



WCET

TUNED PERCUSSION RESOURCES

NICOLA ROSE

WE ALL HAVE DIFFERENT NAMES

The image shows three staves of musical notation in a 2/4 time signature. The first staff contains the melody for the first line of the song. The second staff, starting with a measure rest labeled '5', contains the melody for the second line. The third staff, starting with a measure rest labeled '9', contains the melody for the third line. The lyrics are written below the notes.

We all have diff - rent names, they are good for play - ing games
An - ya, Ad - am, Ad - am, Kym
Kym, Hen - ry, Hen - ry, Bran - don...

The children sit in a circle or line and do the following actions throughout the game:

tap knees, clap, click right, click left

The aim is to keep the pulse going continuously.

The children all sing the top line while doing the actions. The first child then sings their own name followed by someone else's. That child then sings their own name followed by someone else's and so the game continues.

This game is a lot like 'Concentration' and requires quick thinking. It can help to start by going round the circle with the children singing their own name followed by that of the child next to them. This takes out the thinking element so they can concentrate on the singing!

This game is useful of pitch-matching with the notes So and Do.

SOLFA: Solfa can be added in to the game by singing the two notes to So and Do with hand signs following each child's response.

FRED FRED

The image shows three staves of musical notation for the song 'Fred Fred'. The first staff starts with a treble clef and a 2/4 time signature. The melody consists of quarter notes and eighth notes. The lyrics are: 'Fred, Fred, need - ed to be fed,'. The second staff continues the melody with lyrics: 'went to the shop to buy some bread. The'. The third staff starts with a measure rest (marked '9') and continues with lyrics: 'bread was gone so he bought some 'bis - cuits'.

The children sit in a circle or a line for this game.

They tap their knees then clap their hands continuously in time to the pulse.

Each child in turn thinks up a new food that Fred might have bought and says it in replacement of the word 'biscuits'.

Playing this game helps to instil the So Mi interval in the children's inner hearing and also helps them to keep a steady pulse.

The object of the game is to keep the pulse going.

SOLFA: The children can sing the melodic part of this game to solfa with hand signs. They then chant 'the bread was gone' etc and take it in turns to choose the food.

INSTRUMENTS:

A good way to incorporate tuned instruments into this game is for the children to think the words and play the melody on chime bars or xylophones. They only speak when it is their turn to choose what food Fred buys.

THE NUMBER SONG 2

Sing the numbers to these pitches.

For WGET use letter names.

*

C D E F G G F E D C C G F G E G D G

1 2 3 4 5 — 5 4 3 2 1 — 1 5 4 5 3 5 2 5

4

C A G F G E D C C D E F G G F E D C

1 5 4 5 3 2 1 1 2 3 4 5 — 5 4 3 2 1 —

7

C G F G E G D G C A G F G A B C

1 5 4 5 3 5 2 5 1 5 4 5 3 2 1

Pentatonic Melody

The image shows two staves of musical notation in 4/4 time. The first staff contains the melody for the first line of the song, with lyrics 'Pen - ta - ton - ic mel - o - dy, pen - ta - ton - ic mel - o - dy.' The second staff starts with a '3' above the first measure, indicating a triplet, and contains the melody for the second line of the song, with lyrics 'you can al - ways say no, but why not try to have a go?'.

GAME: The children sit in a circle with a set of pentatonic chime bars in the middle.

They pass a beanbag round the circle to the pulse as they sing. Whoever has the beanbag on the word 'go', goes into the middle and plays a 4-beat pentatonic phrase from a flashcard held up by the leader.

When it has been played the children immediately sing the same phrase to solfa with hand signs.

The children obviously have to be at a particular level of reading rhythm and pitch notation to be able to play this game but it can also be made simpler with easier patterns.

Once the pattern has been played and sung, the child in the middle goes back to their place and the game continues.

SOLFA: This song contains Do, Re, Mi, So and La.

In the DVD, it is sung to solfa with hand signs, sung with body actions (an alternative to hand signs for pentatonic work), played on xylophones, played on xylophones in canon and an instrumental composition is made from it using drone, ostinato and melody.

Yonder Come Day

Trad. arranged and adapted by
Leonora Davies from an arrangement
by Judith Cook Tucker

Introduction

Repeat getting louder
then quieter

Walk (clap) that (clap) road (clap) (click) Walk that road
Trees are green and the air is sweet The

The introduction consists of three staves. The top staff is a vocal line with lyrics and rhythmic markings (clap, click). The middle staff is a piano accompaniment line with rhythmic markings. The bottom staff is a treble clef line with a key signature of one sharp (F#) and a 4/4 time signature. The music is divided into two measures by a repeat sign, with the first measure being louder and the second being quieter.

5

Walk that road Walk that road
good earth is sing-ing un-der-neath my feet I'll point my feet down that free-dom line

Measures 5-8. The vocal line continues with the lyrics. The piano accompaniment and treble clef line provide harmonic support.

9

Walk that road Walk that road
Walk-in' that road I'm feel-in' fine Yeah! Trees are green and the air is sweet The
Yon-der come day day is a -break-in'

Measures 9-12. The vocal line includes the phrase 'Yeah!' and the final line of the introduction. The piano accompaniment and treble clef line continue.

13

Walk that road Walk that
good earth is sing-ing un-der-neath my feet I'll point my feet down that
Yon-der come day oh my soul Yon-der come day

Measures 13-16. The vocal line concludes with the final line of the introduction. The piano accompaniment and treble clef line continue.

16

road Walk that road
 free-dom line Walk-in' that road I'm feel-in' fine Yeah!
 Day is a -break-in' Sun is a-ri-sin in my_ soul_

19

Sun Rise Sun rise on yon-der
 Yon-der come day Day is a -break-in' Yon-der come day oh my soul_

Yon - der_ Yon - der_ Yon - der_ Yon_ der

23

Sun rise Sun is a-ri-sin'_ In my_ soul.
 Yon-der come day Day is a -break-in' Sun is a -ri-sin'_ In my_ soul.
 Yon - der_ Yon - der_ Sun is a-ri-sin'_ In my_ soul.