Simple Simon



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PATHWAY TO *Improvisation*: Rhythmic building blocks containing

- Students move as they pretend to "travel to the fair", matching the tempo of a drum or temple blocks.
- When the instrument stops, they freeze. Repeat several times, establishing the steady beat and stopping on the rest.
- Teacher speaks text of the poem while the students move to the steady beat.
- When they freeze at the end, ask what type of pie Simon may see at the pieman's stand.
- Continue process, clapping and speaking different types of pies, to prepare later composition activity.

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

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RHYTHM

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To purchase **Purposeful Pathways** from *Music Is Elementary* visit **www.MusicIsElementary.com**

Simple Simon, Continued

PATHWAY TO Ensemble: Rhyming word cue and ostinato

- Teach text, clapping rhythm of words with speech.
- Add a snap after each rhyming word, preparing the triangle part.
- Practice those two parts together, half the class snapping and half the class clapping.
- Teach ostinato by rote.

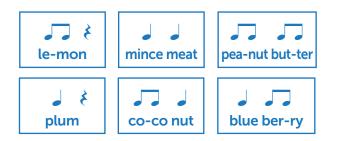


- Teacher speaks the rhyme while the class speaks the ostinato.
- Half the class on the rhyme, half on the ostinato.
- Repeat the two-part practice, with the teacher adding the snaps on the rest.
- Divide the class into three parts, prepare with **BP** (triangle part = snapping, poem = clapping, ostinato = patting,) and transfer to instruments. You may choose to speak the poem with two instrumental parts or consider playing the rhythm of the poem on wood block for a three-part percussion piece.

PATHWAY TO **Composition:** 8-beat rhythms with rhythmic building blocks



• Compose an 8-beat rhythmic **ostinato** by selecting a rhythmic building block for each pie. Use as a sight-reading activity, changing the **ostinato** several times.



- Students create their own ostinato with the rhythmic building block cards in small groups.
- Transfer student **ostinati** to **UTP**. Choose a contrasting timbre instrument for the poem.
- Use student composed ostinati to accompany poem.

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