

## Mary Had a Little Lamb Melody/Bass Line

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**February 21<sup>st</sup>, 2023**

**8:00am**

**Beginning Band (6th Grade)**

### **Prerequisite Skills and Knowledge**

Students should be able to play a concert Bb scale.

Students should be able to identify, notate and play half notes, quarter notes and eighth notes accurately.

Students can echo translate solfege and rhythm using takadimi syllables.

### **Objectives**

At the conclusion of this lesson, students will be able to:

- Students will be able to play “Mary Had a Little Lamb” by rote.
- Students will be able to play the bass line of “Mary Had A Little Lamb” by rote.
- Students will be able to split up into two parts and play the melody and bass line at the same time.

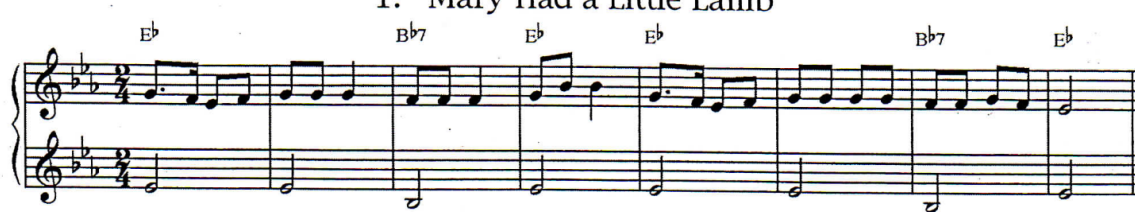
### **Standards**

- **Anchor Standard 4:** Listen and respond to a varied repertoire of music by audiating music.
  - **6-8 (LR.4.8.1)** Audiate and recognize age appropriate pitch and rhythm patterns, motifs, and known melodies from movement, gesture, traditional, or non- traditional notation.
- **Anchor Standard 7:** Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.
  - **6-8 (P.7.8.1)** Sing accurate pitches and rhythms, as modeled and/or visually notated, with appropriate intonation, breath control, diction, and tone quality throughout one's singing range.
- **Anchor Standard 8:** Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation.
  - **6-8 (P.8.8.1)** Play accurate pitches and rhythms, as modeled and/or visually notated, in tune with a steady beat, good tone quality, and appropriate technique throughout the known range of the instrument(s).

## Materials

- Instruments
- “Mary Had a Little Lamb” sheet music for instructor

1. Mary Had a Little Lamb



2. Yankee Doodle

\*This piece will be played in concert Bb.

\*Rhythms will be simplified to all eighth notes, quarter notes, and half notes. (No dotted eighth/16th rhythm)

## Procedures

### **0:00 Welcome the class**

- Ask student's how they are doing on a scale of 1-5
  - Have students hold up their fingers

### **0:01 Rhythm and tonal echo patterns**

- Have students find a macro beat by tapping their feet and a micro beat by tapping their knees
- Students will echo takadimi syllables
  - Ta Ta Ta Ta
  - Ta-di Ta Ta-di Ta
  - Ta-di Ta-di Ta-di Ta-di
  - Ta-a Ta-a
  - Ta Ta-di Ta Ta
  - Ta-di Ta-di Ta-di Ta
- Students will echo translate takadimi syllables as the teacher says “pa”
  - Pa Pa Pa Pa (Ta Ta Ta Ta)
  - Pa-pa Pa Pa-pa Pa (Ta-di Ta Ta-di Ta)
  - Pa-pa Pa-pa Pa-pa Pa-pa (Ta-di Ta-di Ta-di Ta-di)
  - Pa-a Pa-a (Ta-a Ta-a)
  - Pa Pa-pa Pa Pa (Ta Ta-di Ta Ta)

- Pa-pa Pa-pa Pa-pa Pa (Ta-di Ta-di Ta-di Ta)
- Students will echo solfege syllables (key of Bb)
  - Do Mi Sol
  - Sol Mi Do
  - Do Sol Mi
  - Mi Re Do Re
  - Mi Mi Mi
  - Re Re Re
  - Mi Sol Sol
  - Re Re Mi Re Do
  - Do Do Sol Do
- Students will echo translate solfege syllables as the teacher says “pa”
  - Do Mi Sol
  - Sol Mi Do
  - Do Sol Mi
  - Mi Re Do Re
  - Mi Mi Mi
  - Re Re Re
  - Mi Sol Sol
  - Re Re Mi Re Do
  - Do Do Sol Do

### **0:05 Echo with Instruments**

- Students will echo translate solfege syllables to their instruments (in concert Bb)
  - Do Mi Sol
  - Sol Mi Do
  - Do Sol Mi
  - Mi Re Do Re
  - Mi Mi Mi
  - Re Re Re
  - Mi Sol Sol
  - Re Re Mi Re Do
  - Do Do Sol Do
- Ask students if these solfege patterns sound familiar

### **0:07 Learn “Mary Had a Little Lamb by rote in chunks**

- Students will echo the notes the teacher plays on their instruments

- Teach 2 measures at a time
- Play half of the song at a time
  - Ask students what sections of the song repeat using solfege
    - Mi Re Do Re
- Have students play the whole piece
  - “Do you think you are ready to put the whole piece together?
  - On a scale of 1-5 how do you feel about playing the melody of the piece?
- Play the piece one more time
  - As students play “Mary Had A Little Lamb” the teacher will play the bass line
    - Did you notice anything different this time we played through the song?
    - Does anyone know what this is called? (Bass Line)

### **0:10 Learn the Bass Line of "Mary Had a Little Lamb"**

- Have students repeat the bass line
  - Do Do Sol Do (half notes)
- Have students play the entire bass line

### **0:12 Split Students up into two groups**

- Have half of the class play the melody while the other half plays the bass line
- Switch!

### **0:14 Closing**

- Can someone remind me what solfege patterns we used in the bassline of “Mary Had a Little Lamb.”
- Can someone remind me what solfege patterns we used in the melody of “Mary Had a Little Lamb.”
- Ask students which part they liked playing more (melody or bass line) and why?
- Tell students to practice both the melody and the bass line at home!

### **0:15 End**

### **Assesment**

Assessment will be informal and done by asking students questions throughout the class.

Examples:

- What solfege patterns are used in the bass line of “Mary Had a Little Lamb”
- What solfege patterns repeat in the melody of “Mary Had a Little Lamb”

Assessment will also be done by observing the students playing throughout the lesson.

