



Virginia Music Educators Association, 2018

Clinician: Dr. Artie Almeida

Sponsor: West Music

Download the Visuals for this clinic from my website: [www.artiealmeida.com](http://www.artiealmeida.com).  
Click on "Teacher Resources" then "Teacher Downloads" and scroll down to folder titled "V18".  
Folder will be removed on November 30<sup>th</sup>.

### 1. **My Bonnie Lies Over the Ocean**

*Focus: "B", Singing Fun, Triple Meter.* Display PDF, and discuss history of song, if desired. Perform song for children, pointing at the letter "B" each time it is sung. Have them join you on the second time through. Next, have students sing the song with you, raising their arms on each word that begins with "B" and lowering them on the next, continuing throughout the song. For the grand finale, instruct children to stand on each word that begins with "B", sit down on the next and so forth. If done correctly, they will be sitting down at the end of song.

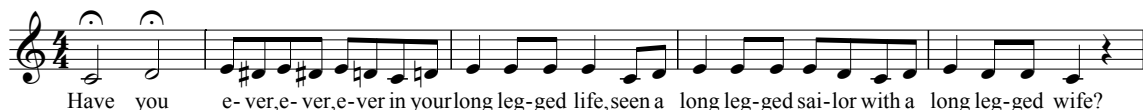
### 2. **Singing Scarf**

*Focus: Pitch Match, Melodic Direction and Intervals.* Use a canopy scarf to energize your daily warm-ups with the little ones. With children holding scarf, begin echoes of Oohs/Up/Down/High/Low patterns. Using a slide whistle to begin is a lot of fun for the children. Then consider number or solfège patterns, finally moving into familiar songs that are easy to outline with the scarf, e.g., *Starlight Starbright, Elevator Song, Hot Cross Buns*. Consider sheer curtains for your scarf. Other "vocal-warm-up-activators" include Toobaloos, Scarves, Melody Buddies, Wind Tube, etc.

3. **Chumbara** (French Canadian Nonsense Song) (*Focus: Diction, Consonants, Melodic Direction, Octave.* Teach song (original lyrics) to the children. Help them locate the octave jumps in the melody, as well as the descending C Scale. Show with hands each time you sing the song. When the melody is secure, place the three Silly Syllable Bags in front of the children and choose a child to build a new verse by choosing a syllable for Bags #1, #2 and #3. Repeat 7 or 8 times, giving new children turns to choose.

### 4. **The Long Legged Sailor**

*Focus: Steady Beat, Singing.* Sing entire song for children then ask them to join in on second singing. Have students hold both hands apart on "long." Then add "lap drumroll" on "Have you..." Next add patting the lap on "ever" and "wife." Then teach entire body percussion pattern. In a subsequent lesson, change the word "sailor" to a creature, food, or body part. (e.g., long-legged cockroach, long-legged sandwich, long-legged stomach, etc.). Change partners numerous times.



5. **There's a Spider on the Floor** (Book and Song by Raffi. Tune "If You're Happy & You Know It") *Focus: Rhyming Words, Phrases.* Add toy (or paper) spiders for engagement. Create many verses, then allow small groups of students to create their own rhyming verses and sing for their classmates.
  
6. **Booktime: The Aliens are Coming! Mallet Percussion, Alien Dancers** (Almeida: *Mallet Madness Strikes Again.* Children's Book by Colin McNaughton. Children's book available at [www.westmusic.com](http://www.westmusic.com)) *Focus: Minor Mode, Melodic Direction.* Read the text in rhythmic fashion and add the refrain after each two pages. Change the text at the end to "Tell the people far and wide, all across the countryside. Tell them quickly Get outside, the aliens are going!" For my initial lesson the children use voices and "alien fingers" (tiny clapper hands from the party store). The mallet percussion lesson is their second exposure to the book. Consider adding masks and finger puppets.



Tell the peo-ple far and wide, all a-cross the coun-try-side, tell them quick-ly get in-side, a-li-ens are com-ing!

**7. Court of King Carraticus** (PPT by Cynthia Sibitzsky, Used with Permission)

*Focus: Tuneful Singing, Sequencing.*

- ♪ Court (bow)
- ♪ Palace (hands above head like roof)
- ♪ Ladies (show wide skirts out to sides)
- ♪ Faces (frame face with hands)
- ♪ Noses (touch nose)
- ♪ Powder (pat powder puff into powder box)
- ♪ Picture (click camera button)

Oh, the court of King Car-ra-ti-cus is just pas-sing by. Oh the court of King Car-ra-ti-cus is

5 just pas - sing by. Oh, the court of King Car - ra - ti - cus is just pas - sing by. Oh, the

8 court of King Car - ra - ti - cus is just pas - sing by.

The musical notation consists of three staves in 4/4 time. The melody is simple and repetitive, with lyrics written below the notes. The first staff ends with a double bar line. The second staff begins with a measure rest labeled '5'. The third staff begins with a measure rest labeled '8'.

**About the Clinician:**

Dr. Artie Almeida recently retired after 37 years of teaching in the public schools. She was the music specialist at Bear Lake Elementary school in the Orlando FL area, where she taught 1200 K-5 students. Her dynamic performing groups have performed for NAFME, AOSA, and on the NBC Today Show. Artie was chosen as Florida Music Educator of the Year, and was also selected as an International Educator 2006 by the Cambridge England Biographical Society. She was a Teacher of the Year at the school level 6 times, Seminole County Teacher of the Year and was recently chosen as a University of Central Florida Alumni of the Decade. Artie is included in the publications *Who's Who in American Education*, and *Great Minds of the 21<sup>st</sup> Century*. Artie was an adjunct professor of music education at the University of Central Florida for 34 years, the saxophone instructor at Valencia State College, the music and movement instructor at Seminole State College and a saxophone performer and teacher. Additionally, she performs early music with Ars Antiqua and the Halifax Consort.