

Joy Reeve joy@orffwithjoy.ca

Grade 1-3:

♪ ♪ z Rhythmic Notation: Identification and Review, tuning so-mi-la

“Knock at the Door”/“Ding Dong” Dates: _____

Q & A- “Trick or Treat”/“Gimme Gimme” Dates: _____

Rhythm Cards Dates: _____

Song Dates: _____

Game Dates: _____

All material here is created by Joy Reeve.

Here We Go Trick or Treat!

Tune: Here We Go Looby-Loo
Words by Joe Berarducci
Adapted by Joy Reeve

Here we go trick or treat! Here we go trick or treat!
(night!) Hal-lo-ween night! Hal-lo-ween

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Here we go trick or treat! All on a Hal-lo-ween night!
night! Hal-lo-ween night! Hal-lo-ween

Knock at the Door:

AG/
SG or
Voice

(dong) Ding dong Ding
Chant: Knock at the door! Knock at the door!

dong Ding dong Ding dong.
(Door' opens)
(tongue clicks or woodblock) Knock at the door!

Call for Candy:

Trick or treat! Smell my feet! Gim - me some-thing good to eat!
Not too big! Not too small! Just the size of Mon - tre - al!

Response:

Chant #1 "Gim - mi, gim - me" ne - ver gets! Don't you know your man - ners yet?
Chant #2 'Please' and 'Thank you' work ev - 'ry - time!

Another Candy Request:

Q: Please may I have some (*fill in*)? A: Yes you may have some (*fill in*)?

2 Beat Candy Choices:

so-ur soo-thers choc'late bars smar - ties red lic-'rice gum
so-ur pea-ches gum-mi worms roc - kets black lic-'rice chips

Outcomes:

1. Children will identify $\text{♪♪} \text{♪} \text{z}$ rhythmic notation through candy choices for Hallowe'en.
2. Children will sing so-mi-la pitches in tune when they sing the "Trick or Treat" chant.
3. Children will perform instrumental parts in ongoing musical activity.
4. Children will perform an ostinato against a chant.
5. Older children will perform a Q & A as a chant, and make choices as to the role they will play.
6. Children will have social and manner choices regarding the interaction of the 'trick or treaters' and the candy givers. There may be disputes, resolution, and consequences for words and actions.

Process: “Knock at the Door”

1. Hold up four fingers, with the third one down to indicate the form of the chant.
2. Perform the chant pointing to each finger for each corresponding line of the text.
3. Ask “*Why is this finger down?*” Answer “*To show the different part of the chant- knock, knock, knock, knock.*”
4. Teach the chant by rote, or fill in.
5. Patsch on the word “*knock*” and perform again.
6. Demonstrate on woodblocks, distribute, and go around the circle so all have a turn.
7. Read the notation

Next Class:

1. Review the chant with the instruments.
2. Introduce the “*Ding Dong.*”
3. Divide the class in two groups, one with “*Ding Dong*” the other with “*Knock at the door*” with B.P.
4. Switch parts.
5. Switch again, and add woodblocks.

Process: “Call for Candy” Use chart with ♪♪ ♫ z notation

1. Ask a question regarding “*Gimme, gimme*” chant, and perform.
2. Students perform, while the teacher performs the ostinato.
3. Ask the students what was said, then teach the ostinato.
4. Divide the class in two groups, each to perform a part.
5. Switch.

Q & A:

1. Teach the A:
2. Determine the roles of the people saying the chants. Ask what emotions they could be feeling or having during this exchange. As a class assign a role, identity and title to each part-for choosing roles in the game.
3. Divide the class in three: Q, A, and ostinato and perform. Switch roles so everyone performs everything.

Process: “Trick or Treat”

1. Introduce with ‘Sassy’ disclaimer.
2. Sing the rhyme with actions.
3. Ask what the rhyme has been reduced to? Why?
4. Is there someone you would sing the whole rhyme too? Who would that be, and what would your relationship to that person be? Are you playing?

Process: 2 Beat Candy Choices: Distribute Rhythm Cards with candy cards.

1. Using the Q & A form, demonstrate the spoken Candy request “*Please can I have some...*” with a neutral sound for the two beats to be filled in.

2. Hold up a 2 beat card, and repeat the Q using the rhythm, and the students responding with the rhythm in syllables.
3. Ask the students to find a candy that matches the rhythm and hold up that card.
4. Repeat the rhythm with the Q, and the students respond with the candy in the A.
5. Repeat with all of the rhythms. On multiple answers, say “Or...” and repeat the Q & A.

Next:

1. Distribute ‘Candy Bags’ with the rhythms and candy choices separate to partners.
2. The candy is to be spread over the floor so both partners can see.
3. Choose a rhythm to ask the question, and the students choose a matching candy.

Note: this requires that multiple answers are given. Use the “or...”

Process: Song: “Here We Go Trick or Treat”

1. Ask students to listen for the two lines of the song that are the same.
2. Sing the melody on a neutral syllable and identify (lines 1 & 3)
3. Ask students to find out the difference between lines 1 & 3, and line 2.
4. Sing the melody on a neutral syllable and identify (if students can’t tell the difference- teach by rote.)
5. Teach the melody by rote.
6. Add the words.

Next Class: Instrumental:

1. Review the song.
2. As students sing the song add in the verbal ostinato with BP, melody if using PP
3. Teach the ostinato, as students perform it, teacher sings the song.
4. Demonstrate the transfer to instruments.
5. Divide the class and distribute the instruments.

Game:

1. Students sit in a circle facing in, and will sing the song. **COVID- at their desks**
2. Distribute the instruments within the circle, and they will go around as the game is played.
3. In pairs, students skip or walk around the circle to go ‘trick or treating’ until the song stops. The two people they are standing behind are the “doors” the ‘trick or treaters’ will “knock” on.
4. The ‘trick or treaters’ gently knock on the backs of the ‘doors,’ keeping a beat and saying the *Knock at the Door* chant with the instrument players, while the ‘doors’ sing the “*Ding-Dong*” parts. The rest of the class is the ‘house’ who responds with the door.
5. The ‘trick or treaters’ sing the call for candy.
6. ‘Doors’ that are knocked on respond with “*Gimme, gimme never gets....*” While the other ‘house’ has the ostinato “*Please and Thank you...*” Both phrases are recited, then performed together as a layered ostinato.
7. AT THIS POINT THE CHOICES ARE MADE REGARDING RESPONSE.

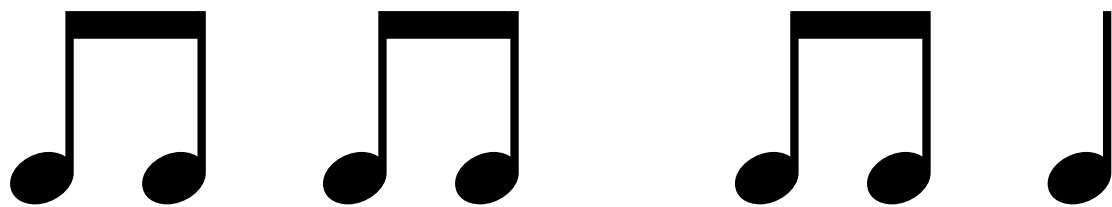
If the 'Doors' are willing,

8. 'Trick or Treaters' look at the candy rhythm cards, and make their request in rhythm syllables. So:

1 child -Q: "please can I have some ♪ ♪ "

'Doors' A: "Yes you can have some ♪ ♪ "

9. The 'Doors' choose a matching card.
10. The 'doors' become the next 'trick or treaters' and the game begins again.
11. Make sure everyone gets a turn to go trick or treating once.



kit kat

gobstoppers

lollipops

tootsie rolls

sour peaches

mega load

gummy eggs

coffee crisp

Oh! Henry

Twix

skittles

pringles

Mr. Big

Reese's pieces

sour soothers

smarties

choc'late bars

red lic-'rice

sour peaches

gum

rockets

black lic'rice

chips

gummi worms

les croustilles

le chocolat

la réglisse

les fusées

les friandises

le caramel

les suçons

les bonbons

les raisins

les suçettes

Q

