










Activity	Witches' Restaurant	Level: Grade 4-6	Sue Harvie	
Learning Intentions	<ul style="list-style-type: none"> ♪ Singing, creating and performing seasonal repertoire ♪ Read and perform simple scores ♪ Perform accompaniments to songs on various media ♪ Create, orchestrate and perform a rhythmic word chain using seasonal vocabulary ♪ Experience with Rondo form. 			
Materials Needed	<ul style="list-style-type: none"> ♪ Visual of the song. ♪ Visuals of form with text and iconic prompts ♪ Instruments (found sound included) 			
Process	<p><u>A Section Orchestrated Song:</u></p> <ul style="list-style-type: none"> ♪ Prepare song through echo process ♪ If using the orchestration: Prepare each section through speech cues and body percussion using visual prompts. ♪ Refer to mini scores to draw attention to melodic contour of SX part specifically. ♪ The bass part is an excellent way to experience i-VII harmonization – the preparation through visual prompts will help students to determine visual the same and different phrases of the accompaniment. <p><u>Couplet Sections:</u></p> <ul style="list-style-type: none"> ♪ 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. ♪ Create an 8-16 beat menu corporately to prepare for students to create their own menu. Notice the rest on the final measure. ♪ Task: <ul style="list-style-type: none"> • 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. ♪ Introduce Menu section accompaniment through visual score and prepare parts through body percussion extended to instrumentation. ♪ Groups perform menu items with accompaniment. <p><u>Final Form:</u> Determine order of menus after performance of A section. Voila – a delicious Halloween Rondo!</p>			
Extensions	<ul style="list-style-type: none"> ♪ Wonderful performance opportunity. Set the stage for a monster of a meal complete with costumes 			
Assessment	Skills:	All the time	Sometimes	I have trouble
	I (or We) can: create and perform a word chain.			
	I can: read a simple score and play the SX part			
	I can: play various accompaniments			

Accompaniment structure...



Witches' Restaurant

Sue Harvie '99

A

Have you e - ver been to the Witch - es' Rest - aur - ant? You can or - der just a - bout an - y thing you want!

1. 2. 3. etc. last time to ♪

Live liz - ard smoked gi - zard, mar - i - na - ted, fried, Cree - py cats and pick - led bats with eye - balls on the side!

Couplet Section

Fricassee, Eye of Newt
Sautéed Spider's Legs

Bat Wings

Mon - sters served freeze dried _____

On the Menu.....

Couplet Section

Menu

Guiro
Cowbell Yum! Yum!

Temple Block Grea - sy gri - my go - pherguts.

Cabasa Pass the ketch - up!

Low Drum I eat mon - ster stew!

BX/BM

C.B. Bar

Possible Menu items....

Bat	Wings	Ghoul	Gout
Hair - y	Legs	Crook - ed	Nose
Witch - es'	Warts	Slim - y	Stew
Jack - o - lan - tern	Crisp - y	Crit - ters	
Ghost	Sludge	Spi - der's	Web
Stink - y	Feet	Eye - of -	Gnewt
Ske - le - ton	Pump - kin	Pie	
Goo - ey	Oil - y	Toast - ed	Roast - ed
Baked	Stirred	Stewed	Dried
Fric - a - seed			
Fried	Frost - ed	Cold	Hot
Iced	Diced	Cat	Rat
Gob - lin	Zom - bie	Were - wolf	Skull

Witches' Menu

Group Members _____

Class _____

Choose items (Toe Jam) and descriptive words (greasy) to create a 16 beat menu. Add movement to go with your menu. Consider orchestrating your items with Body Percussion, Found sound and/or Non-pitched instruments. Notice the last beat is a Rest.

4/4

4/4