



so • mi • do

Pease Porridge Hot

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PATHWAY TO *Rhythm*: Kinesthetic experience preparing

- Students travel to the steady beat (♩) established by the teacher.
- Change to subdivision (♪).
- Alternate between the beat and subdivision.
- Return to the steady beat, alternating with rests, students travel to the beat, and freeze on the rests. Example:



- Reverse the game and turn it into an **interrupted canon**. Students echo the teacher's pattern in their feet. They freeze when the teacher plays the pattern and then echo the rhythm with their movement.
- Introduce the rhythms from the song: teacher plays, students step the patterns.



- Return to the steady beat for a while, then add a new pattern.



- Return to the steady beat for a while, then add a new pattern.



- Sing by phrases, have students echo sing and move the patterns.

PATHWAY TO *Literacy*: Practice and so, mi, do

- Read rhythm from stick notation using syllable system of your choice.
- Learn melody and text. (No melodic literacy work at this point in time)

Teacher Talk: Working in diverse ways

We chose not to read the melody at this point in time. While having familiar learning structures and processes is important, it is also helpful to work with the students in diverse ways. In this lesson we are choosing to learn the melody and text by rote, saving our melodic work for later, when the students notate the melody.

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**
 from *Music Is Elementary* visit
www.MusicIsElementary.com



Pease Porridge Hot, *Continued*

Pease Porridge Hot

Traditional

Melody and arr. by Sams

Pease por - ridge hot. Pease por - ridge cold.
Some like it hot. Some like it cold.

Pease por - ridge in the pot nine days old.
Some like it in the pot nine days old.

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PATHWAY TO *Ensemble*: Body percussion transferred to percussion instruments

- Students sing song. Teacher performs **BP** representing **color parts**.
 - **GL** = *clap*
 - **SX/AX** = *pat*
 - Hand drum = *stomp*
- Students determine when the color parts occur and notate the rhythms.
- Students perform **BP** while singing.
- Transfer to **pentatonic tone clusters** and hand drum.
- Pat steady beat while singing. Transfer to **chord bordun** on **BX/BM**.
- Put all parts together.

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Pease Porridge Hot, *Continued*

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PATHWAY TO *Literacy*: Locate and label *do*

- Sing song together.
- Students review rhythm of song.
- Students notate melody in solfa. In the process they find the recently learned new low note and label as *do*.
- After notating song, review barred instrument parts learned in previous lesson and play for enjoyment.

PATHWAY TO *Improvisation*: 4-beat rhythm patterns




How do you like your por-ridge? How do you like your por- ridge?

- Teacher performs B Section, counting “1, 2, 3, 4” in the measures of rest. Students listen, but do not join in.

Teacher Talk: **Active listening**

It is important to cultivate the skill of active listening in your classroom. Listening requires students to restrain from participating, but offers the reward of being able to take in much more information. Critical listening increases the accuracy of their performance. You can foster this skill by asking students questions such as “How many times did my pattern repeat?” or “Were there any changes or was it the same every time?”

- Students join teacher with counting “1, 2, 3, 4” during the measures of rest.
- Teacher models rhythmic improvisation (clapping) during the open measures using .
- Students improvise.
- Transfer to **UTP**.
- Use as an assessment tool. Perform a **Grand Rondo** (repeat many times) so that each student has a turn to improvise for four beats alone. You are with your grade book, doing a quick assessment.

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