

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**“Here Comes Uncle Jesse”**

**Children’s Song**

**LOC Link:** <https://www.loc.gov/item/lomaxbib000270/>

**Library of Congress (LOC) Teaching with Primary Sources**

**Copyright © 2018 Val Ellett. Used by permission.**

*Lesson by Val Ellett, Gilbert Park Elementary School, Portland, Oregon; Northwest Division representative, Council for General Music Education (2015–20), National Association for Music Education (NAfME)*

**Overview**

The lesson plan launching points are designed from the song “Here Comes Uncle Jesse” from the Library of Congress.

Throughout the lesson plan launching points, teachers are provided ideas from which they can design lessons and/or units based on the unique needs of their individual educational communities.

Teachers are encouraged to design lesson plans that facilitate the learning process.

**Prerequisite Skills**

For students to be successful in the various lesson launching points they will need knowledge of and experiences with the following:

- Maintain a steady beat
- Echo teacher-led rhythms
- Demonstrate difference between voice types: whisper, speak, sing, shout
- Accurately sing so-mi-la interval in a variety of songs
- Demonstrate singing posture
- Identify and use a variety of simple classroom percussion instr.

Note: These lesson plan launching points contain old recordings that have been digitized from the Library of Congress collections. It may be necessary to go over old recording technology with students before beginning the unit so they understand that the crackle and hissing sounds are not part of the music examples.

**Instructional Goals/Objectives**

**Launching Point 1**

- I can sing the song “Here Comes Uncle Jesse.”
- I can improvise a pentatonic scale with the song.

**Launching Point 2**

- I can select and play unpitched percussion instruments with a song.

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Launching Point 3**

- I can create and perform movements (or a game) for a song.

**National Core Arts Standards (2014)**

The responding artistic processes addressed in this unit are displayed below:

**Select:** *Choose music appropriate for a specific purpose or context*

**Enduring Understanding**

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question**

- How do individuals choose music to experience?

**Specific Performance Standards**

- *MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.*

**Analyze:** *Analyze how the structure and context of varied musical works inform the response.*

**Enduring Understanding**

- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**Essential Question**

- How does understanding the structure and context of music inform a response?

**Specific Performance Standards**

- *MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.*

**Interpret:** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*

**Enduring Understanding**

- Through their use of elements and structures of music, creators and provide clues to their expressive intent.

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Essential Question**

- How do we discern the musical creators' and performers' expressive intent?
- 

**Specific Performance Standard**

- *MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.*

**Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

**Enduring Understanding**

- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question**

- How do we judge the quality of musical work(s) and performance(s)?

**Specific Performance Standards**

- *MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.*

**Evaluate and Refine:** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*

**Enduring Understanding**

- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question**

- How do musicians improve the quality of their creative work?

**Specific Performance Standard**

- *MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.*

**Connecting:** Relate musical ideas and works with varied context to deepen understanding.

**Enduring Understanding**

- Understanding connections to varied contexts and daily life enhances creating, performing, and responding.

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Essential Question**

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Specific Performance Standard**

- *MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.*

**Assessments**

- Assessments are embedded throughout each launching point.

**Materials and LOC Resource Links**

- LOC link: <https://www.loc.gov/item/lomaxbib000270/>
- Uncle Jesse Classroom Percussion Score PDF
- “Here Comes Uncle Jesse,” Lyrics Page

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

## **Launching Point 1**

### **Objective**

- I can sing the song, “Here Comes Uncle Jesse”.
- I can improvise a pentatonic scale with the song.

### **Essential Questions**

- How do individuals choose music to experience?
- How do we discern the musical creators’/performers’ expressive intent?
- How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical works and performances?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

### **Specific Performance Standards**

- ***MU:Re7.2.1a*** *With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.*
- ***MU:Re7.1.1a*** *With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.*
- ***MU:Re8.1.1a*** *With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent.*
- ***MU:Re9.1.1a*** *With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.*

### **Procedure & Embedded Assessment**

1. Students listen to “Here Comes Uncle Jesse” song and learn to sing it. (See the Lyrics page below in this lesson.)
2. Have students identify the melodic contour and rhythmic elements of the song
3. Students learn rhythm of words (and/or steady beat) on body percussion, then transfer to mallet instruments on F or C pentatonic. (See the Percussion Score below in this lesson.)
4. Students use feedback to improve their performance.

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Teacher Talk**

- Students identify the melodic/rhythmic elements of the original song, in a way that you see fit.
- Students could use adapted lyrics from early childhood:

*Here comes Uncle Jesse  
Riding down the lane  
With his horse and buggy  
And he knows just what to say*

*He's hollering (child's name),  
Come on down (child's name),  
Come on down (child's name),  
Touch your head (child's name),  
Jump really high (child's name)  
Sit down (child's name)*

- Other elements you may incorporate (We recommend using student-friendly language):
  - RHYTHM: Beat, Pattern, Grouping
  - MELODY: Pitch, Scale, Interval
  - FORM: Motive, Phrase, Repetition, Contrast
  - EXPRESSION: Tempo, Dynamics, Articulate, Interpret
  - TIMBRE: Body, Voice, Percussion, Instruments
  - TEXTURE: Harmony, Accompaniment, Combinations

**Questions for kids:**

- Tell me about this song?
- What do you notice?
- Do you play singing games?
- Can you demonstrate one you know?
- What do you like/not like about this song? Why?
- What makes a song fun to sing?

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

## **Launching Point 2**

### **Objective**

- I can select and play unpitched percussion instruments with a song.

### **Essential Questions**

- How do individuals choose music to experience?
- How does understanding the structure and context of music inform a response?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

### **Specific Performance Standards**

- ***MU:Cr3.1.1a** With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.*
- 
- ***MU:Re7.1.1a** With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.*
- 
- ***MU:Re7.2.1a** With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.*
- 
- ***MU:Cn10.0.1a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.*
- 
- ***MU:Re9.1.1a** With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.*

### **Procedure & Embedded Assessment**

1. Students will discuss, select, and perform unpitched percussion instruments to play (i.e., with “Shake it, Shake it” section of lyrics).
2. Drum and Shaker instrument suggestion are in the classroom Percussion PDF.

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Teacher Talk**

- Use feedback and musical vocabulary to refine student's instrument playing.
- Below are some additional concepts and vocabulary that you might introduce in your own way through these launching points. We recommend teachers use student-friendly definitions.

RHYTHM: Beat, Pattern, Grouping

MELODY: Pitch, Scale, Interval

FORM: Motive, Phrase, Repetition, Contrast

EXPRESSION: Tempo, Dynamics, Articulate, Interpret

TIMBRE: Body, Voice, Percussion, Instruments

TEXTURE: Harmony, Accompaniment, Combinations



**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

## **Launching Point 3**

### **Objective**

- I can create and perform movements (or a game) for a song.

### **Essential Questions**

- How do individuals choose music to experience?
- How do we discern the musical creators'/performers' expressive intent?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

### **Specific Performance Standards**

- ***MU:Re8.1.1a** With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.*
- 
- ***MU:Re7.1.1a** With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.*
- 
- ***MU:Cn10.0.1a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.*

### **Procedure & Embedded Assessment**

With guidance, students will create movements that reflect some aspect of the song, the lyrics, the beat/rhythm, etc.

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Teacher Talk**

- Use feedback and musical vocabulary to refine student’s movements or game playing.
- Below are some additional concepts and vocabulary that you might introduce in your own way through these launching points. We recommend teachers use student-friendly definitions.
  - RHYTHM: Beat, Pattern, Grouping
  - MELODY: Pitch, Scale, Interval
  - FORM: Motive, Phrase, Repetition, Contrast
  - EXPRESSION: Tempo, Dynamics, Articulate, Interpret
  - TIMBRE: Body, Voice, Percussion, Instruments
  - TEXTURE: Harmony, Accompaniment, Combinations
- Variation/Movement Performance of song on YouTube: [https://youtu.be/tgG9d\\_GZNuM](https://youtu.be/tgG9d_GZNuM)
- Using all of the three launching points, the students should perform in a group that works best for their learning: Everyone sings the song, but they should also participate in a group—either the mallets, the percussion, or the movements/game, in a final informance/performance. Engagement goal is 100%.
- Students perform their mallet improvisations while singing to their teacher, another class, or each other
- With teacher’s writing help, their ideas for why they chose the instruments they did are displayed on a poster to educate others. Discussions in other classes.
- Students partner with a kindergarten class and teach them the movements (or game) they created.
- Always invite new ideas.

**CODA**

- The cool thing about “Uncle Jesse” is that you can hear the jazzy/bluesy interpretation sung by the children from the southern part of the United States. Some people might even imagine lots of giggling happening when singing/playing with this song, especially with the “Shake it, Shake!” part. The learning through play is essential to childhood development. This song is a great opportunity to bring in students’ own ideas of movements and even a folk dance that they create. It may also help spark some tie-ins with a music history discussion around the blues or jazz. Or maybe just discuss: “Who in the world was Uncle Jesse? What’s *his* story?” Invent, draw, color, dress up as “Uncle Jesse.”

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**“Here Comes Uncle Jesse”**  
**Lyrics**

Here comes Uncle Jesse  
A-riding through the field  
And with his horse and buggy  
And booties on his heels.

Oh, come on Jesse (shake it, shake);  
Oh Come on Jesse (shake it, shake).

If you want a fellow  
I'll tell you what to do  
Just get some salt and pepper  
And put it in your shoe.

Oh, come on Jesse (shake it, shake);  
Oh, come on Jesse (shake it, shake).

<https://www.loc.gov/item/lomaxbib000270/>

- Library of Congress, 1939 Audio recording

Early Childhood Ed, alternate version of the lyrics.

Here comes Uncle Jesse  
Riding down the lane  
With his horse and buggy  
And he knows just what to say.

He's hollering (child's name),  
Come on down (child's name),  
Come on down (child's name),  
Touch your head (child's name).  
Jump really high (child's name).  
Sit down (child's name).

[https://youtu.be/tgG9d\\_GZNuM](https://youtu.be/tgG9d_GZNuM)

- YouTube of student newer variation/movement performance

# Here Comes Uncle Jesse

Classroom percussion launching points by  
Val Ellett, NW Rep NAFME NCGME

Mallets

Mallets could improvise on an F pentatonic, with rhythm of lyrics

Drum

Voice

Here comes Unc - le Jes - se a rid - ing through the field and with his horse and bug - gy and boot - ies on his heels. oh c' mon

Shakers

The musical score is written in 4/4 time. The Mallets part consists of four measures of rests, followed by a final measure with a quarter note G4 and a quarter note A4. The Drum part consists of four measures of quarter notes: G4, A4, B4, C5 in the first measure; D5, E5, F5, G5 in the second; A5, B5, C6, D6 in the third; and E6, F6, G6, A6 in the fourth. The Voice part consists of four measures of eighth notes: G4, A4, B4, C5 in the first; D5, E5, F5, G5 in the second; A5, B5, C6, D6 in the third; and E6, F6, G6, A6 in the fourth. The Shakers part consists of four measures of rests.

## Verse 2

If you want a fell'a  
I'll tell ya what to do  
Just get some salt and pepper  
and put it in your shoe...


..... oh c'mon Jesse (Shake it, Shake!)

.....oh c'mon Jesse (Shake it, Shake!)

# Here Comes Uncle Jesse


5

Mal.

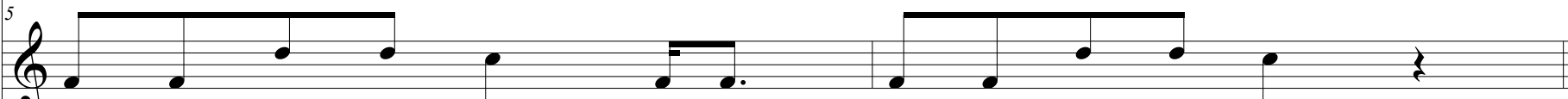


5

S.Dr.



5



Jes - se (Shake it Shake!) C' mon Jes - se (Shake it Shake!)

5

Sh.

