

Listening FIRST!



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Inner Hearing Audiation



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Inner Hearing (Audiation)



Activities to encourage audiation

Antiphonal, chain phrase singing, & internalizing phrases

The Wolf Was Hungry

Substitution game
Ala Jos Wuytack

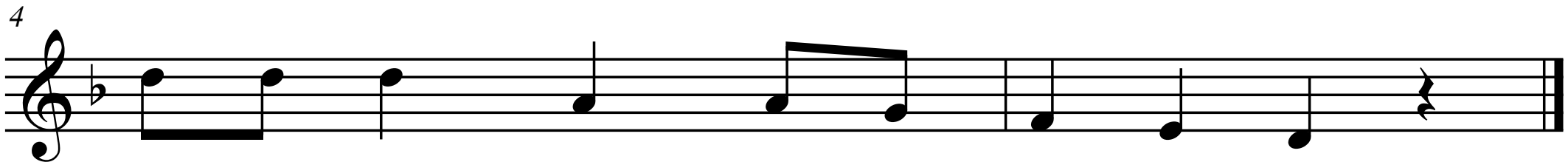
D min

Richard McKee, ASCAP



The wolf was hung ry, the rab-bit was scared, the

A min D min



pos - sum played dead, and the cat just stared.

Motions

The wolf: Hands beside face like claws.

Was hungry: Rub tummy

The rabbit: Hands on side of head like bunny ears

Was scared: Hands on cheeks with mouth open, like "The Scream"

The possum: Fist at nose with index finger pointing out, like a nose.

Played dead: Tilt head to the side, eyes closed, tongue hanging out.

The cat: Pull on whiskers

Just stared: Make binoculars with hands.

Substitution game & Process for teaching song

Ala Jos Wuytack

**Sing once for students, have them name the animals*

**Sing again, have them name what the animals did in the song.*

**Sing again with directed listening. (Find the highest note, where does the music go lower?)*

**Sing the song and have students fill in blanks. (phrase by phrase or you sing animals, and students sing what the animals did.)*

**Sing entire song.*

**Teach motions one at a time and add on as you go.*

**Sing song with the motions.*

**Teach game, singing song with no motions. On each repeat of the song adding another motion substitution (thinking the melody) until the song is all motions (no singing).*

**Last time sing with motions.*

Cobbler, cobbler, mend my shoe. (point to shoe XXXX)

Get it done by half past two. (point to watch XXXX)

Stitch it up, stitch it down. (stitch up two, stitch down two)

Then I'll give you half a crown. (tap palm four times XXXX)



Process for *Cobbler, Cobbler*

1. Say entire chant. Repeat while students pat the beat.
2. Students echo one line at a time with motions. Then echo two lines at a time.
3. Teacher chants entire poem with motions. Students echo entire poem.
4. Teacher chants poem leaving out words for students to fill-in-the-blank.
5. Teacher says poem clapping only on rhyming words. Ask students which words had claps. Students perform by clapping only on rhyming words.
6. Students step to the beat saying chant. Repeat clapping AND saying the chant. Distribute drums to half the class. Other half of the class will drum the melodic rhythm, while the other half steps to the melodic rhythm.
7. Divide class into four sections. Each section performs a line in sequence.
8. Perform in canon. Students plan other ideas for performance.

Drum readiness Activity:

What's your name? What's for dinner?

Chain Singing
Find The Word Game
Scale Game




*Listening
for
Analysis
&
Assessment*



Sing Freedom's Song

Richard E. McKee

I (II) II (III) III (IV) IV



Sing free-dom's song from ev'-ry moun-tain, from ev'-ry val-ley, sing free-dom's song!

Autumn Leaves

Richard E. McKee

$\bullet = 94$

I II

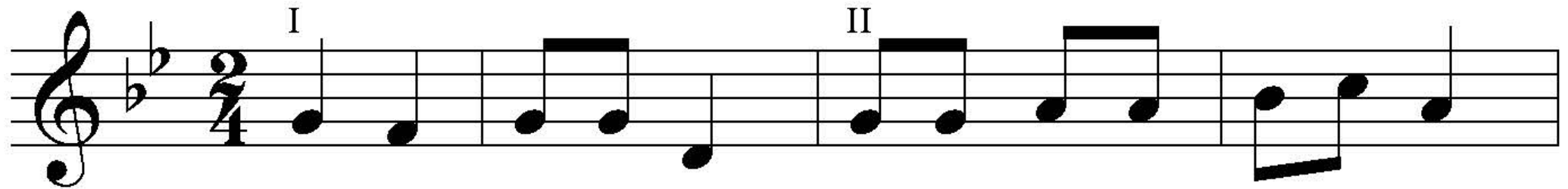
Au - tumn leaves on the ground, wind is blow - ing all a - round,

3 III IV

red yel - low o - range brown, all o - ver town.

Peace Round

Traditional



What a good-ly thing, if the child-ren of the world



could live to - geth - er in _____ peace.

Sine Musica

Shirley McRae

I II III IV

Si ne mu si ca_ Nul la vi ta. Nul la vi ta si ne mu si ca.

At A Time Like This

Traditional, arr. by A. McKee

Happily

G (Clap)

At a time like this, at a time like this, at a

4

C D7

time like this, Oh! I need to watch the con-duc - tor!



Questions?

Send us an email!

We'd be happy to help.

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