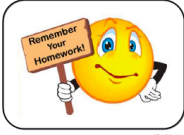


Classroom Music Lesson Package Featuring Eliza Doyle

Written by Kendra Worman ©2023

In collaboration with the Saskatchewan Music Educators' Association

All videos of Eliza Doyle are produced by the SMEA and are subject to copyright as such

 Note. From 5 Smiley Signs for the Classroom [Clip Art], by freeology, 2023, Freeology (https://freeology.com/quote-posters/5-smiley-signs-for-the-classroom/). CC BY-NC-SA 3.0 US	Prior to beginning these learning packages, teachers should view the following video: Eliza Doyle & Holly Yuzicapi Introduction For All Of The Videos Eliza & Holly explain the purpose of the video series and who can use them
 Note. From Animated School – Schoolhouse Clip Art [Clip Art], by Clip Art Max 2023, Clip Art Max (https://www.clipartmax.com/middle/m2K9A0A0A0d3b125-animated-school-schoolhouse-clipart/). Title 17, U.S. Code	Grade Kindergarten Grade 1 Grade 2
 Note. From music-clock-cliparts [Clip Art], by Callea Design 2023, Clipart Library (https://clipart-library.com/clipart/music-clock-cliparts-8.htm). Non Commercial	Timeframe: The following plans and activities can be done repeatedly throughout the school year as teachers see fit.
 Note. From Cutlery Kitchen Set – Free Tools and Utensils Icons [Clip Art], by Flaticon 2023, Flaticon (https://www.flaticon.com/free-icon/cutlery-kitchen-set-45478).	Equipment: - Internet access - Speakers - Projector - Small hand percussion
 Note. From Curriculum [Clip Art], by Nick Youngson 2023, Alpha Stock Images (https://www.picserver.org/c/curriculum.html). CC BY-SA 3.0	CPK.3 Create sound compositions exploring the elements of music including: - repeating patterns - beat (e.g., clapping and stepping, and counting) - response to fast/slow paces - high/low sounds - loud/soft sounds - sounds with distinct tone colours/timbres. (Saskatchewan Curriculum 2023) CP1.6

	Demonstrate understanding of patterns and the elements of music including: • same and different patterns • rhythm (e.g., difference between beat and rhythm, sounds and silence, long and short sounds) • dynamics (loud and soft) • pitch (high and low sounds) • texture (sounds heard alone or together) • tone colours (distinguish between). (Saskatchewan Curriculum 2023) CP2.6 Create and perform music that demonstrates understanding of: • form (repetition and contrast) • beat (strong and weak beats/accents) and meter (2/4 and 4/4) • rhythm (create ostinati) • tempo (fast/slow paces) • dynamics (loud/soft) • pitch (high/low sounds) and pitch direction (moving up/down/staying the same) • texture (layers of sounds) • tone colour (variety). (Saskatchewan Curriculum 2023)
 From Signpost with 5 Arrows – Steps [Clip Art], by PX Media, Adobe Stock, 2023 https://stock.adobe.com/ca/search?filters%5Bcontent_type%3Aphoto%5D=1&filters%5Bcontent_type%3Aillustration%5D=1&filters%5Bcontent_type%3Azip_vector%5D=1&filters%5Bcontent_type%3Avideo%5D=1&filters%5Bcontent_type%3Atemplate%5D=1&filters%5Bcontent_type%3Ad%5D=1&filters%5Bcontent_type%3Aimage%5D=1&steps=1+step+2+step+3+step+4+step+5+sign&order=relevance&safe_search=1&limit=100&search_page=1&search_type=usertyped&acp=&acq=step+1+step+2+step+3+step+4+step+5+sign&get_facets=0&asset_id=171212142.	Learning Plan: Purpose: • To get students active in singing songs using patterns, actions, and movement • To teach students about tempo • To understand the difference between beat and rhythm • Songs described below can be learned in any order • A list of terminology used throughout the plan is included below if needed. • Assessment tools are provided below for each outcome. They can be edited as needed.
Step 1	Getting Inspired: • Let us learn about Saskatchewan musician, Eliza Doyle.
Step 2	Who Took the Cookie From the Cookie Jar: • Review the teacher information sheet for Who Took the Cookie • Watch and follow along with Eliza as she sings Who Took the Cookie with kids

Step 3	This Old Man: - Review the teacher information sheet for This Old Man - Watch and follow along with Eliza as she sings This Old Man with kids
Step 4	Where Is Thumbkin: - Review the teacher information sheet for Where Is Thumbkin - Watch and follow along with Eliza as she sings Where Is Thumbkin with kids
Step 5	Tony Chestnut: - Review the teacher information sheet for Tony Chestnut - Watch and follow along with Eliza as she sings Tony Chestnut with kids
Step 6	The More We Get Together: - Review the teacher information sheet for The More We Get Together - Watch and follow along with Eliza as she sings The More We Get Together with kids
Step 7	Shake Your Sillies Out: - Review the teacher information sheet for Shake Your Sillies Out - Watch and follow along with Eliza as she sing Shake Your Sillies Out with kids
Step 8	Mole In The Ground: - Review the teacher information sheet for Mole In The Ground - Watch and follow along with Eliza as she sings Mole In The Ground with kids
Step 9	Little Birdies Fly Away: - Review the teacher information sheet for Little Birdies Fly Away - Watch and follow along with Eliza as she sings Little Birdies Fly Away with kids
Step 10	Instruments In the Round: - Hand out small hand percussion - Watch Eliza explain tempo. - Read/Explain How To Tell the Difference Between Rhythm and Beat - Hand out the Rhythm vs Beat practice sheets attached below - Follow the How To Practice steps to play/sing along to the Rhythm Vs Beat practice sheets so students learn the difference between rhythm and beat - Use the hand percussion for some students to play the beat while others play the rhythm - Review the teacher information sheet for Instruments In The Round

	Watch and follow along with Eliza as she sings Instruments In the Round with kids
Step 11	Fast, Slow & Emotions: - Review the teacher information sheet for Fast, Slow - Watch and follow along with Eliza as she explains Fast, Slow with kids
Step 12	Going On A Moose Hunt: - Review the song information for Going On A Moose Hunt - Review the teacher information sheet for Going On A Moose Hunt - Watch and follow along with Eliza as she sings Going On A Moose Hunt with kids
Step 13	Down By The Bay: - Review the teacher information sheet for Down By The Bay - Watch and follow along with Eliza as she sings Down By The Bay with kids
Step 14	BINGO: - Review the teacher information sheet for BINGO - Watch and follow along with Eliza as she explains how to sing BINGO
Step 15	Five Little Speckled Frogs: - Review the teacher information sheet for Five Little Speckled Frogs - Watch and follow along with Eliza as she explains how to sing Five Little Speckled Frogs
Step 16	Five Little Ducks: - Review the teacher information sheet for Five Little Ducks - Watch and follow along with Eliza as she explains how to sing Five Little Ducks
 From Contact – Talk Shop Clipart [Clip Art], by PinClipart, PinClipart (https://www.pincipart.com/pindetail/hoxwmx-contact-talk-shop-clipart/). Title 17, U.S. Code	Terminology: Tempo - the speed of the song Beat - a rhythmic unit in a song (combinations of long and short notes or rests)
 From Problem Clipart Transparent – Clipart Problem Solving, HD PNG Download [Clip Art], by Lulia Caraiman 2023,	Tips, Tricks, & Troubleshooting Practice, Review, Practice – Take time to practice and review each step as necessary. Move on as students are ready.

PNG Item (https://www.pngitem.com/middle/iibbRwJ_prob lem-clipart-transparent-clip-art-problem-solving-bd/).	
 From <i>Assessment Concept</i> [Clip Art], by Artistashmita 2023, Dreamstime https://www.dreamstime.com/stock-illustration-assessment-concept-word-stamped-grunge-white-floor-little-men-looking-down-detail-image44848250.	Assessment: ● I Can Statements (attached)
 From <i>Red Recommended Rubber Stamp Vector Illustration Isolated on White Background</i> [Clip Art], by Arcady 2023, Shutterstock https://www.shutterstock.com/image-vector/red-recommended-rubber-stamp-vector-illustration-511489888.	Next Steps: ● Have students find their own song that they can identify the rhythm vs the beat in.
	Support Documents: ● Rhythm Vs Beat Practice Sheets (attached)



Rhythm & Beat

WHICH IS WHICH?

TICK



TOCK



TICK



TOCK



HICK-O-RY DICK-O-RY DOCK



TICK



TOCK



TICK



TOCK



THE MOUSE RAN UP THE CLOCK



TICK



TOCK



THE CLOCK STRUCK ONE



TICK



TOCK



THE MOUSE CAME DOWN



TICK



TOCK



TICK



TOCK



HICK-O-RY DICK-O-RY DOCK



CLAP WHEN YOU SEE A CLOCK FOR THE BEAT



CLAP WHEN YOU SEE A STAR FOR THE RHYTHM

LET'S PLAY MUSIC

(Mullett, 2021)

Rhythm & Beat

WHICH IS WHICH?



TIP TOE TIP TOE
IN-CY WIN-CY SPI-DER
★ ★ ★ ★ ★ ★

TIP TOE TIP TOE
RAN UP THE WA-TER SPOUT
★ ★ ★ ★ ★ ★

TIP TOE TIP TOE
DOWN CAME THE RAIN
★ ★ ★ ★

TIP TOE TIP TOE
AND WASHED THE SPI-DER OUT
★ ★ ★ ★ ★ ★

TIP TOE TIP TOE
OUT CAME THE SUNSHINE
★ ★ ★ ★ ★

TIP TOE TIP TOE
AND DRIED UP ALL THE RAIN
★ ★ ★ ★ ★ ★

TIP TOE TIP TOE
AND IN-CY WIN-CY SPI-DER
★ ★ ★ ★ ★ ★

TIP TOE TIP TOE
CLIMBED UP THE SPOUT A-GAIN
★ ★ ★ ★ ★ ★



CLAP WHEN
YOU SEE A
SPIDER FOR
THE BEAT



CLAP WHEN
YOU SEE A
STAR FOR
THE RHYTHM

LET'S PLAY MUSIC

(Mullett, 2021)

Rhythm & Beat

WHICH IS WHICH?



DRIP DROP DRIP DROP
PIT-TER PAT-TER PIT-TER PAT-TER
★ ★ ★ ★ ★ ★ ★ ★

DRIP DROP DRIP DROP
LIS-TEN TO THE RAIN
★ ★ ★ ★ ★

DRIP DROP DRIP DROP
PIT-TER PAT-TER PIT-TER PAT-TER
★ ★ ★ ★ ★ ★ ★ ★

DRIP DROP DRIP DROP
ON THE WIN-DOW PANE
★ ★ ★ ★ ★

DRIP DROP DRIP DROP
DROPPING, DROPPING, DROPPING, DROPPING,
★ ★ ★ ★ ★ ★ ★ ★

DRIP DROP DRIP DROP
DROPPING ON THE GROUND.
★ ★ ★ ★ ★

DRIP DROP DRIP DROP
DRIPPING, DRIPPING, DRIPPING, DRIPPING,
★ ★ ★ ★ ★ ★ ★ ★

DRIP DROP DRIP DROP
LISTEN TO THE SOUND!
★ ★ ★ ★ ★

CLAP WHEN
YOU SEE THE
RAINDROP
FOR THE
BEAT



CLAP WHEN
YOU SEE THE
STAR FOR
THE RHYTHM

LET'S PLAY MUSIC

(Mullett, 2021)

Assessment of Learning

I can clap a steady beat to music.

I can identify long and short sounds.

I can distinguish between beat and rhythm.

I can play a simple rhythm on a percussion instrument.

I can sing with a group.

I can hear fast and slow tempos.

I can find patterns in music.

I can hear high and low sounds.

I can play classroom instruments.

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