

# Fun with Classical Music

June: Lessons 1 - 2







# PAL+ EARLY LEARNING ARTS COMPONENTS MUSIC - LESSON 1

# **Fun with Classical Music**

# LESSON ONE



### **MATERIALS NEEDED:**

Classical Music Selection: Tritsch Tratsch Polka - Johann Strauss

Source: Fun with Composers Volume I (PreK - Gr.3)

**Audio:** PAL Audio files of: Section of *Tritsch Tratsch Polka* – with lyrics and orchestral.

**Recommended Children's Book:** Falconer, I., (2001). *Olivia Saves the Circus* Athenium Books for Young Reads (Simon & Schuster Children's Publishing Division)

**Visuals:** Form: , Snap and Yay! icons (located in the "Gift for You" on the Fun with Composers website)

Tightropes: Pre-tape 5-6 long pieces (6-8 feet) of bright coloured yarn across the room arm's length apart. Place a taped "X" on each end to secure. Snap & Yay! prompts (optional).

To ensure success, it is recommended that teachers review the online video lessons/final outcomes which are available in the PAL+ "Gift for You" on the **Fun with Composers** website.

**FOCUS** 

LESSON 1 - ACTIVITY 1: Discuss what a circus is.

LESSON 1 - ACTIVITY 2: Share the story "Kai and the Very Grumpy Ringmaster."

LESSON 1 – ACTIVITY 3: Sing and move through Section 🛕 of *Tritsch Tratsch Polka*.

TEACHING PROCESS

LESSON 1 - ACTIVITY 1: Discuss what a circus is.

- 1. Invite student response regarding the sights and sound of the circus. Have they ever been to a circus? What happened? What did they see?
- 2. Show students the cover of *Olivia Saves the Circus* by Ian Falconer.

### SUGGESTED TEACHER NARRATIVE:

Take a look at the front cover of this book. What do you notice? Do you know who that is? What is she doing and what is she wearing?





### **SUGGESTED TEACHER NARRATIVE: continued**

This is Olivia! A pig that is a ringmaster. See her in her top hat standing right in the spotlight? Ringmaster Olivia runs the circus!



**LESSON 1 – ACTIVITY 2:** Share the story "Kai and the Very Grumpy Ringmaster."

Note: \*Kai has been used instead of the original "Johnny" (in the Teacher's Guide) to provide a more inclusive curriculum for the students.

- 1. Read the story of "*Kai and the Very Grumpy Ringmaster*". Dramatize the story by assuming the role of both the grumpy Ringmaster and Kai the tightrope walker. (A read through of the following Teacher Narrative is recommended prior to sharing the story).
- 2. Before reading the story: Invite students to snap their invisible whips in the air in a haughty manner at each 'SNAP' that they hear in the story. Using the visual to cue the snap is also helpful.
- 3. Have students practice a "YAY!" and cheer. Cue the bold points in the story by placing your hand around your ear as if leaning over to listen or show sign.

**SUGGESTED TEACHER NARRATIVE:** Many years ago, there was a very grumpy, ringmaster who only ever thought of himself. He was selfish! He always wanted to be the STAR of the show!

During every circus act, the very grumpy ringmaster would **snap** his whip in the air as he thought this would show everyone that he was the most powerful and the best.

One day the circus needed to hire a new tightrope walker for their show. A young boy named Kai decided to try out for the job. Kai was only 5 years old! Imagine that!

Kai had never walked on a tightrope before but thought this would be a fun job!

The very grumpy ringmaster thought Kai would be the perfect choice for the tightrope walker as he didn't think Kai would ever be able to walk across the rope. And if he fell into the net when trying? Then the ringmaster would still be the star of the show!

The ringmaster didn't realize that Kai was a very hard worker and wanted to do his very best! Kai knew he could do anything if he worked hard enough! Good things happen when you work hard!

4. Demonstrate walking across a tightrope and falling, dusting yourself off and trying again. Mime putting on helmets, knee pads and protective gear.





### SUGGESTED TEACHER NARRATIVE:

Kai decided to practice! His dad built him a tightrope in his house. One that started very low to the ground (point low to the ground). The first time he tried to walk across he fell right away. Kai dusted himself off and kept on trying. He discovered that looking straight ahead and not at the ground really helped!

After many falls, Kai finally made it ALL the way across the low tightrope. YAY!

### SUGGESTED TEACHER NARRATIVE: continued.

What do you think Kai did next? Yes! Kai asked his dad to move his rope to knee level! (Point to knee level). He put cushions under the rope and practiced from morning till night!

When he finally made it across his dad raised it to his waist (point to waist) and then finally as high as his neck (point to neck)! That is VERY high! He had to wear a helmet, elbow and knee guards and put LOTS of cushions under the tightrope.

After a few days of working hard he finally made it across! **YAY!** He did it!! He knew he could do it!! Just in time for the big circus show!

The next day the very grumpy ringmaster met Kai at the circus tent. Kai was very nervous! Would your heart be beating fast too? The ringmaster opened the curtain door and Kai could hear the crowd **cheer!** Kai looked around and couldn't see his tightrope. Where could it be?

Then he saw something 500 feet wayyyyy up high in the air! (Point up high.) OH NO! The ringmaster tricked him! He started to shake...he couldn't possibly walk on a tightrope that high! Kai decided he would give it a try...even though he was very scared! Kai climbed up, up, up the ladder to get to the tiny little perch by the tightrope. His heart was beating very fast! He took his first step onto the rope, and he felt a bit wobbly ...to make himself feel better Kai decided to imagine he was just practicing in his home. He looked straight ahead and started to walk!

### The crowd started **cheering**!

The ringmaster did NOT like the crowd cheering for Kai! He became very jealous! He was green with envy and even had smoke coming out of his ears!!

5. Snap imaginary whip twice in the air saying "Snap, Snap" aloud (Teachers may refer to the visuals as an option).

**SUGGESTED TEACHER NARRATIVE:** The very grumpy ringmaster decided to try and scare Kai off his rope. He snapped his whip—not once, but twice.

6. Teacher demonstrates pretending to be a very scared Kai saying "Ah, ah, ah, ah!". Ask students to demonstrate what a scared tightrope walker crying out, "Ah, ah, ah, ah!" might look like.





**SUGGESTED TEACHER NARRATIVE:** Well, with two loud cracks like that, Kai got scared and cried out, "AH, AH, AH," as he stumbled around on his rope!

The ringmaster continued to crack his whip, but Kai did NOT fall down!

7. Prepare the following section by demonstrating the "leap, leap, cha, cha, cha!" Show students how this is done: jump with one foot forward, one foot back on the first leap then switch on the second leap. And three quick switches on "cha, cha, cha,".

**SUGGESTED TEACHER NARRATIVE:** Kai couldn't believe that the ringmaster would do such a thing! That is NOT very nice! Kai decided to show him! Sticking his bottom out and waving his finger in the air, he looked the ringmaster in the eye and sang,

"CAN'T CATCH ME MIS-TER RING- MAS-TER, LEG UP HIGH, LEG UP HIGH; CAN'T CATCH ME MIS- TER RING-MAS-TER, LEAP, LEAP, CHA, CHA, CHA."

This made the ringmaster so angry that he bent down and did something not very nice! He wiggled the tightrope!

Can you show me what this would look like? (Teacher and students wiggle the rope together). "WIG-GLE, WIG-GLE, WIG-GLE, WIG-GLE, WIG-GLE, WIG-GLE."

Kai started to fall down,

"FAL-LING, FAL-LING, FAL-LING, I AM FAL-LING DOWN!" (Students pretend that they are falling).

Just as the ringmaster thought Kai would fall, Kai caught his balance at the bottom of the rope. There's no way he was going to let that grumpy ringmaster get him off the rope!

Kai said, "I can do it, I can do it, I can do it, I can do it, do it, do it...". How do you show that you can do something that is very hard to do? We'll help Kai by showing that we can do it too! Let's try it together:

- , "I can do it, I can do it, I can do it, I can do it, do it, do it, do it...".
- 8. Recall the part when the ringmaster snaps his whip twice. Teacher points to themselves or the visual and says "snap, snap," then points to students who say, "Ah, ah, ah, ah!" reminding them to look scared as they do so. Repeat 4 times.

### SUGGESTED TEACHER NARRATIVE:

Just as Kai started getting his balance back the ringmaster snapped his whip in the air. 4X! "SNAP, SNAP, AH, AH AHHHHH 4X"





# LESSON 1 - ACTIVITY 3: Sing and move through Section of Tritsch Tratsch Polka

- 1. Ask students if they'd like to become tightrope walkers like Kai in Section (show icon) of the *Tritsch Tratsch Polka*. Invite students onto the pre-taped "tightropes" (green painter's tape, string, yarn etc. taped on with an "X" on both ends). Up to three students can use the same tightrope. Ask students to put out their arms to help them balance while they are on their tightrope.
- 2. Tell the students you will be the Very Grumpy Ringmaster and they will be tightrope walkers like Kai. (Teacher acts out both parts, ringmaster and tightrope walker until students are comfortable). Remind students that as a the Very Grumpy Ringmaster you will have to snap your imaginary whip in the air! Demonstrate two times as per teacher narrative.
- 3. Try it with the music with lyrics (at the bottom of the video page on the Fun with Composers website). Stop the music at the end of Section ...

### **SUGGESTED TEACHER NARRATIVE "Snap!"**

Kai the tightrope walker got very scared, so he went "AH.AH..." (Moving a little forward and backwards on the tightrope trying to keep his/her balance).

Repeat 4X: "SNAP, SNAP, AH, AH, AH"

Kai the tightrope walker then leaned over, looked the Very Mean Ringmaster in the eye and do you remember what he did? Yes! He teased him! Let's try this part together.

"CAN'T GET ME MIS-TER RING-MAS-TER! LEG UP HIGH.... LEG UP HIGH.... CAN'T GET ME MIS-TER RING-MAS-TER. LEAP, LEAP, CHA, CHA!

Do you remember why he did the Leap, leap, cha, cha, cha? Yes!! Because Kai felt mad at the Ringmaster for making him go on such a high tightrope and trying to scare him off, so he wanted to show him he's not just a little kid who didn't know what he was doing! Kai was a hardworking, serious tightrope walker!

Then what happened? Yes! The Ringmaster got so jealous he started to try to wiggle Kai off his rope. Let's try together! "WIGGLE, WIGGLE, WIGGLE, WIGGLE, WIGGLE, WIGGLE, WIGGLE,"

And then Kai just about fell off his tightrope! Oh No! "FALLING, FALLING, F

But luckily.... just in time he caught his balance and said "I CAN DO IT, I CAN DO IT, I CAN DO IT, DO IT, DO IT, DO IT..."

And the Ringmaster got out his whip and tried again! You know what he did! "SNAP, SNAP, AH, AH,..." 4X.







### **Modifications**

Some students may benefit from this simpler version with an adult.

## Section A

**SNAP, SNAP AH-AH-AH -** repeats 4X. **SNAP, SNAP** – clap hands. **AH-AH-AH** – place hands outwards like the tightrope walkers balancing on the rope.

CAN'T CATCH ME MIS-TER RING- MAS-TER, LEG UP HIGH, LEG UP HIGH; CAN'T CATCH ME MIS- TER RING-MAS-TER, LEAP, LEAP, CHA, CHA, CHA. – lightly bounce the student side to side as you move to the beat or have student shake their finger at the grumpy ringmaster.

**LEAP, LEAP, CHA, CHA –** on the leaps touch the student's toes and whisper **CHA, CHA** softly in the student's ear. Some students may enjoy doing two big jumps on **LEAP, LEAP** and whisper **CHA, CHA, CHA** 

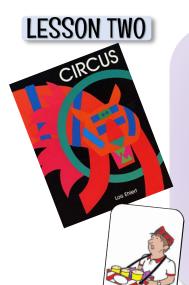
**WIG-GLE, WIG-GLE, WIG-GLE, WIG-GLE, WIG-GLE, WIG-GLE, WIG-GLE** – Lightly wiggle (shake) student's hands in the air to the sound of **WIG-GLE**. Invite the student to pretend to wiggle the tightrope.

**FAL-LING, FAL-LING, FAL-LING, I AM FAL-LING DOWN!** – Slowly and smoothly move the student's hands from high to low.

I CAN DO IT, I CAN DO IT, I CAN DO IT, I CAN DO IT, DO IT, DO IT... - Slowly and smoothly move the student's hands from a low to high position (the opposite of "falling" above). Repeat SNAP, SNAP, AH-AH-AH as above.



# PAL+ EARLY LEARNING ARTS COMPONENTS MUSIC - LESSON 2



### **MATERIALS NEEDED:**

Classical Music Selection: Tritsch Tratsch Polka - Johann

Strauss

Source: Fun with Composers Volume I (PreK - Gr.3)

Recommended Children's Book: Ehlert, L (1992). Circus

**Visuals:** Form: 🛕 🖪 , ringmaster, Kai and vendor icons (located

in the "Gift for You" on the Fun with Composers website)

**Other:** Tightropes: Pre-tape 5-6 long pieces (6-8 feet) of bright coloured yarn across the room arm's length apart. Place a taped "X" on each end to secure. Ringmaster, Kai and vendor icons

(optional)



LESSON 2 - ACTIVITY 1: Review: Sing and move through Section 🛕 of *Tritsch Tratsch Polka.* 

LESSON 2 - ACTIVITY 2: Share and discuss the book Circus.

LESSON 2 - ACTIVITY 3: Introduce Section B of *Tritsch Tratsch Polka*.



LESSON 2 - ACTIVITY 1: Review: Sing and move through Section of Tritsch Tratsch Polka.

- 1. Review the story of "Kai and the Very Grumpy Ringmaster." Present icons of each. Have students identify who is who.
- 2. Invite students onto the tightropes.
- 3. Students will choose to play the part of either the Ringmaster or Kai. If they choose the part of the Ringmaster, they must stand on the "X" at the end of the rope.
- 4. Review some of the actions each character performs: The Ringmaster Snapping his whip, wiggling the rope; Kai falling, leap, leap, cha-cha-cha., walking the tightrope.
- 5. Sing, dance and move through Section with the music. The lyrics will help orient the students as to their part. Teachers may refer to the character icons as a visual prompt.





### LESSON 2 - ACTIVITY 2: Share and discuss the book Circus.

- Read the book *Circus* by Lois Ehlert.
- 2. Discuss the different types of acts that are in the book.

### SUGGESTED TEACHER NARRATIVE:

What circus act do you think would be really fun to see?

Did you see any tightrope walkers in this circus? (No)

Do you remember seeing anything on a tightrope? (Fritz the Wonder bear rode on a high wire which is like a tightrope.)

Was there anything yummy in the book? (Yes, there were treats.)

When can you buy treats at the circus or any show? (At the beginning or end of a show, but also in the middle. This little break or rest in the middle of the show is called an "intermission".

What type of treats can you get at an intermission? (Popcorn, candy, peanuts, cotton candy, pop drinks such as root beer, sprite, or coca cola; etc.)

What do you call the people that sell treats? (Yes, vendors.)

In Kai's circus there was an intermission too! Would you like to help the vendors sell treats? Let's tru!





LESSON 2 - ACTIVITY 3: Introduce Section B of Tritsch Tratsch Polka.

1. Present Icon for Section B



2. To prepare for the next part of the story, introduce the icon of the vendor. Discuss what they might have for sale in their tray. Teacher demonstrates singing and moving as the vendor, walking in a snobby way on **Doo**, using calling hands when naming the treats for sale "PEANUTS, POPCORN, COLA". On "la, la, la...", fan hands in front proudly displaying their wares. Present visual of Vendor to show how they carry their wares.



SUGGESTED TEACHER NARRATIVE: After the Ringmaster cracked his whip 4 times and Kai didn't fall off, something very interesting happened far below the tightrope.

Kai could smell something very yummy and hear people singing loudly. These people were carrying lots of different types of treats in boxes around their waists. They seemed to be calling something like this: "Doo, doo, doo, doo, doo, doo, "PEANUTS", doo, doo, "POPCORN" doo, doo, "COLA", doo, doo, doo, doo, doo, doo, "PEANUTS" "la, la, la, la, la, la, la, la, la, la-la-la!" (Teacher demonstrates).





### SUGGESTED TEACHER NARRATIVE:

Do you know who these people were? Circus vendors! These vendors were very proud of their treats and thought that they had the best peanuts, popcorn and pop anyone could buy. They had their noses in the air and walked as if they were the best sellers in the land. They were selling so many treats that they sang their song again. Maybe you can join in singing and selling treats too:

"Doo, doo, doo, doo, doo, "PEANUTS", doo, doo, "POPCORN" doo, doo, "COLA", doo, doo, doo, doo, doo, doo, "PEANUTS" "Ia, Ia, Ia, Ia, Ia, Ia, Ia, Ia, Ia, Ia-Ia-Ia-Ia!"

3. Demonstrate taking 4 magic steps while looking for the person who forgot to pay. Say the word "CHASE" every time you take a step. (CHASE, CHASE, CHASE, CHASE" then say "LOOK, LOOK, LOOK HMM?"). When looking around, look in all directions then shrug and say "hmm" as if you can't find anyone!

### SUGGESTED TEACHER NARRATIVE:

Then suddenly, someone took a treat but forgot to pay! The vendors chased them with 4 magic steps! Not 3 or 5 but 4! Then they looked around for the person who forgot to pay.

"CHASE, CHASE, CHASE, LOOK, LOOK, LOOK SHRUG. CHASE, CHASE, CHASE, CHASE, LOOK, LOOK, SHRUG, CHASE, CHASE, CHASE, CHASE, LOOK, LOOK, LOOK SHRUG,

4. Wave an accusing finger at any one of your students and pretend to take back money. Invite students to practice accusing each of other of a vending crime, saying, "IT'S YOU, IT'S YOU, I GOT YOU TOO!"

### SUGGESTED TEACHER NARRATIVE:

The vendors have found their thief, let's say it together, "IT'S YOU, IT'S YOU, I GOT YOU TOO!" (Wag accusing finger)

5. Perform Section **B** again, this time with the music.





### **Modifications**

Some students may benefit from this simpler version with an adult.

- Review Section as in Lesson 1
- Share the bright and colourful book of *Circus* by Lois Ehlert. Focus on the colours and shapes in the book along with the circus images they create especially on the pages with the vendors and all their treats
- Demonstrate each part of Section **B** (Vendor's part) to the babies and toddlers.
- "DOO, DOO, DOO, DOO, DOO, "PEANUTS", DOO, DOO, "POPCORN" DOO, DOO, "COLA", DOO, DOO, DOO, DOO, DOO, DOO, "PEA-NUTS" "LA, LA, LA, LA, LA, LA, LA, LA, LA, LA-LA-LA!" (Repeat 2X)
- Lightly tap legs on DOO while singing to the beat of the music. Freeze on words PEANUTS,
   POPCORN and COLA while calling out the names of the treats.
- Demonstrate the "Chase",
- CHASE, CHASE, CHASE, LOOK, LOOK LOOK, HMM? CHASE, CHASE, CHASE, CHASE, LOOK, LOOK, LOOK, HMM? CHASE, CHASE, CHASE, CHASE, LOOK, LOOK, LOOK, IT'S YOU, IT'S YOU! I GOT YOU, TOO! Swish hands together on the word CHASE. Demonstrate the LOOK by placing a hand above eyes on the forehead pretending to look around three times.
- Pretend to point to the babies and toddlers on IT'S YOU! I GOT YOU, TOO!

PAL+ Classical Music Lessons 3 and 4 are available with a subscription.



