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Color Me Music

Sing, Dance, and Play
with Color Along the Way!

Aimee Curtis Pfitzner

*Supplemental materials
available online!*

Beatin' Path Publications, LLC BPP-ACMM



Four Seasons

A. C. Pfitzner

Speech

The seasons! The seasons! All the col-ors in full view. Spring-time's bright with can-dy pink, lime

Snap
Tap Chest L
Tap Chest R
Clap

Sp

green, and sky blue. Sum - mer's joy - ful, red and yel - low,

S
T Ch L
T Ch R
Cl

Sp

aut-umn's gold and black. Win-ter's gray, white, em-'rald green, col-or, shade and hue!

S
T Ch L
T Ch R
Cl

Materials needed - images of winter, spring, summer, and fall

A Section

- Speak poem.
- Choose favorite season and add corresponding movement to perform on rests.
- Add sound to movement (vocal, found, or instrumental sound).
- Make four “season” groups; each group creates a seasonal shape and sound to perform on rests.
- Practice first two beats of body percussion followed by two quarter note rests (place pointer finger over lips to help students feel the rests). Perform with poem.
- Replace the two rests with snaps and practice body percussion while teacher performs poem. Switch.
- Half perform body percussion, half perform poem. Switch.
- All perform body percussion with poem.

B Section

- Students stand in own space throughout the room.
- Teacher plays drum, students explore one non-locomotor movement (bend, twist, push, pull, stretch, swing, sway, bounce, shake, rise, fall, etc.) for 8-beat phrases. Encourage students to use,
 - * Levels - High, middle, low
 - * Shapes - Angular, round, curving
 - * Direction - Forward, backward, sideways, turning
 - * Speed - Quick, slow
 - * Weight/Energy - Heavy, light



Show images of seasons.

- Students brainstorm list of adjectives and color words about seasons. Explore combinations of movements and sounds that reflect the color words and adjectives.
- Class chooses one movement and sound for each season.
- Perform each movement and sound for an 8-beat phrase, teacher plays a cue on a triangle at end of each phrase.
- Make four groups, one for each season.
- Groups create movement and sound. Add a repeat and perform each 8-beat phrase twice.
- Perform in canon with each group entering after each 8-beat phrase.
- Decide form. - (**abab, aaba, abba, aaab**) Perform.

Silver Snail Trail

A. C. Pfitzner

Speech $\text{H} \frac{4}{4}$
 Snail trail, spark-ling in the moon light. Spark-ling in the moon light, sil-ver night.

Snap Clap Patsch $\text{H} \frac{4}{4}$

Sp H
 Snail trail, spark-ling in the moon light. Shine so bright.

Sn Cl P H

Materials needed - drum, small hand percussion instruments

- Teacher plays beat on drum and speaks rhyme. Students walk the beat and change direction at repeat. Explore walking in curved and spiral pathways.
- Groups of four-five create a line with a leader in front. Each line follows it's leader. At repeat, leader moves to the end of line. Next student in line becomes the new leader. Repeat until all have had a turn and students are speaking rhyme.
- Add body percussion of first two beats of measures one and three.
- Add patsch on sparkling in the, alternating hands on legs, performing speech and body percussion.
- Add remaining parts and perform body percussion with speech.
- Perform in canon after one measure.
- Transfer body percussion to small hand percussion instruments:
 - * Snap - Metals
 - * Clap - Woods
 - * Patsch - Drums
- Perform with speech and non-pitched percussion.
- Practice while speaking rhyme "inside head" while playing instruments.
- Decide form and perform.

Unicorns and Rainbows

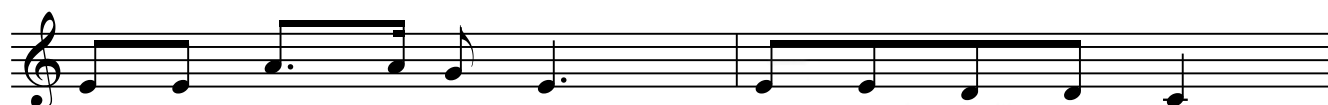
A. C. Pfitzner



*Walk a-round the rain-drops, millions in the sky. *Walk a-round the rain-drops,



col-ors way up high. See the bow of rain, bent just so, all the col-ors in a rain-bow?



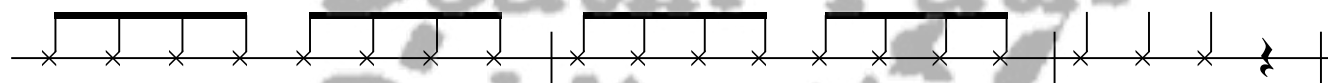
*Walk a - round the rain - drops, mil - lions in the sky.



Where is red, ed, ed, where is or - ange, or - ange, or - ange, where is



yel - low, yel - low, yel - low, where is green, een, een? Where is blue, oo, oo, where is



pur - ple, pur - ple, pur - ple, all the col - ors, col - ors, col - ors in the sky, sky, sky.

Materials needed - colored scarves.

A Section

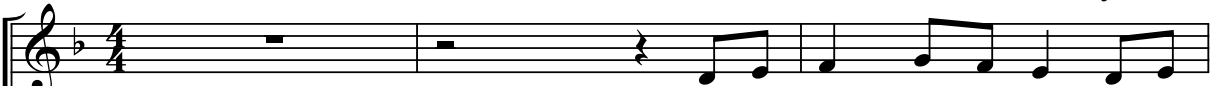
- Standing in a circle, each student with a colored scarf, ribbon streamer, or colored object (red, orange, yellow, green, blue, purple) in one hand. There should be more than one of each color.
- All sing song and walk counterclockwise while one student in the center with a white scarf or object (the Unicorn), walks the opposite direction.


B Section


- Face center, as each color is named, students with that color go into the center and try to find a new spot vacated by someone else. The Unicorn must also try to find a new spot. The object is to find a space in the rainbow and to keep the Unicorn in the center. If the Unicorn is successful in finding a new space, they give the white scarf or object to the last person without a space in the circle. This person is the new Unicorn, and the game begins again.
- *The Unicorn chooses the locomotor movement each time.
- Got a Unicorn headband? Perfect for the unicorn!

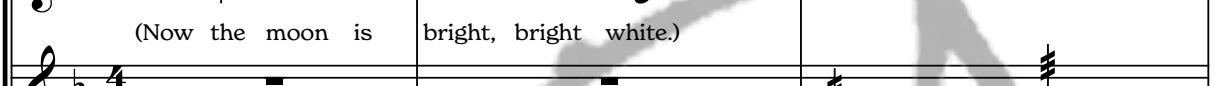
When the Dark Comes Dancing

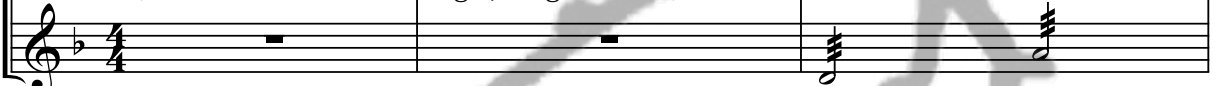
Kathy Pause

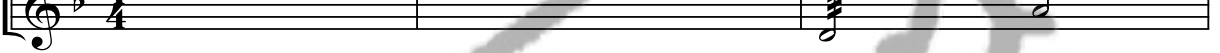
Voice  As the moon climbs its way to the


GL  (Now the moon is bright, bright white.)


AX  (Now the moon is bright, bright white.)


AM 


BX 


BM 


CBX 


V  tops of the trees, and the hoot of the owl rides the eve-ning breeze. Shad-ows on tip-toe are


GL  (low, middle, high)


Ch. Tr. 


Gg. 

TB 

BX 

BM 


CBX 

V  creep-ing and pranc-ing. Play-ing a trick, when the dark comes danc-ing.

GL  (high, middle, low)

Gg. 

TB 

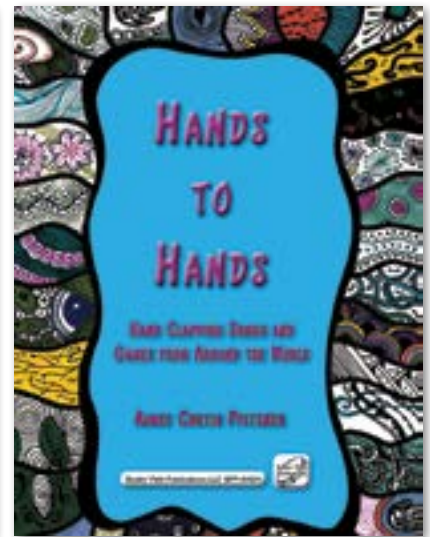
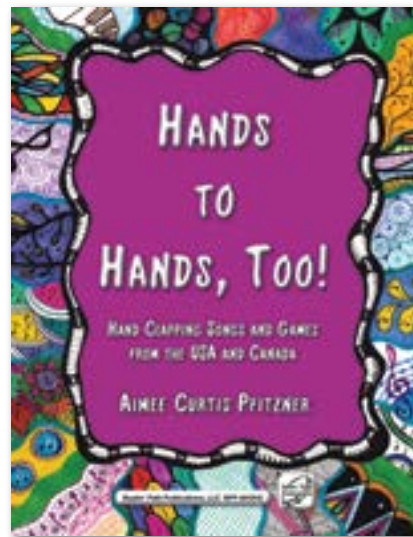
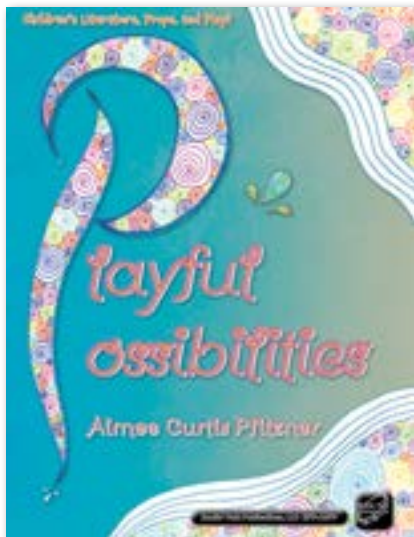
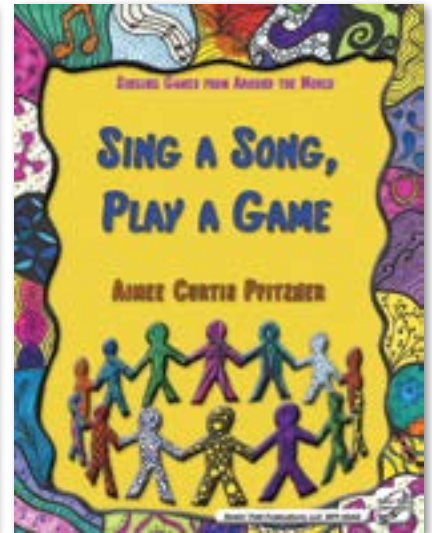
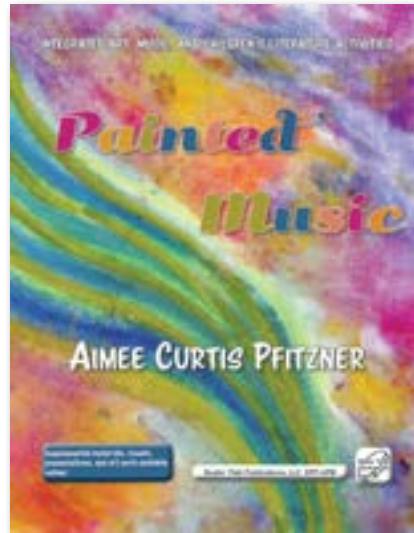
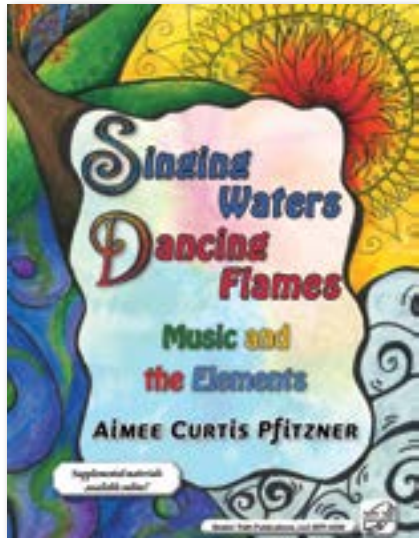
BX 

BM 

CBX 

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