



Rehearse, Reuse, Recycle!

3rd-6th Grades

Lesson 3 Music: Arranging Folk Tunes

Suggested Grade: 5th (assuming prior recorder knowledge)

Objective

Using Grainger's "Molly on the Shore" and a familiar folk tune, students will "reuse" the melody and bass line of the song to create a musical arrangement of their own.

Suggested Materials

- Recording of "Molly on the Shore" (audio links can be found at bpo.org/education)
- Recorders and/or barred instruments

National Music Standards

- 1 – Singing, alone and with others, a varied repertoire of music
- 2 – Playing instruments, alone and with others, a varied repertoire of music
- 4 – Composing and arranging music within specified guidelines
- 6 – Listening to, analyzing and describing music
- 9 – Understanding music in relation to history and culture

Procedure

** Should be carried out over several lesson periods**

- 1) Listen to Grainger's "Molly on the Shore" – how does Grainger change the Irish folk tunes throughout the composition (different instrumentation, dynamics, etc.)?
- 2) Review singing a folk tune familiar to your students – this lesson can be done with many different folk tunes, but we will use "Skip to My Lou" as an example.
- 3) Sing the root melody (aka – bass line) until the students can perform it successfully. If your students are still becoming familiar with root melodies, it is best to begin with tunes that have only tonic and dominant chords. Students should sing the root melody on a neutral syllable or on Solfege pitches.

Example: Lou, Lou, Skip to my Lou

I ("Do")————

Lou, Lou, Skip to my Lou

V ("Sol")————

Lou, Lou, Skip to my Lou

I ("Do")————

Skip to my Lou, My Darling.

V ("Sol"), V ("Sol"), I ("Do")—

- 4) Once students are able to sing the root melody, ask them to sing it in their mind ("audiate"), and give a "thumbs up" when they have finished.

Procedure Continued

- 5) Divide into groups (teacher/students, group A/group B, etc.) and sing both parts concurrently so that students are able to hear the melody and bass line together.
- 6) Model playing "Skip to My Lou" on recorder. Students should learn to play melody by ear without notation being present. Allow time for practice.
- 7) Model playing "Skip to My Lou – root melody" on recorder or barred instruments. Allow time for practice.
- 8) Once students are able to perform all parts of the tune (singing melody and root melody, playing melody and root melody), guide the students in creating an arrangement of the folk song. Consider the techniques that Grainger used in his arrangement when creating your class piece.

Example: Group A – play root melody
Group B – sing melody
Group C – play melody

Arrangement

Group A begins – Group A + B – All groups quiet – All groups loud – Group A + C – End with Group A.
The arrangement possibilities are endless!

- 9) Perform the arrangement as a class ensemble. Ask students if they would like to change or re-arrange their song. Make adjustments and perform.

Assessment

Rate students on their singing and playing capabilities. Are they able to carry their part individually? As part of an ensemble?

"B" – Beginning: Student is in need of practice in all areas

"D" – Developing: Student is on the right path, but is still in need of practice

"S" – Secure: Student is able to successfully demonstrate the different facets of the lesson