

“Father and Son - Dynamics and Rhythm”

LESSON PLAN

Elementary Level, Gr. 3-5

For music class or regular classroom use

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This lesson plan may be modified to cover one or several days depending on how long class periods are.

National Music Standards:

- 8b Identify ways music relates to other school subjects.
- 6a Listen to identify form.
- 6b Describe music by answering questions about it and moving to it.
- 6c Use appropriate terms to explain music.
- 6e While listening to music, move to show a prominent feature of the music.
- 5b Sight-read melodies in treble clef by following the contour of the melody.
- 5c Identify and define standard notation symbols for dynamics.
- 2a Play instruments accurately in small ensembles.
- 5a Read dotted notes in duple or triple meter.

Materials:

- Song: “If It Were Not for Dear Old Father” ([sheet music](#) [recording](#))
- Song: “When Teddy Comes Marching Home” ([sheet music](#) [recording](#))
- Song: “Teddy Bear March” ([sheet music](#) [recording](#))
- Small classroom percussion instruments

Introduction: (History/Social Studies Connection)

Ask students if they know any interesting facts about Teddy Roosevelt. Have them share first, then explain that he was President from 1901-1909 and was the leader of the Republican Party and also started the Progressive Party. The Teddy Bear was named for him after a hunting trip in 1902 to Mississippi. (After no sight of bears to hunt, Roosevelt’s assistants caught one and tied it to a tree for him to shoot, but he would not shoot it, as he thought that unsportsmanlike. The bear became known as “Teddy’s Bear” and the first ones that were made looked like the bear that was tied up for him!) Roosevelt took a safari/hunting trip to Africa with his son, Kermit, from 1909-1910 after his Presidency. These two songs are about the son’s bonding experiences in Africa with his father and about the joy of having Teddy and son return home again after the trip!

Develop:

(First Song above) Distribute copies of the song, “If It Were Not for Dear Old Father” or show on screen and discuss the lyrics, looking for words that bond or connect father and son while on their trip to Africa.

Listening:

- Play the song on piano or recording and identify how many parts (sections) are heard. (Two)
- What are the dynamics (loud/soft) of Part 1 in the accompaniment part? Notice the dynamic changes in the Chorus accompaniment (Part 2). Would these dynamics work well for the singers as well? Experiment and change as desired while reviewing basic dynamic markings. (pp, p, mp, mf, f, ff, crescendo, decrescendo, etc.)
- Identify rhythm of song. Is the rhythm even or uneven? (Uneven) What makes the song sound bouncy and uneven? (Dotted rhythms make first note longer and thus second note shorter) Ask students if they could name a couple of patriotic songs that use dotted rhythms. (Battle Hymn of Republic – faster dotted rhythms; America – slower dotted rhythms.)
- Join in singing the words as soon as they feel comfortable doing so.

Develop:

(Second Song above) Distribute copies of the song, “When Teddy Comes Marching Home” or show on screen and discuss lyrics, looking for words that describe the happy homecoming from his African safari trip and the joyous celebration. Can you think of any other songs that describe a homecoming as this? (“When Johnny Comes Marching Home Again” describes a Civil War soldier returning home.)

Listening:

- Play the song on piano or recording and identify how many parts/sections are heard. (Two, like song above. This is the form of the song.) What could we name each part? (Verse/Refrain; Part 1/Part 2; Part A/Part B; Solo/Chorus) What is different about the second part in this song vs. above song? (Only one set of words for both times sung.)
- How are the dynamics the same or different in this song from song above? Would you change the dynamics if you could?
- Identify the rhythm in this second song. What is the same and what is different? Same (Both have dotted rhythms); Different (More and faster dotted rhythms in first song.) Students may identify other differing rhythms, such as syncopated eighth, quarter, and eighth pattern, etc.
- Identify this song as being in March style.
- Listen again, enjoying lyrics, but noticing dynamics, rhythm and style.

Moving:

- Ask students to think of two differing movements to show the two sections. (Clap/Pat; Snap/March; Wave streamers/Bounce up and down, etc.) Move while listening to the music.
- For more extensive movements, see “Movement Activity” at end of this plan.

Reading:

- Follow contour of music notes, while listening to song again...noticing the direction of the melody as it moves up, down, or repeats on the music staff.
- Sing the song again on a neutral syllable (such as la, do, etc.) following the contour of the notes carefully.
- Sing the song again noticing contour of melody while singing the lyrics until they are comfortable with both.

Playing:

- Choose two classroom rhythm instruments to play on the steady beat first and then change to a rhythm pattern (i.e. ti-ti ti-ti ta rest or something more difficult depending on the group.) (i.e. drums for part 1 and rhythm sticks for part 2) Change rhythms and types of instruments if needed. Some play instruments while others sing.

Close:

Play a third Roosevelt song, “Teddy Bear March”, guiding students to respond to the steady beat or rhythm in various ways as the music may suggest. Have them listen for any changes in dynamics (louds/softs), tempo (fast/slow), or number of sections in this piano piece without lyrics. Students may conduct the beat and then march around the room to the steady beat.

Extension: Special Dance/Movement Activity with song “When Teddy Comes Marching Home”.

Introduction – Measures 1-8. Join hands and bounce to the steady beat bending knees.

Part 1: (Verses)

Measures 9-16. Circle **right**.

Measures 17-24. Circle **left**.

Measures 25-32. Step **in** (with small steps) to center of circle gradually raising arms.

Measures 33-40. Step **out** (as above) to big circle gradually lowering arms. **Smile a “Teddy” smile!!**

Measures 41-48. Circle **right**. (Or right 4 measures and left 4 measures.)

Part 2: (Chorus)

Measures 49-72. Drop hands and swing them at side while **marching** to the steady beat.

After singing “big brass band” shout **“tootily toot!”** (Or “toot, toot, toot!”), pretending to play trumpet.

After singing “cheering in the land” raise fists twice and shout **“Rah! Rah!”**

Smile while singing about his **“familiar smile!”**

Repeat Part 1 for 2nd verse.

Repeat Part 2 as Chorus.

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