

Focus on Pedagogy

1. Opening game/warmup

Song: Gilly Good Morning (nonsense song)

Gilly Good Morning!



Composer unknown to me
(I learned this in an Early Childhood music course
at Hamlin University in 1990 listed as "Traditional")

Gil-ly gil-ly gil-ly good mor-ning Good mor-ning good mor-ning Gil-ly gil-ly gil-ly good
6 mor-ning good mor-ning to you! Hel-lo Jes-si-ca! Hel-lo tea-cher! Hel-lo Mar-wan
15 Hel-lo How are you? Hel-lo I-sa-be-la Hel-lo How
20 are you? Hel-lo ev-ry-bo-dy Hel-lo Mis-ter Har-ding!

Meaning: “Gilly gilly” has no meaning- just a sound

Activity:

A section: Reaction training- when I sing “Gilly gilly” raise and vibrate your hands. When I sing “Good morning” keep the steady beat on your legs or the table.

A section variation: Showing materials- when I sing “Gilly gilly” hold up the materials you will need for class (paper, flashlight, piece of string, etc.)

B section- Conversational singing in pitch patterns (I used sol-mi and sol-mi-la patterns) I sing “good morning, Farzan” Farzan sings back “good morning, James!”

“How are you this morning?” “very well, thank you” etc.

B section (Zoom variation)- I will sing “good morning Farzan” “good morning Sharzad” etc. and you will wave your hands to show that you can hear me.

B section Zoom variation 2- When I sing your name, you make up some movement with your hands and everyone follows your movement until I sing “Gilly, Gilly” again.

B section Zoom variation 3- when I sing your name, you move, and we improvise sound to accompany you (with our mics on mute)

B section Zoom variation 4- When I sing your name, you improvise vocally, and everyone moves, inspired individually by your sounds.

You've Changed!* -

* published in James Harding "From Wibbleton to Wobbleton" (Pentatonic Press, 2013)

You've changed!
You've changed!
You're somehow not the same
You're somewhat
Wiser
Older
Kinder
Bolder
Somehow rearranged

You've changed!

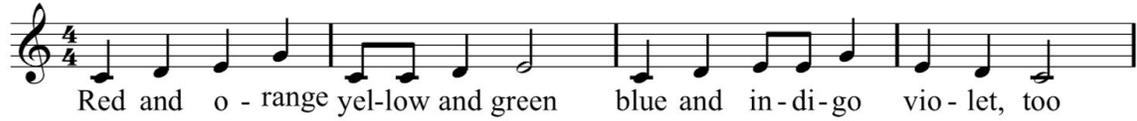
You've Changed

James Harding



Colors

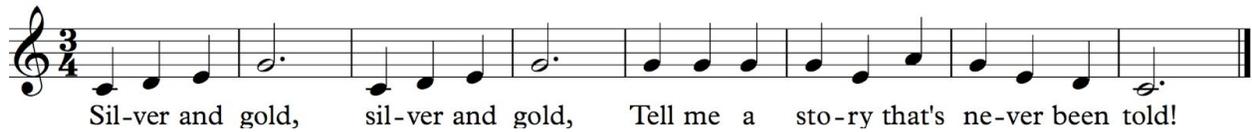
James Harding
(text from camp song "I can sing a rainbow")



Building blocks



James Harding



“The Day the Crayons Quit” by Drew Daywalt

“The Day the Crayons Came Home” by Drew Daywalt

Gregory Griggs and many activities around it can be found in “From Wibbleton to Wobbleton” (Pentatonic Press, 2013)

Which Came First?*

* published in James Harding "From Wibbleton to Wobbleton" (Pentatonic Press, 2013)

Which came first

The egg or the chicken?

Which came first

The chicken or the egg?

The chicken's in the yard

But the egg's in the kitchen

Which came first

The chicken or the egg?

WHICH CAME FIRST?

MUSIC AND LYRICS BY JAMES HARDING

The musical score is written on three staves in 4/4 time. The first staff contains the main melody with lyrics: "WHICH CAME FIRST, THE EGG OR THE CHI-CKEN? WHICH CAME FIRST, THE CHI-CKEN OR THE EGG? THE CHI-CKEN'S IN THE YARD BUT THE". The second staff continues the melody with lyrics: "EGG'S IN THE KI - TCHEN WHICH CAME FIRST, THE CHI - CKEN OR THE EGG?". The third staff is a rhythmic exercise with a "LEADER" part and a "GROUP ECHO" part. The leader part has lyrics: "EGG EGG CHI-CKEN EGG". The group echo part has lyrics: "EGG CHI-CKEN CHI-CKEN CHI-CKEN". The score ends with "ETC.".

Activities:

- clap on the word “chicken” and “pat” on the word egg.
- Variation 1- Can you find your own two gestures to perform as a variation? Watch other people’s variations...
- Variation 2- without the words, can you still find the accents (if I play the melody on the recorder?)
- Variation 3- can you make two different timbres, one for “Egg” and one for “chicken”?

B section- Rhythms with “egg” and “chicken”

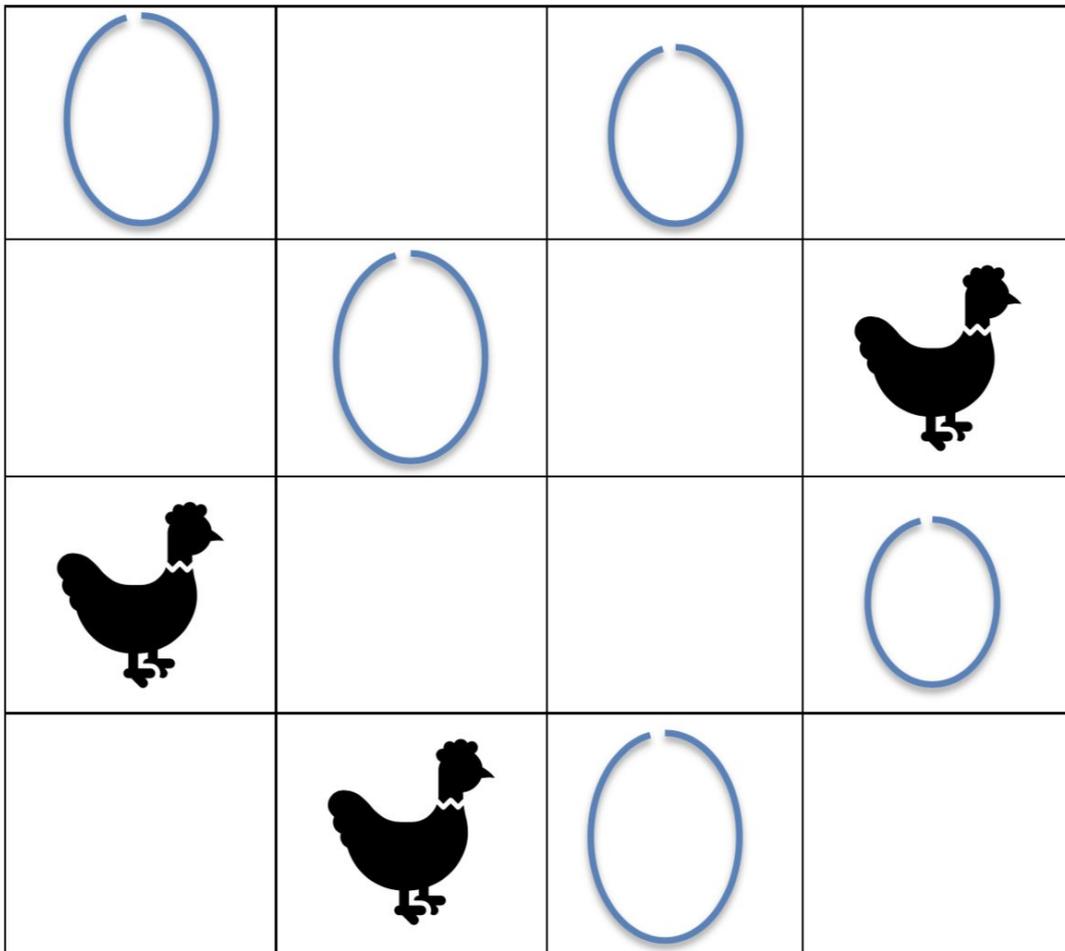
Play your favorite timbre and echo back

E.g. “egg egg chicken egg”

Extensions

Reading accents from grid (eggs in a 4X4 square egg carton*):

*my use of egg trays as an appealing, three-dimensional grid for musical work I owe to Oriol Ferre, a music educator in Barcelona, who has his own website (www.harmony-games.com)



Staccato and Legato: Qualities of movement

Decide if you are an egg or a chicken- eggs will move when the music is legato

Chickens will move when the music is staccato.

Flashlights and white paper- use the piece of paper to create a screen, and make your flashlight dance behind it.

Variation with recorded music: “Ballet of the Chickens in their Shells” by Modest Mussorgsky, from “Pictures at an Exhibition.” There are many versions of this great piece on YouTube. You can find a version animated by my 7th grade students in 2020 at this link:

<https://padlet.com/jharding26/pvmcqn3a7rcna4n7>



Forms to Awaken and Train the Imagination

(I didn't get to this activity, but [here's a link to a video](#) that I made about it)

AA- Echo

AB/B Echo variation

AB/A Echo variation

AB- Question/Answer

AB/AC Question/Answer variation

AB/BC Question/Answer variation

AB/CB Question/Answer variation

The rhythmic and melodic exercises in Volume I of Music for Children* give many examples of these forms

*Carl Orff- Gunild Keetman Music for Children Volume I (adapted by Margaret Murray) Schott: London. 1958

[VIDEO- PAINT THE PACIFIC OCEAN](#)

Please feel free to contact me with any questions at jharding@sfschool.org

Note: Please use any of these materials/ideas with your students- no need to ask permission.

If you would like to present these ideas or materials in a professional capacity (for instance, a paid workshop training teachers) please contact me to ask permission.

Thanks again!

Yours, James Harding