided into four groups:
- After you have completely read and discussed the book and given all the background information, then have the class read the book together from the chart paper or transparency. Have them do this until you feel they are comfortable with it.
- When they are comfortable reading it then have them do the following choral reading.

**Music instrument parts:**

**Introduction**: drum music on CD

**CLOUD** - music on CD THUNDER TUBE

**GRASS** - African Pods

**COW** - cowbell


**EAGLE** - Wind chimes

**ARROW** - Flexitone

**BOW** - music on CD (E-D-C-D-E-A__-E____ E-D-C-D-E_E_-E___)

**SHOT!** - Drum
The whole class: This is the great Kapiti Plain, all fresh and green from the African rains--a sea of grass for the ground birds to nest in, and patches of shade for wild creatures to rest in; with acacia trees for giraffes to browse on, and grass for the herdsmen to pasture their cows on. But one year the rains were so very belated, that all of the big wild creatures migrated. Then Ki-pat helped to end that terrible drought--and this story tells how it all came about!

Group 1: This is the cloud, all heavy with rain, that shadowed the ground on Kapiti Plain.

Group 2: This is the grass, all brown and dead, that needed the rain from the cloud overhead--

Group 1: The big, black cloud, all heavy with rain, that shadowed the ground on Kapiti Plain.

Group 2: To green-up the grass, all brown and dead, that needed the rain from the cloud overhead--

Group 1: The big, black cloud, all heavy with rain, that shadowed the ground on Kapiti Plain.

Group 4: This is Ki-pat who watched his herd as he stood on one leg, like the big stork bird;

Group 3: Ki-pat, whose cows were so hungry and dry, they mooed for the rain to fall from the sky;

Group 2: To green-up the grass, all brown and dead, that needed the rain from the cloud overhead--

Group 1: The big, black cloud, all heavy with rain, that shadowed the ground on Kapiti Plain.

Group 1: This is the eagle who dropped a feather, a feather that helped to change the weather.

Group 4: It fell near Ki-pat, who watched his herd as he stood on one leg, like the big stork bird;

Group 3: Ki-pat, whose cows were so hungry and dry, they mooed for the rain to fall from the sky;

Group 2: To green-up the grass, all brown and dead, that needed the rain from the cloud overhead--

Group 1: The big, black cloud, all heavy with rain, that shadowed the ground on Kapiti Plain.

Group 1: This is the arrow Ki-pat put together, with a slender stick and an eagle feather;

Group 1: From the eagle who happened to drop a feather, a feather that helped to change the weather.
**Group 4:** It fell near Ki-pat, who watched his herd as he stood on one leg like the big stork bird;

**Group 3:** Ki-pat, whose cows were so hungry and dry, they mooed for the rain to fall from the sky;

**Group 2:** To green-up the grass, all brown and dead, that needed the rain from the cloud over head--

**Group 1:** The big, black cloud, all heavy with rain, that shadowed the ground on Kapiti Plain.

**Group 3:** This is the bow, so long and strong, and strung with a string, a leather thong;

**Group 2:** A bow for the arrow Ki-pat put together, with a slender stick and an eagle feather;

**Group 1:** From the eagle who happened to drop a feather, a feather that helped to change the weather.

**Group 4:** It fell near Ki-pat, who watched his herd as he stood on one leg like the big stork bird;

**Group 3:** Ki-pat, whose cows were so hungry and dry, they mooed for the rain to fall from the sky;

**Group 2:** To green-up the grass, all brown and dead, that needed the rain from the cloud over head--

**Group 1:** The big, black cloud, all heavy with rain, that shadowed the ground on Kapiti Plain.

**Group 4:** This was the shot that pierced the cloud and loosed the rain with thunder LOUD!

**Group 3:** A shot from the bow, so long and strong, and strung with a string, a leather thong;

**Group 2:** A bow for the arrow Ki-pat put together, with a slender stick and an eagle feather;

**Group 1:** From the eagle who happened to drop a feather, a feather that helped to change the weather.

**Group 4:** It fell near Ki-pat, who watched his herd as he stood on one leg like the big stork bird;

**Group 3:** Ki-pat, whose cows were so hungry and dry, they mooed for the rain to fall from the sky;
**Group 2:** To green-up the grass, all brown and dead, that needed the rain from the cloud over head--

**Group 1:** The big, black cloud, all heavy with rain, that shadowed the ground on Kapiti Plain.

**The whole class:** So the grass grew green, and the cattle fat! And Ki-pat got a wife and a little Ki-pat-- who tends the cows now, and shoots down the rain, when black clouds shadow Kapiti Plain.

Woodland Chorus

Bill Shoutz from "Animal Tales"

INTRO

Mallets

A

(first time play melody)
Evening has come all over the forest

B

CHORUS

All night long. We sing in the Woodland chorus Get happy they seem to say.

C

Celebrating the night before us. Tuning up our voices till Night is day. 1. Listen to the sound of the Great Big Bull Frog:
2. Can you hear the hoot of a Nearby Night Owl:

(create sounds of the given "night singers" for 8 beats)

1. Over in the oak sings the Whipoorwill:
2. Hearken to the call of a Distant Loon:

1. I can hear the choir of the (sounds) Singing out their melodies all night long.
2. Listen for the sound of the Lonely Coyote:

(sounds of all "night singers" together) * after Lonely Coyote, improvise with A and B playing -32 beats

Then sing Sections: A B B with C improv section
THE PIED PIPER OF HAMELIN

A German Folktale

There once was a town Hamelin that lay by the river Weser. It had always been a pleasant place, full of happy children and their families.

But one day something horrible happened. Thousands of rats invaded Hamelin. There were rats in every house, and in every barn. There were rats in shops and in the school. The rats built nests everywhere - in cupboards, under beds, and even in clothes and hats.

(Sing: Rats in the cupboards…)

The rats fought with cats and dogs, ate the people’s food, and slept in children's beds. They went wherever they pleased, and their squeaking and squealing were enough to drive the townspeople mad.

The townspeople tried everything they could think of to get rid of the rats. But it was no use. With every passing day, the more plentiful the rats became.

(Sing: Rats in the cupboard…)

The angry townspeople went to town hall to beg the mayor to help rid the town of rats. The mayor promised he would, and then sent the people away.

But the mayor really had no idea what to do about the rats. As he sat in his chamber worrying about what to do, he heard a knock at the door. “Come in,” the mayor said.

The door opened and there stood a man the mayor had never seen before. The stranger was unlike anyone who lived in Hamelin. Tall and thin, he was dressed in a colorful suit. Around his neck hung a recorder. Without speaking, the stranger began to play a melody.

(Play: melody of tune only)

“Who are you?” asked the mayor, as he looked the stranger up and down.

“Sir, I am called the Pied Piper,” the stranger answered. “I have come to rid your town of rats.”

“And just how do you plan to do that?” the mayor said.

“You will see for yourself,” the piper said. “And if I get rid of the rats, all I ask is that you pay me a thousand gold coins.”

The mayor said to the Pied Piper, “We have tried everything to get rid of the rats, but nothing has worked. We would like you to help us. And if you succeed, you will be paid a thousand gold coins.”
So the Pied Piper went out into the street, put his pipe to his lips and began to blow.

(Play: melody of tune only)

As the music continued to play, rats came rushing out of yards, buildings and homes. Soon they began to follow the piper.

The Pied Piper strolled down the street playing his pipe, and more and more rats followed him. Rats came out of nowhere to join the procession.

(Play: melody of tune only)

The rats followed the piper eagerly all through the town. He led them to the very edge of Hamelin, where the river flowed. As the piper stood on the riverbank and played his pipe, all the rats plunged into the river and were swept away. The Pied Piper was successful!

Not a single rat remained in the town of Hamelin. The townspeople held a celebration. The bells in the tower rang out, and the people cheered with joy.

Of course the piper went to the mayor and asked for the money he had been promised. But the mayor said, “I’ve been thinking about this, and I think that a thousand gold coins is too much to give you since all you did was play a tune.”

The piper said, “I have kept my word and now you must keep yours!”

(Sing: Please pay my gold now....)

When the mayor refused once again, the piper exclaimed, “Just remember, the townspeople of Hamelin will pay for my piping whether you like it or not!”

So now the piper went back out into the street and began playing his pipe again. As he did so, the children of the town came pouring out of their houses and ran to join the piper. They shouted and laughed as they merrily followed him down the street. The more the piper played, the more children appeared behind him. Soon all the children of Hamelin followed the Pied Piper and his music.

(Play: melody of tune only)

The mayor and the townspeople watched helplessly as the children and the piper made their way through the streets of Hamelin. The people could do nothing to stop the piper’s playing, and the children ignored their parents’ cries to come back.

The piper led the children to a hill just outside of Hamelin. As they approached, the hillside opened up to reveal a cave. Into the cave went the piper,
followed by the children. When they were all inside, the hillside closed behind them. The children of Hamelin were never seen again. (Gong)

Today you can see the story of the Pied Piper painted on a building in the city center of Hamelin. Why? So that everyone would know how it was that their children of Hamelin were stolen away. And to this day, we tell the story of how the townspeople of Hamelin did in fact “pay the piper”.

(Play: melody....)

Song Verses to accompany story:

1. Rats in the cupboard, Rats in the bed.
   Rats in the school and on my head.

2. Please pay my gold now, please pay my gold.
   Please pay my gold now like I was told.

See performance suggestions on the Pied Piper Recorder page.
PIED PIPER ORFF ACCOMPANIMENT

The Pied Piper of Hamelin - Orff Accompaniment

C. Noble and T. Stener

Soprano

1. Rats in the cupboard, rats in the bed.
2. Please pay my gold now. Please pay my gold.

Glocks Alto

Bell tree (verse 2 only)

Percussion

Squeaky toy on "Rats" (for verse 1 only)

BX, BM Voice

School gold and like on.
I was head told.
The Pied Piper
Performance suggestions

**Underlined font**: Characters; special effects played by instruments/vocals.
- **Hamelin**: G then low D on glockenspiel
- **Rats**: Squeaky toy
- **Mayor**: Cymbal
- **Townspeople**: Glockenspiel
- **Pied Piper**: Harmonica/whistle
- **Gold**: Bell tree or bells
- **Children**: Laughing/giggles
- **River**: Rain stick/wave drum
- **Rats falling in river**: Temple blocks
- **Bells**: Bells
- **Cheered**: Cheering
- **Gong**: Where specified

**Bold font**: Words may be substituted to change characters and setting
- **Hamelin**: River Weser
- **Rats**: squeaking and squealing
- **Man/Pied Piper**: Colorful
- **Recorder**: lips/blow
- **Thousand gold coins**: Children; shouted and laughed
- **Hill**
**INSTRUMENT CIRCLE**

Circle formation:

All children are given an instrument that can play a rhythm.

The teacher begins this process by playing a 4 beat ostinato pattern.

Each child joins in, one by one, developing his/her own ostinati pattern that is layered or added to the “instrument circle”. A couple of pitched Orff instruments really adds to the interest of the composition!

Continue adding instruments/players one by one until everyone in the circle is playing.

*The leader may vary dynamics once the group is playing.

Then start deleting the instruments one by one starting with the student who started, up to the person who ended, leaving the 4 beat ostinati that the teacher is playing.

This can be done just using eye contact from the teacher to a student, which makes them watch very carefully!

After, discuss your “composition”. What worked? What could we have improved on?

Our kids love this activity, and ask to do it often!
THERE'S A HOLE IN THE BUCKET!

LIZA: (screechy voice) HENRY! HENRY! Where is that good for nothing lazy man! HENRY!!!!
HENRY: (lazily ambles on stage) Yes, Liza?
LIZA: Go fetch me some water, lazy Henry, and be quick about it!
HENRY: (resigned voice) Yes, Liza (holds up bucket and looks at it)
LIZA: What are you LOLLYGAGGING about for? Get goin'!
HENRY: (shrugs shoulders) I can't.
LIZA: (in his face) WHAT DID YOU SAY?????
HENRY: I said I can't.
LIZA: AND WHY NOT?????
HENRY: Well, you see Liza...

There's a hole in the bucket, dear Liza, dear Liza,
There's a hole in the bucket, dear Liza, a hole!

Then fix it, dear Henry, dear Henry, dear Henry,
Then fix it, dear Henry, dear Henry, fix it!

With what shall I fix it, dear Liza, dear Liza,
With what shall I fix it, dear Liza, with what?

With a straw, dear Henry, dear Henry, dear Henry,
With a straw, dear Henry, dear Henry, with a straw!

But the straw is too long, dear Liza, dear Liza,
But the straw is too long, dear Liza, too long!

Then CUT it dear Henry, dear Henry, dear Henry,
Then CUT it dear Henry, dear Henry, CUT IT!

With what shall I cut it, dear Liza, dear Liza,
With what shall I cut it, dear Liza, with what?

With an axe, DEAR Henry, DEAR Henry, DEAR Henry,
With an axe, DEAR Henry, DEAR Henry, with an axe!!
But the axe is too dull, dear Liza, dear Liza,
The axe is too dull, dear Liza, too dull!!

Then SHARPEN IT, DEAR Henry, DEAR Henry, DEAR Henry,
Then SHARPEN IT, DEAR Henry, DEAR Henry, SHARPEN IT!!

With what shall I sharpen it, dear Liza, dear Liza,
With what shall I sharpen it, dear Liza, with what?

With a STONE, DEAR Henry, DEAR Henry, DEAR Henry,
With a STONE, DEAR Henry, DEAR Henry, A STONE!!

But the stone is too dry, dear Liza, dear Liza,
The stone is too dry, dear Liza, too dry!

THEN WET IT, DEAR HENRY, DEAR HENRY, DEAR HENRY!
THEN WET IT, DEAR HENRY, DEAR HENRY, WET IT!!!!

With what shall I wet it, dear Liza, dear Liza,
With what shall I wet it, dear Liza, with what?

OOOOOOOH HH HH H!
WITH WATER, DEAR HENRY, DEAR HENRY, DEAR HENRY!
WITH WATER, DEAR HENRY, DEAR HENRY, WITH WATER!!

With what shall I fetch it, dear Liza, dear Liza,
With what shall I fetch it, dear Liza, with what?

IN A BUCKET, DEAR HENRY, DEAR HENRY, DEAR HENRY!
IN A BUCKET, DEAR HENRY, DEAR HENRY, IN A BUCKET!!!!!

HENRY: (chuckles) But you see Liza...

There’s a hole in the bucket, dear Liza, dear Liza,
There’s a hole in the bucket, dear Liza, a hole!

(Liza screams and chases Henry off-stage)
THERE'S A HOLE IN THE BUCKET!

1. There's a hole in the bucket, dear Liza, dear Liza. There's a hole in the bucket, dear Liza a hole. Then fix it, dear Henry, dear Henry, dear Henry. Then fix it, dear Liza with what? With (a) straw, dear Henry, dear Henry, dear Henry. With (a) straw, dear Henry, dear Henry, a straw.

2. With
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