



Hi and Hello

Presented by: Allison Tipler

Focus

- Socialization, Name Game, Energy booster
- Responding to form through movement (binary), Fermata, C major scale introduction, or C pentatonic improvisation

Materials Required

- FWC Yoga Cards, or other movement visuals
- Pitched percussion (optional) or non-pitched percussion/found sound- (optional)

Process

- 1.) Begin with the A section and teach hand jive body percussion through "echo" process. Number each action: 1,2,3,4,..
- 2.) When hand jive is secure, challenge students to keep performing the hand jive while the teacher performs the A section Chant.
*Note I do not teach the chant by rote right away, let students experience the game first.
- 3.) Teacher inserts a yoga pose from the board into the chant.
- 4.) Continue straight into the B section singing "one, two three four..." and hold the yoga pose. Students perform the pose that was said in the A section.
- 5.) When the fermata is over, and the teacher begins singing the second part of the B section, students come out of the yoga pose, and get ready to complete the A section hand jive again.
- 6.) During each A section, the teacher can select a different yoga pose. When complete, teach the chant by rote.
- 7.) On the next day, during the B section- insert the name of a student. That student will say the name of the pose during the next A section.

Primary Adaptations

- A section, use the alternative body percussion.
- B section, set up the instruments in C pentatonic (remove F's and B) and students can improvise counting to the number eight. Or use found sounds and play on the beat.

Other Extensions

- B section: Students can play the xylophone part: C major scale. Can also adapt this to play on recorders, boomwackers or tone chimes
- Instead of playing a xylophone, use a drum. To limit use of instruments, use found sounds

Hi and Hello

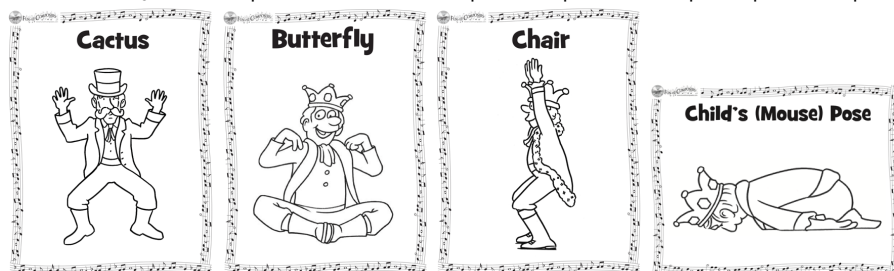


Composed by: Anne Tipler
Arranged by: Allison Tipler

Speech	Hi,	hi,	hi,	hel-	lo,	hel-	lo!
Hitchhike L							
Hitchhike R							
Fist L							
Fist R							
Shimmy L							
Shimmy R							
Clap							
Patsch							

	Do	Chi-	-	ld's Pose*	and	say	hel-	lo!
Hitchhike L								
Hitchhike R								
Fist L								
Fist R								
Shimmy L								
Shimmy R								
Clap								
Patsch								

Primary Alternate to hand jive: complete the first bar, patsch, patsch, clap, clap and repeat x4.



Primary Melody



Voice

One, two, three, four, five, six, se- ven eight!

Xylophone

improvise in C pentatonic

Jas- preet, Jas- preet, what do you see? Pick a pose for you and me!

Xyl.

If students improvise in C pentatonic, sing melody as above.

Junior Melody

Voice

One, two, three, four, five, six, se- ven, eight!

Xyl.

Jas- preet, Jas- preet, what do you see? Pick a pose for you and me!

Xyl.

If students are playing the C major scale, sing melody of the C major scale.

African Children's Clapping Song

From "An Orff Mosaic" compiled by Carolyn Hernandez

Voice

So - ri da so ri da di da di da

da da da da da da di da di da

Day 1

- Teach song with actions by rote (A section) NOTE: Actions different from mosaic to reflect the melody map of the song

ACTIONS: Sor -salute – hand on forehead
 ri- tap back of hand to partners hand
 da- clap hand

- B section:

arr. A Tipler

In Zimbab - we this is how we say "GoodMorning", in Zimbab - we this is how we say "Hel lo"! Let's go!

Day 2

- Review song and add movement to the B section. Students walk around during B section to find new partner.

Day 3

- Have students explore how to play the song on the Orff instruments

Day 4

- Tell students to draw a melody map showing the direction of pitches

Day 5

- Students create their own version of this song (in G pentatonic) on the Orff instruments using high, medium, and low notes.

Extension: show form with footprint cards.

Sorida Melody Map

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So- ri- da So- ri-da di- da di- da

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Da da da da da da di- da di- da

Names : _____