

ROCKIN' RHYTHM BAND

CD 94






by Jill Gallina and Michael Gallina, Consultant

INTRODUCTION

"Rockin' Rhythm Band" is a lively collection of songs using rhythm band instruments developed to encourage creative rhythmic expression, help teach basic rhythmic patterns, and enhance listening skills. Tracks 1-6 contain songs with lyrics and music while Tracks 7-12 contain the instrumental versions of the songs. This has been designed to enable the teacher working with slow or accelerated classes to have the flexibility of varying the activities

without being confined to specific lyrics or instructions. (See Teachers's Suggestions). It also enables "Rockin' Rhythm Band" to be enjoyed by children of all ages.

It is suggested that the teacher familiarize the students with the lyrics and activities before playing the CD. All rhythm patterns found in the directions are played on the recording.

 = 1 beat of the music	 = rest for 1/2 beat	 = rest for 1 beat (no music or beat is played)
 = 1 beat of the music	 = 1/2 beat of the music	

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1. THE ROCK 'N' ROLL BAND

*Who's the leader of the Rock 'n' Roll Band?
I think it must be the drummer, and
Just listen to the drummin' to the Rock "n" Roll beat.
It makes me really want to tap my feet.
THERE IT GOES!*

(Instrumental section, drums improvise a rhythm pattern)

*What's that sound that I hear,
Playing to the music loud and clear?
Wonder what instrument it could be?
Sounds just like the tambourine to me.
PLAY TAMBOURINE!*

(Instrumental section, tambourine player improvises rhythm)

*What's that new sound that I hear,
Playing to the music loud and clear?
Wonder what instrument it could be?
It sounds just like the maracas to me.
PLAY MARACAS!*

(Maracas player improvises rhythm pattern)

*Listen, listen, what's that sound,
Spreading merry music all around?
Wonder what instruments it could be?
Sounds just like the cymbals to me. PLAY CYMBALS!*

(Cymbal player improvises rhythm pattern)

*Listen, listen what's that sound,
Spreading merry music all around?
Wonder what instrument it could be?
Sounds just like the bells to me. PLAY BELLS!*

(Bell player improvises rhythm)

*Listen to the instruments, hear them ring.
Each one playing its own thing.
Now everyone join in the Rock 'n' Roll Band.
If you don't have an instrument,
just CLAP YOUR HANDS!*

(All instruments improvise rhythm, rest of class clap hands to music)

Skill areas - rhythmic improvisation, creative expression
Instruments - small drum, tambourine, maracas, cymbals and bells

Directions - Assign each of the above instruments to children in the class. Children on specific instruments are asked to improvise rhythmic patterns at different points throughout the song. The students will receive their cues in the lyrics throughout the song. Encourage children without instruments to join in the handclapping at the end of the song or during the vocal sections. If there are enough instruments, make this a group activity, i.e., several students may play drums, maracas, etc.

2. PASS THE INSTRUMENTS

Verse: *We're gonna pass the instruments around
the circle,
Yes, we'll pass them 'round and 'round.
We're gonna pass the instruments around
the circle,
Until you hear this sound. (Bell rings)
And if you have an instrument when you hear
that sound.*

*Yes, if you have one in your hand,
Chorus: Oh, lucky you, lucky you, you get to play
in the Rock 'n' Roll band. Here we go!*

(Children pass the instruments during instrumental section until bell sounds)

(Spoken): Do you have an instrument?

Chorus: *Well, lucky you, lucky you, you get to play in the*

Rock 'n' Roll Band. (children with instruments play along.)

Play along now!

Play it loud, play it strong, play along with the melody.

Play it loud, play it strong, come on and play along with me.

Let's pass the instruments!

(Passing and playing activity is repeated 2 more times)

Come on and play along with me.

Come on and play along with me.

Come on and play along with me.

Skill areas - auditory cueing, creative expression

Instruments - any combination of three instruments may be selected (e.g., drums, bells, rhythm sticks, tambourines, etc.)

Directions - Children are seated or standing in a circle. As the lyrics direct, the instruments are passed around the circle while the music plays. When the bell rings in the song and the music pauses, whoever has an instrument at that time keeps it and plays along until the command "Pass the instruments" is given again. Further directions are contained in the lyrics.

3. PLAY THIS RHYTHM

Can you play this rhythm loud and clear?

Can you play this rhythm that you hear?

Can you play this rhythm? Let me see!

Can you play this rhythm now for me?

Listen very carefully.

(|: ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ :|)

(Spoken): Try it now.

(Children play along as pattern is repeated.)

Can you play this rhythm loud and clear?

Can you play this rhythm that you hear?

Can you play this rhythm? Let me see!

Can you play this rhythm now for me?

Listen very carefully.

(|: ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ :|)

(Spoken): Everybody play.

(Students play rhythm as pattern is repeated.)

Can you play this rhythm loud and clear?

Can you play this rhythm that you hear?

Can you play this rhythm? Let me see!

Can you play this rhythm now for me?

Listen very carefully.

(|: ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ :|)

(Spoken): Play along.

(Students play rhythm as pattern repeats.)

Can you play this rhythm loud and clear?

Can you play this rhythm that you hear?

Can you play this rhythm? Let me see!

Can you play this rhythm?

♩ ♩ ♩ ♩ (children play) ♩ ♩ ♩ ♩

Play this rhythm!

♩ ♩ ♩ ♩ ♩ (children play) ♩ ♩ ♩ ♩

Play this rhythm!

♩ ♩ ♩ ♩ (children play) ♩ ♩ ♩ ♩

now for me.

Note: (|: :|) means repeat phrase or pattern.

Skill areas - auditory discrimination and patterning, auditory memory, fine and gross motor development, coordination, and listening skills.

Instruments - children may use handclapping, rhythm sticks or a variety of different rhythm instruments.

Directions - children are asked to reproduce the following rhythm patterns at different points in music.

⁴ ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩

Teachers may wish to introduce the 8th note rhythm by noting these rhythm patterns on the blackboard and having children clap them before listening to the song.

4. CALYPSO ISLAND

1. *Welcome to Calypso Island, can't you hear the music play?*

Natives humming, bongos drumming, all the night and day.

Bongos, bongos, here they come;

(Bongo player improvises or plays rhythm below)

⁴ ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩)

Bongos, bongos, hear them drum;

(free rhythm or: ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩)

Bongo music in the air;

(free rhythm or as above)

Bongos, bongos, everywhere.

(free rhythm or as above)

2. *Welcome to Calypso Island, can't you hear the music play?*

Sun is baking, maracas shaking, all the night and day.

Maracas, maracas, here they go;

(Maracas improvise or play ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩)

Maracas shaking to and fro;

(Maracas improvise or play as above)

Maraca music in the air;

(Improvise or as above)

Maracas, maracas everywhere.

(Improvise or as above)

3,4. Welcome to Calypso Island, can't you hear the music play?

Natives singing, tambourines (triangle) ringing through the night and day.

(Rhythm section is repeated with tambourine and then triangle,

improvising or playing x x x x | x x x x)

5. Welcome to Calypso Island, can't you hear the music play?

Now, everyone come join along in our calypso band today.

Calypso music hear it play;

(All improvise or play x x x x | x x x x)

Children without instruments may clap their hands)

Ringling through the night and day;

(Improvise or x x x x | x x x x)

Calypso music in the air;

(Improvise or x x x x | x x x x)

Calypso music everywhere.

(Improvise or x x x x | x x x x)

Calypso music everywhere.

Skill areas - creative expression, auditory cueing, introduction of quarter note rhythm, auditory patterning

Instruments - bongo drum, maracas, tambourine, triangle

Directions - Select four children to play designated instruments mentioned in the lyrics. "Calypso Island" may be done in two different ways. It may be used as a free rhythm experience where children can design their own rhythm patterns during the instrumental sections, or it can be used to introduce and teach the quarter note rhythm. In this case, during the instrumental sections ask the children to play the following rhythm pattern:

4 x x x x | x x x x etc.

Have students clap this rhythm in time to the music before trying it with instruments.

5. THE MARCHING BAND

Marching marching, marching, marching,
The marching band is coming to town
Just look 'cause here they come!

And watch the marchers lift their feet
To the beat, beat, beat of the drum.

And as the band goes marching by
All lined up in a row.

They're playing on their instruments and
smiling as they go.

Marching, marching, marching, marching,
But when the music stops, give your
instrument to a friend,

And all the new musicians get back in line
again.

And then start marching, marching,
marching,

Here We Go. (Instrumental Section)

STOP! (Spoken) Give your instrument to
a friend.

And all the new musicians get back in line
again.

And then start marching, marching,
marching, marching.

(Activity is repeated 2 more times from
instrumental section)

Last verse: The marching band is coming to town
Just look 'cause here they come!

And watch the marchers lift their feet
To the beat, beat, beat of the drum.

And as the band goes marching by
All lined up in a row,

They're playing on their instruments
And smiling as they go.

Skill areas - auditory cueing, fine and gross motor development

Instruments - teacher may select any type and number of instruments for this activity

Directions - Rhythm instruments are distributed to various students who stand in a line or a marching band formation. Whenever the music stops, the children have to give their instruments to other children who then become the marchers in the band. Vocal cues and other directions are contained in the lyrics.

6. PLAY SOFT, PLAY LOUD

Let's play softly, softly as can be.

On our instruments we're playing softly
you see.

(Repeat)

TRIANGLE (instrumental) BELLS (instrumental)

On our instruments we're playing softly
you see.

TAMBOURINE (instrumental) We're playing
softly you see.

Let's play loud now, loud as loud can be.

On our instruments we're playing loud you see.

DRUMS (instrumental) MARACAS (instrumental)

ALL TOGETHER (children without instruments may clap hands)

Let's play softly, softly as can be.

On our instruments we're playing softly you see.

On our instruments we're playing softly you see.

Skill areas - fine motor control, creative expression, dynamic awareness, loud and soft.

Instruments - triangle, bells, tambourine, drum and maracas

Directions - Instruments should be assigned to various students, who may be seated or standing. Children are asked to play softly or loudly on their instruments at different points in the song. Teachers may wish to introduce the concepts of "forte" (loud) and "piano" (soft) to explain the dynamics used in this song.

TEACHER SUGGESTIONS

The instrumental selections contain the same melodies without lyrics and verbal instructions. This has been done to accommodate the teacher working with children of differing capacities to "custom tailor" the activities to suit the needs of his/her class. It also provides the teacher who does not have the full complement of rhythm instruments designated in the lyrics the flexibility of working with whatever rhythm instruments are available. The following is a list of alternative teaching activities.

7. THE ROCK 'N' ROLL BAND

1. Teachers of older children or music teachers may ask the various instrumentalist to play any of the following rhythm patterns on their instruments:

a. $\frac{4}{4}$ etc.

b. $\frac{4}{4}$ etc.

c. $\frac{4}{4}$ etc.

2. Without being confined to lyrics, the teacher may select any type or number of instruments to play. Rhythm sticks can easily be made using dowels.

3. Children may also simulate playing the instruments through pantomime.

8. PASS THE INSTRUMENTS

1. Depending on the age and developmental level of the students, the teacher may ask students with instruments to try the following rhythm patterns during the "play along" section:

a. $\frac{4}{4}$ etc.

b. $\frac{4}{4}$ etc.

c. $\frac{4}{4}$ etc.

d. $\frac{4}{4}$ etc.

2. A game similar to "musical chairs" may be played. Use five rhythm instruments and set them in a row on the floor. Select six children to march around the instruments. When the bell rings, children try to grab an instrument. The child left without an instrument is eliminated and one instrument is taken away. Game proceeds in this manner until there is a winner (repeat song if necessary).

9. PLAY THIS RHYTHM

1. For younger children, the following are alternate rhythm patterns that may be played:

a. $\frac{4}{4}$ etc

b. $\frac{4}{4}$ etc

c. $\frac{4}{4}$ etc

2. For older or accelerated classes, here are alternate rhythmic patterns:

a. $\frac{4}{4}$ etc

b. $\frac{4}{4}$ etc

c. $\frac{4}{4}$ etc

d. $\frac{4}{4}$ etc

10. CALYPSO ISLAND

1. Teachers without the rhythm instruments designated in the lyrics may select whatever instruments are available.

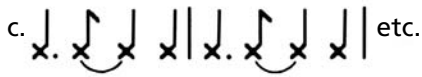
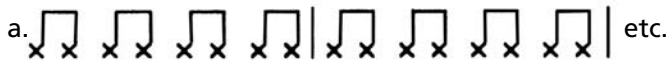
2. For children incapable of tapping the quarter note rhythm: (),

the following patterns may be taught:

a. etc.

b. etc.

3. For the older or advanced student the following rhythm patterns are suggested:



11. THE MARCHING BAND

1. The instrumental version of this song may be used purely as an enjoyable marching activity. When the music stops, instruct the children to freeze in place.
2. The teacher may select one child to be the "leader" of the band. When the music stops, the leader calls directions to the marchers such as, "About face!", "Turn to the right" "Turn once around!", etc.

12. PLAY SOFT, PLAY LOUD

1. For teachers without the full complement of rhythm instruments, any instruments available may be used.
2. Teachers may wish to use the instrumental version to introduce the different dynamic levels such as **mp** (medium soft), **pp** (very soft), **mf** (medium loud), **ff** (very loud).
3. Introduce the voice as a musical instrument capable of producing various levels of dynamic intensity. Have the children sing, "Let's sing softly," and select various students to demonstrate different dynamic levels by asking them to sing **mp**, **ff**, **pp**, etc.
4. Rather than singing the lyrics, the teacher may just instruct the children to sing the word "la" along with the music; the teacher may then direct students to sing louder or softer anytime during the song.

ABOUT THE AUTHOR

Jill Gallina has been actively involved in all aspects of music from teaching to performing. Formerly an elementary school music teacher, she presently devotes herself to a full time career as a composer of children's and educational materials. Having eleven children's albums in print, including "Alphabet in Action," "Holiday Songs for All Occasions," "Beanbag Games and Coordination Skills," Jill's music has been published by Silver Burdett Company, Shawnee Press, Kimbo Educational, Jenson Publications, and Hal Leonard Publishing Corporation. Her music has been performed internationally and she is a member of ASCAP.

EDUCATIONAL CONSULTANT

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