

4-BEAT PATTERNS TO 12-BAR FUN!



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TEMPO, BEAT, AND 4-BEAT RHYTHM PATTERNS

1. Divide the children into a “BEAT” group and a “RHYTHM” group to interact with the story.
2. Each student in the BEAT group given two rhythm sticks;
Each student in the RHYTHM group given a shaker.
3. Practice their part before beginning the following story.
4. **FREDDIE THE FROG AND THE MYSTERIOUS WAHOOOOOO** Book/CD
by Sharon Burch/illustrator, Error! Contact not defined.
5. After the story, extend the lesson by keeping the BEAT.
 - PLAY JAM TRACKS or direct a beat.
 - PRACTICE the beat with each track.
6. CREATE a new four-count rhythm pattern using the MAGNETIC RHYTHM SET
7. PRACTICE your new RHYTHM.
8. PLAY JAM TRACKS
9. PRACTICE your new rhythm with each track.
10. Divide the kids into Elis (keep the beat) and Freddie's (play and chant the rhythm pattern) together.
11. Challenge by adding bobaloo baboons (dance the beat using feet on ti-tis; hands on tas), orangutan-tangs (play hand drums).
12. Teacher is leader Purple Tempo Trunk announcing Andante, Allegro, Largo, Presto.

4-BEAT PATTERNS TO 12-BAR CHORD PROGRESSION

Rhythm Pattern Review

1. Students sit in a circle on the floor with a rhythm instrument, set of craft sticks, and one pipe cleaner each to create rhythm patterns. Use pipe cleaners to create bar lines.
2. Connect rhythm patterns with bar lines to create rhythm pieces.
3. Each student chant and tap their rhythm pattern to the beat in sequential order.
4. Play a jam track. Chant and tap rhythm patterns again.
5. Play a faster jam track. Chant and tap rhythm patterns again.
6. Replace patting and tapping with instruments.

Creating a Rhythm Piece

7. De-code and memorize the 12-Bar Chord Progression Pattern.
8. Teach through discovery how to decipher what letter names are played for I, IV, and V.
9. Guide/facilitate a 12-bar pattern in the center of the circle using three of the students' rhythm patterns.
10. Chant and tap the new 12-bar pattern as a group.

Creating the 12-bar chord progression

11. Assign three or more students to play the bass line of chord roots using bass bars, boomwhackers or other low-pitched instrument for a 12-bar bass line.
 - 12-bar chord progression:

I I I I
IV IV I I
V IV I I or (V to repeat)

The 12-bar chord progression in the key of E:

E E E E
A A E E
B A E E or (B to repeat)

Create a bass ostinato.

Analyze and discuss. Did that sound more like a song? (Help kids discover the pattern and how it creates the sound of a piece of music. Repeating phrases, sequences, etc.)

Creating Melody

1. **Using E, G, A, B, D bars, improvise** a simple melody on the bells or other pitched instrument.
 - Step 1: Assign an “E” player, “B” player, and “A” player to play the rhythm pattern on the matching measure.
 - Step 2: Assign each player two letters to create a new melody for their measures with the existing rhythm pattern.
 - Step 3: Assign each player three letters to create a new melody for their measures with the existing rhythm pattern.
 - Step 4: Assign each player to recreate the rhythm and melody of their measure using the assigned notes.

Introductory Call and Response/Improvisation

- Step 1: Improvise new four-count rhythm patterns/call and response using the root note.
- Step 2: Improvise new four-count rhythm patterns/call and response using two assigned notes (root and third)
- Step 3: Improvise new four-count rhythm patterns/call and response using three assigned notes.
- Continue until ready to improvise a new call and response using the five notes E, G, A, B, D
- Improvise without call and response.

Rotate students to new parts

Introduction to Syncopation

Beat vs. Syncopation (Nat'l. St.: 5c)

1. Ask students to say “**syn-co-pate and clap.**”
2. Add actions on the two words (side hop to the rhythm of “syncopate”; clap “and clap”).
3. Now, replace “syn-co-pate and clap” with “pine-ap-ple, pecans.”
4. Tell the students we are going to add some “Hambone” to your pineapple and pecans.
5. Play “Hambone” from *Down in the Valley* CD (New England Dancing Masters Productions, 2000).
6. Do the syncopation during the response.
7. Add stepping the beat during the leader’s part (call); step the syncopation during the response.
8. Label “beat” and “syncopation” so the students know the difference.
9. Can change the chant to “syn-co-pate, and clap.”

WANT TO JOIN THE TEACHER TEST TEAM?

Music Teachers know better than anyone what works and what does not work in a classroom. Music teachers are also extremely creative with wonderful ideas. Thus, I would love to have your input on the Freddie the Frog® Teacher Test Team. **What is the Freddie the Frog® Teacher Test Team?**

* a group of creative music teachers that test out new products and ideas and give feedback for the betterment of creating great Freddie the Frog resources and services for yourself, the music teacher and, most importantly, the kids we teach.

* **SHORT SURVEYS or ONE-QUESTION POLLS**

* **EMAIL PRIVACY** (I will not give your email to anyone.)

- **You may request removal from the test team and/or email list at any time**, or simply participate only when convenient for you.

Even if you choose not to join, I welcome any additional thoughts that you might have regarding Freddie the Frog® Book/CDs and ancillary products, designed to engage, captivate and teach kids basic music concepts.

Would you be willing? If yes, please answer the fill out the following form and I will add you to the team!

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_____ **YES**, I would like to join the Freddie the Frog® Teacher Test Team!

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Was this session beneficial to you? YES NO

Why, or why not? _____

Comment? Question? _____

Thanks for joining! Your input and insight is greatly valued!

Sharon and Freddie the Frog®