



Winter's Sleigh Rides

Music: W.A. Mozart
(German Dances Kv 586@No.12)
Fun with Composers ©2020

Focus - To familiarize students with Winter's Sleigh Rides through movement and instrumental accompaniment.

Related Concepts - Ternary form, terms minuetto, trio, triple time, accent

Formation - Scattered when learning, facing teacher pretending to be his/her partner, when secure in partners then groups of four.

Lesson One

Objective

To teach the lyrics and body percussion for the *Minuetto* (slow, stately dance in triple time)

Suggested Teaching Process:

**Depending on your teaching situation during Covid you may choose to either sing or say the lyrics.*

Section A

- Sing/say Section A's melody/lyrics in its entirety then have students echo back phrase by phrase. When secure demonstrate the body percussion for phrase one while singing having students echo back. Sing/say and move through this first phrase.
- Ask students to listen as you sing phrase two (Bells go...) and repeat from the beginning. Can students identify what the difference between vs. 1 and 2 are? (The words at the end, "then re-start" during the first verse, and "now next part" the second verse.) Have students echo you back as you sing phrase two.
- Add in the movement for phrase two. Ask students to stay on the spot facing forward while singing "Bells go ding-a-ling-a (clap own on "Bells-go", touch opposite hand to opposite heel on the first "ding-a" and stomp down with the same foot on "ling-a", yes that's, ding-a-ling-a-(repeat "clap/slap/stomp but using other hand/foot) "one more ding-a-ling-a"(switch using original starting hand). On then re-start (or now next part) clap hands together and then snap in the air.
- Accent the words "Bells go" "yes that's," and "one more" as these are the lyrics which they will clap their own hands together on. These claps provide a reinforcement of the first beat which helps keeps students on time.
- *In Section A student's air clap their partners hands or snap fingers. In post-Covid times you could clap partners hands on first beat instead of snapping fingers..

Win-ters', sleigh rides, o- ver the hills we'll all glide.

Snap - clap, clap, patsch, clap (alt.patschen 5x) stomp

Bells go ding-a-ling-a, yes that's ding-a-ling-a, one more ding-a-ling-a (and re-start)¹ (now next part)²

Clap tog, slap opp hand/heel, stomp. (repeat 3X switching hands). On "And re-start" Clap on "and/now", snap on "start/part".

- Have students place themselves in teams of four creating the formation of a square. Allow a safe distance between each-other. Have partners turn to the person next to them so they are each facing another student – two teams of two. Have students pretend they are matching snaps or air clapping with the repeat. The first-time partners face their first or original partner (Partner A) then on the repeat they turn to their other side to face Partner B.

First time A, B & A, B B
 Second time A, A & B, B A B
 A

- When students are secure with the lyrics and body percussion, ask students to take a seat and play the first section of the recording (stopping before the Trio) asking students to sing in their heads (audiation) and practicing the movement on their spots.

Section B

- Teach Section B lyrics (Hear the bells ringing...) using the echo process.
- Demonstrate the movement inviting students to mirror you as you move to the waltz step saying “**step**, toe, toe” moving forward then back showing students the stronger, accented first beat on ‘step” and the light “toe” “toe”(on the spot) alternating feet (R, L, R). Practice moving right (**Step**, toe, toe,) then left (**Step**, toe, toe) then one time around.
- Add your arms swaying them gracefully in the direction you are moving (forward up then slowly back down). Say, “**Step**, toe, toe, **Step**, toe, toe, turn once a-round toe, toe, (when turning keep that step, toe, toe movement continuously going.)
- When moving in a circle (on the spot) move arms gracefully up and down to the pulse of the music.
- Add the lyrics “Hear the bells (**Step-in**, toe, toe(forward)) ring-ing they go (**Step-out**, toe, toe,(backwards)) ding-a-ling-a-ling-a-ling-ling” (turn right a-round, toe, toe) (turn around on the spot).
- Add the next phrase which was taught in phrase two of Section A (Bells go ding-a-ling a....). Use the same movement which was taught (clap own, slap heel, stomp) The music then repeats Section B.
- Play the recording asking students to sing/say and move to the recording. **Post Covid you will switch sides with your partner who is diagonal crossing paths through the center of the circle of four students while moving to the waltz step turning to face him/her on the last beat. You would decide which group of partners crosses first then second.*



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Lesson Two

Objective

Teach the lyrics and body percussion and movement for the *Trio*.

Suggested teaching process

Review lyrics and body percussion from the beginning with the recording, stopping right before the trio section. Ask students if they know what a trio is? Explain that a trio usually means a section of a piece written specifically for three instruments. After 1770 however, often one minuet was followed by a second minuet which was usually very different than the first, either in a different key or with different orchestration. It was common to score this section for a "trio", but in time, the section itself was called a "trio" even though more instruments than three were added in. *Winter's Sleigh Rides* is a great example of this, as it is contrasting with the change in key signature, and it also was scored for nine instruments instead of three.

- Teach students the lyrics by rote, and then demonstrate the body percussion.
- Ask students to face you, pretending that they are your partner. Practice doing the clap (own), snap right (across aiming towards partner's right), snap left (aiming to partner's left). Repeat this pattern until comfortable. When secure, demonstrate how to do the first "clap, snap, snap" with hands up high and the second "clap, snap, snap" down low, bending your knees.
- Continue to alternate moving from high to low until students are comfortable. Try with the melody line (or speech line if Covid style) (Hear how they ring so light...) so you are singing while performing the body percussion.
- Ask students to try this in a team of four being spaced out six feet apart. The partners that are diagonal from each-other are considered a team. Identify who is team one and who is team two. Team one can start by doing the pattern high and team two starts by doing the pattern low. They pretend to touch their snaps together (or can substitute in air claps).
- Review the trio from the top, first by just singing and moving and then with the recording. What happens in the recording towards the end of the Trio? The music changes. This is where they must improvise their actions/movement as the King and Queen have just entered the palace ballroom. What could they do?



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Lyrics: D.Ziolkoski
Arrangement: M. Moody
Movement: M. Moody

Minuetto – Section A

Win-ter's Sleigh Rides, o-ver the hills we'll all glide!

Bells go ding-a-ling-a- yes that's Ding-a-ling-a one more ding-a-ling-a then re-start!

Winter's Sleigh Rides, ov-er the hills we'll all glide! Bells go ding-a-ling-a- yes that's ding-a-ling-a one more ding-a-ling-a now next part!

Section B

Hear the bells ring-ing they go ding-a-ling-a-ling-a-ling-ling.

Bells go ding-a-ling-a, yes that's ding-a-ling-a- one more ding-a-ling-a and re-start!

Hear the bells ring-ing they go ding-a-ling-a-ling-a-ling-ling.

Bells go ding-a-ling-a yes that's ding-a-ling-a- one more ding-a-ling-a now next part!

Trio

Hear how they ring so bright, so-- very nice and light, hear how they ring so bright, so nice and light. Hear how they ring so bright, so very nice and light, hear—how—they-- ring so bright!



Movement

* Created by Marceline Moody and shared with permission. A Special thank you for sharing this wonderful piece years ago!

Menuetto - Section A

Winter's - Snap and Clap own

Sleigh ride - Clap - Patsch

O-ver the hills we all ride - Clap own on "O"

Patschen - "ver the hills we all"

Ride - Stomp foot

Bells go - Clap own

Ding - a - Slap foot (R) with opposite hand

Ling - a - Stomp same foot down

Yes that's - Clap own

Ding - a - Slap other foot (L) with opposite hand

Ling - a - Stomp that same foot down

One more - Clap own

Ding - a - Slap foot (R) with opposite hand

Ling - a - Stomp same foot down

Then re - Clap own

Start - Snap

Section B

Hear the bells - Waltz right, 2, 3,

Ringling - Waltz left, 2, 3,

They go ding-a-ling-a-ling-a-ling-a- - Turn right a-round, 2, 3

Bells go....(As above)

Trio

Clap, cross, cross or clap, snap, snap with partner.

Move high then low - opposite of your partners to your right. If you and your partner across are starting high then the other group starts low then alternate. (if in groups of four).

**Improvise when the King and Queen come in. Remember no repeats of Section A or B the second time through in the orchestral music!



Lesson "Three, Four, Five..."

(Lesson number will vary according to student's skill levels)

Materials Needed: barred Orff instruments.

Feel free to adapt the orchestration to suit the skill levels and/or equipment available in your classroom. If possible, try to keep the bass line to the lowest instrument possible, working up accordingly. You may also like to keep the melody line to just voice. It is possible to demonstrate/work through orchestration with students even with as little as three different barred instruments.

Suggested Teaching Process:

- Ask all students to echo back as you sing the notes while either playing a real/drawn barred instruments which you have (facing students) or by just pretending you have one. (Remember you are doing everything backwards as if the students were able to play from their position on the floor).
- Have students echo back small phrases, reminding them to alternate their pretend mallets/fingers on their laps or instruments. Ask students to take out the high "E" to make it easier.
- When secure in the air or playing with their fingers, have students pick up mallets and try along with you.
- Teach each section using the same approach. If time permits, you may like to teach all students all parts,

Helpful teaching hints:

- Take it slow, making certain parts are secure before adding in new parts.
- I like to begin with my melody, then bass, and then I add in the middle sections. I always demonstrate on the instruments so students know what their part should sound like, and I play it with them many times, often walking around the room helping students while the music continues playing.
- When secure and feel good about their parts, add in a new section.

