

WITCHES' RESTAURANT

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Level: Grades 4-6

LEARNING INTENTIONS:

- Singing, creating and performing seasonal repertoire
- Read and perform simple scores
- Perform accompaniments to songs on various media
- Experiences with i-VII orchestration
- Experiences with 16th notes.
- Experience with Rondo form
- Create, orchestrate and perform a rhythmic word chain using seasonal vocabulary

MATERIALS NEEDED

- Power Point
- Instruments
- Menu sheet/pencils
- 16th note icons

PROCESS

A SECTION:

1. **Song:** Prepare through echo process (3)
2. **Orchestration:**
 - (5) Using visual determine whether notes (those little black dots) are descending, ascending, by skips, steps or leaps. Orient students to low d and a on the staff and on the instrument keyboard. Have students play as teacher points. Vary notes as ready - including repeated notes, skips and leaps.
 - Refine to the rhythmic context of the 1st/3rd measure of the SX melody. Prepare 2nd and 4th mms in a similar fashion. Note the difference between the 2nd and 4th mm. 'What do the notes do differently?'
 - (6) Present melodic fragments and draw connections from experience to score. Play and sing patterns.
 - (7) From Green monster visual prepare accompaniment through body percussion. (Notice the Ds on Dine; not a coincidence in the AX part - just sayin').
 - (8) From Red Monster visual - isolate BX/BM and emphasize the difference between the Green and Red monster patterns, leading students to experience i-VII harmonization.
 - Discuss melodic contour of SM/AM part - play only with right hand and once secure add the left in octaves.
 - Similarly apply the same strategy to the AX part. Text cues such as Evil Eats support reading /playing of notation. If alternating octaves is difficult as students change notes, consider playing half notes with left hand until students are ready to negotiate alternating hands.
 - (9) Put it all together.

COUPLET SECTION:

1. **Orchestration: (11)** Introduce accompaniment using visual of the score and prepare parts through echoed body percussion extending to instrumentation.
2. **Creating a Menu:**
 - (12) Brainstorm and list all of the possible menu items one might find at a Witches' Restaurant. (It gets gross but high buy in from students). Refine to 1 and 2 beat vocabulary and rehearse within beat context.
 - See exemplar of menu (13) and rehearse. Add accompaniment to speech performance of exemplar. Notice rest on the final measure.
 - (14) Corporately create a 16 beat menu. As per student suggestions orchestrate menu items. Orchestration includes a range of Body Percussion → Non-Pitched Percussion → Found sound
3. **Task:**
 - Students create their own menu either individually or in groups.
 - Rehearse menu items through rhythmic speech.
 - Once refined, students may choose to orchestrate their menu with body percussion, found sound, and or non-pitched percussion.
 - Groups perform menu items with accompaniment.



COUPLET SECTION:

- (16) Prepare instrumentation as above. Isolate 16th note/8th note combination.

Final Form: RONDO

Determine order of menus after performance of A section. Voila - a delicious Halloween Rondo! Consider staging a Witches' Restaurant.

Witches' Restaurant

Sue Harvie '99

A

Voice: Have you e-verbeen to the witch-es' rest-aur-ant? You can or-der just a-bout an - y - thing you want!

SG: Yum! Yum!

SX (Hard Mallets): Oo - ey, goo-ey spi - ders. sau - teed in a sauce. Oo - ey, goo-ey spi - ders. get 'em while they're hot!

AX/AM: What's your or - der? Dine in ordine out? What's your or - der? Dine in ordine out?

Wood Block: [Rhythmic notation]

Ratchet: [Rhythmic notation]

Vibraslap: (Vibraslap) [Rhythmic notation]

Assigned NPP: [Rhythmic notation]

BX/BM: I eat mon - ster stew

1. 2. 3. etc. last time to ♪

Voice: Live liz-ard, dead giz-zard, mar-i-na-ted fried. Creep-y cats and pick-led bats with eye-balls on the side!

SG: Yuck! Yum!

SX: Oo - ey, goo-ey spi - ders. get 'em while they're hot!

SM/AM: I am hun - gry!

AX: Check the men - u dine on e-vileats What's your or - der? Dine in ordine out?

W.B.: [Rhythmic notation]

Ratchet: [Rhythmic notation]

Vibraslap: [Rhythmic notation]

Assigned NPP: [Rhythmic notation]

BX/BM: I like witch - es brew I eat mon - ster stew.

Couplet Section

Menu

Guiro
Cowbell
Yum! Yum!

Temple Block
Grea-sy gri - my go - pher guts.

Cabasa
Pass the ketch-up!

Low Drum
I eat mon - ster stew!

BX/BM

C.B. Bar

Voice
Mon - sters served freeze - dried

SG

SM/AM
Wit - ches! Rest - aur - ant!

AX
Dine out, or dine in? Tast - y e - vil eats Dine here now!

W.B.
Ratchet
Vibraslap
Assigned
NPP

BX/BM
I eat all my mon - ster stew!

Witches' Restaurant Menu

Group Members: _____

							
<input type="text"/>	<input type="text"/>	<input type="text"/>					
							
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