

Apple Tree

RHYTHM



MELODY

so • mi
la • do

Page 1 of 2

PATHWAY TO *Literacy*: Reading and *so, mi, la, do*

- Read rhythm using rhythm syllables.
- Sing melody using solfa with hand signs.
- Add text. Sing entire song while reading notation.

Apple Tree

Traditional

arr. Sams

Ap - ple tree, ap - ple tree. All the ap - ples fell on me.
(Pick up all the ap - ples. Pick up all the ap - ples.)
I won't cry, I won't pout, if an ap - ple knocks me out.
Pick up all the ap - ples. Pick up all the ap - ples.)

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PATHWAY TO *Play*: Creating rhythmic ostinati through movement and speech

- Explore movement possibilities themed around harvesting apples and/or cooking with apples. Use the woodblock **ostinato** as an example:

Pick up all the ap - ples.

- Students mime picking up apples, rhythmically speaking the **ostinato**.
- Explore new ways to pick apples. "What other ways can the students find to get the apples from the tree?" (shake the tree, use a picker, climb the ladder up the tree, etc.)
- Once the apples are gathered, what can students make with the apples?
- Put students into groups of 2-3.
 - Each group creates an 8-beat speech-and-movement phrase. Students mime the activities that match their word choice. (Example: *roll the dough, chop up apples, mix in spices, bake 'til done*)

This lesson is from
**Purposeful Pathways: Possibilities
for the Elementary Music Classroom,**
Book One – by Roger Sams and
Beth Ann Hepburn

To purchase **Purposeful Pathways**
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so • mi
la • do

Apple Tree, *Continued*

Page 2 of 2

- Share ideas with the class. (These ideas will be used later in the lesson for literacy and ensemble work)

PATHWAY TO *Literacy*: Notating rhythms of movement *ostinati*

- Review the speech/movement *ostinati* students created.
- Each group notates their *ostinato* and practices with syllables.

EXAMPLE:

Chip-chop, chip-chop all the ap-ples. Roll the dough nice and flat.

PATHWAY TO *Partwork*: Singing with movement/speech *ostinati*

- Students transfer their speech and movement *ostinato* to **UTP**. Students can vary the timbre by selecting **word cues** for certain instrument sounds.
- Each group performs their *ostinato*, while the remainder of the class sings the song.

PATHWAY TO *Ensemble*: Broken bordun with **UTP** *ostinati*

- Prepare **broken bordun** with patting (alternating hands). Transfer patting to **BX/BM**.
- Combine singing and **broken bordun**.
- Add a group's *ostinato* on **UTP** to add to the texture.

PATHWAY TO *Composition*: Rhythmic building blocks to pitch

 Brae - burn	 Gran-ny Smith	 Red De-licious
 Crab Ap-ple	 Ga-la	 York

- Students choose two building blocks and create a 4-beat rhythmic motive.
- Practice speaking and clapping the pattern four times.
- Transfer to pitched percussion using *so*, *mi* and *la*.
- If students are successful with *so*, *la*, *mi*, consider adding *do*.
- Practice repeating the pattern four times on instruments.
- Use the student-created *ostinati* as interludes to the A Section.
- Create final form with combining as many of the pathways as you wish.

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