A group of people with text

AI-generated content may be incorrect.

**Music In Our Schools Month Lesson for 3rd Grade**

**Curriculum Design: Using the Same Repertoire for Many Purposes**

***Ding Dong Diggi Diggi Dong* (60 minutes)**

Submitted by Molly Park, Eastern Division Representative of NAfME General Music Council

Objectives:

Vocal Development:

* Students will explore their head voice through a vocal exploration activity with a ribbon wand.

Melody:

* Students will sing, decode, and read solfège notations *do, re, mi, so, la,* and *high do* on the staff.
* Students will identify letter names on the staff and perform them on pitched percussion instruments.
* Students will improvise an ostinato pattern on pitched percussion instruments using *do, re, mi, so, la,* and *high do* (C, D, E, G, A, and C’).

Rhythm:

* Students will perform, read, write, and compose four-sixteenth notes.

Part Work & Harmony:

* Students will sing in a round.

Form:

* Students will identify a *question-and-answer* phrasal form.

Expression:

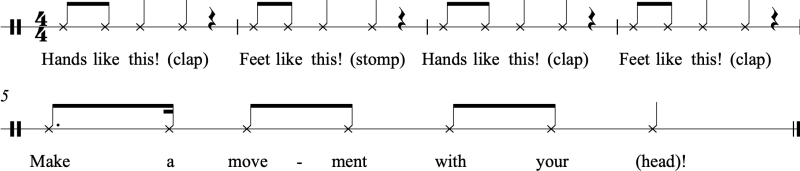
* Students will sing and play the *question-and-answer* phrasal form using a *forte* and *piano*.

|  |
| --- |
| **Materials, Equipment, Books** |
| * A Ribbon Wand * Multiple Sets of Popsicle Sticks * A slide of Extended Do Pentatonic Tone Chart * Pitched Percussion Instruments (i.e., Xylophones, Metallophones, Glockenspiels, etc.) * Optional: Unpitched Percussion Instruments |

|  |
| --- |
| **Repertoire** |
| * *Hands Like This* * *Ding Dong Diggi Diggi Dong* |

|  |
| --- |
| **Lesson Procedure** |
| *\*Below is an example of how a song can be used in the music classroom for various purposes. The activities below can be modified and adjusted as needed.*  ***Hands Like This (Movement Warm-Up)***   1. Students (S) stand in their own space while the teacher (T) holds the drum. 2. In the first phrase, S clap their hands and stomp their feet to a chant. In the second phrase, either the T or S selects a body part to move. As they improvise different motions with self-awareness, the T plays the second phrase on the drum several times as an ostinato. The chant is repeated while moving the selected body parts.   ***Ribbon Wand* (*Vocal Warm-Up & Hello*)**   1. S return to their seats as they echo T's demonstration of vocal exploration sounds using ribbon wands and their head voices. 2. Several volunteers take turns leading engaging vocal warm-ups with the ribbon wands while the class echoes their prompts. 3. T greets the class by singing, “Hello, 3rd graders,” using the pitch sequence do', so, mi, do. The S joyfully respond by singing, “Hello, (T's name).”   ***Ding Dong Diggi Diggi Dong******(Mystery Rhythm & Game)***   1. T shows a mystery rhythm on the slide of “Ding Dong Diggi Diggi Dong.” 2. S read the rhythm together and guess the song they have sung before. S then play the game.   One S is chosen to be the “mouse.” While the “mouse” closes their eyes, another S is selected to be the “cat.” When the song begins, the “mouse” walks around the circle. At the end of the song, the “cat” gets up and chases the “mouse” by skipping or galloping in one direction only. The goal of the “mouse” is to escape and reach the spot where the “cat” was sitting. If the “mouse” is caught, they must go to the center of the circle, known as the “mouse trap,” for one round. After that, the “cat” becomes the next “mouse,” and the game repeats. Once S are comfortable singing the song, they can split into 2-4 groups and sing it in rounds.  ***Popsicle Sticks Manipulatives (Rhythm Dictation & Composition)***   1. S pair up and spread out in the room. Using popsicle stick manipulatives, they dictate the rhythm of the song “Ding Dong Diggi Diggi Dong.” 2. After checking with T, they create new rhythms using a quarter note (1 stick), two eighth notes (2 sticks), and four sixteenth notes (4 sticks). 3. After practicing their compositions, S share them with other groups.   ***High Do Tone Chart***   1. S clean up and gather in a standing circle. During this transition, they decode and sing the solfege of “Ding Dong Diggi Diggi Dong,” using the solfege syllables along with Curwen hand signs.    * + S are expected to have learned the pentatonic scale and identified high do as being an octave (eight steps) higher than low do in their previous classes.      + As an extension, S can recognize the phrasal form of question and answer (A A’) and perform the song using different dynamics, such as forte and piano. 2. T sings tonal patterns using do, re, mi, so, la, and high do, and S echo using the solfege syllables and Curwen hand signs. 3. Afterward, S return to their seats. T presents a tone chart on the board, and S identify steps and skips by singing the interval between two notes. S may sing “Ding Dong Diggi Diggi Dong” again, this time visualizing the notes on the staff.   *A treble clef with colorful dots  AI-generated content may be incorrect.*  ***Ostinato on Pitched Percussions***   1. S identify the tone chart corresponding to the letter names (C, D, E, G, A, and C') and sing “Ding Dong Diggi Diggi Dong” using these letter names. 2. Using pitched percussion instruments, S can have some time to figure out the melody. After performing the melody, they use the remaining time to improvise and create their own 4-beat ostinato pattern using the notes C, D, E, G, A, and C'. 3. Once each S creates their ostinato pattern, the class puts everything together and performs. (i.e., Each row takes turns playing their ostinato while the rest of the class sings the melody.)    * As an extension, unpitched percussion instruments can be added to introduce different timbres. 4. Finally, the class evaluates, reflects on, and refines their performances. |

**Hands Like This**



\*In 5th Grade, I usually bring back this song again for I, IV, and V chords.