

# "On Bright Red Days how **good** it feels to be a horse and kick my heels!"

*Trot, Old Joe*.....Texas Folk Song  
*My Horses Ain't Hungry*.....American Folk Song  
.....Arranged by Randy DeLelles and Jeff Kriske  
Movement Activity: *Rodeo (Hoe-Down)* [Copland]...Recorded by Power Music Workout

**Music:** "Trot, Old Joe" is a first grade favorite! The song consists of four verses, each with an action for students to sing and respond to kinesthetically. In class, all students practiced by 'grabbing the reigns' of Old Joe and moving to the action words of: trot, walk, gallop and jump. Today, Ms. Schaapveld's class will demonstrate the movements while the remaining first grade classes will sing the song.

"My Horses Ain't Hungry" explored the concepts of rhythm, melody and harmony. Students learned to sing the melody as well as a vocal ostinato (repeated melodic pattern). After each section was learned, students were divided into two sections: melody and vocal ostinato. Listen carefully as students will first sing the melody, then vocal ostinato, and then both parts will perform at the same time. This is a challenging concept for young musicians, as it requires strong singing and listening skills.

**Phy. Ed:** Our first graders have worked very hard as a team to complete their circle dance. In physical education class our first graders are exposed to more team activities and what it means to be part of a team. They have done a tremendous job making sure that everyone on their team is doing their part all while having fun. In doing so we have created a circle dance to the song "Rodeo," where each team (circle) works cooperatively to complete it.

**Art:** Art students looked at the work of Franz Marc, mostly noted as an Expressionist artist and a founding member of Der Blaue Reiter, an artist's group. He painted lively images of animals with repeating shapes and bright colors. He assigned meaning to the colors he used to tell stories, with specific meanings for the first grade color: RED. Students studied the basic shapes that can be used together to draw horses in various poses, then painted them using adjacent colors with white for the horse figures, and remaining colors in flowing styles for the backgrounds. Horse images are running along the fence lines as they would in a herd.

**Library:** What tastes like sugar, is really chewy, and comes in every color of the rainbow? Gum! The first grade students read Chavella and the Magic Bubble by Monica Brown. In this story, magic gum transports a little girl back in time to learn how her great grandfather worked to extract sap from sapodilla trees. The tree sap is then turned into gum. After viewing the process on [www.leeegum.com](http://www.leeegum.com), students had an opportunity to taste it. Ask a first grader what tree sap gum tastes like.

**Spanish:** Students learned the poem "Los Caballitos de Colores," author unknown. The poem is about a girl named María who travels around the world on different colored horses. The last verse has been modified so that María travels to Whitefish Bay! The poem was incorporated into a class lesson that reinforced colors and geography as we used the map and talked about the different locations in the world that María traveled to. In the poem she traveled to Paris, Istanbul, through the countryside and then all the back to Whitefish Bay. Those caballitos must have had magical pies (feet) to travel over the océano!!

# "On other days I'm other things. On Bright Blue Days I flap my wings."

*Spread My Wings*.....Leotha Stanley  
*Blue Skies*.....Irving Berlin  
.....Arranged by Roger Emerson  
Movement Activity: *Celebration*.....Recorded by Kool & the Gang

**Music:** "Spread My Wings" not only fits the color blue and the text of My Many Colored Days, but the lyrics and feeling of the song represent where the fifth graders are headed in their lives too. To the soon-to-be middle school students, this song represents moving on, growing and learning. The composer, Leotha Stanley, is a Wisconsin native and active musician in the Madison area. He's authored two books, "Be A Friend: The History of African American Music Through Words, Pictures and Songs" and "Spread My Wings," a songbook with nine original songs.

Check out this article from UW- Madison 2006 for more information on Leotha Stanley:  
<http://www.news.wisc.edu/12096>

"Blue Skies" is a jazz standard that countless performers have enjoyed, performed and recorded, and our fifth graders have enjoyed learning a 2-part arrangement of the classic piece as well. We've discussed scat singing (and some have even tried their own versions of scat singing during class!), the form of the song and students have identified the similarities and differences of their "Blue Skies" version compared to the recordings we've listened to in class.

During general music and choir rehearsals, students listened to recordings of "Blue Skies" performed by Ella Fitzgerald and Willie Nelson. The student response to the recordings was wonderful, and students had a strong reaction to one or both of the pieces. At the dinner table tonight, be sure to ask your child which recording they liked best and why.

**Phy. Ed:** The fifth graders are ready to celebrate their exit from Cumberland Elementary as they head to the Whitefish Bay Middle School next year. This energetic dance allows the students to showcase some of their own moves as the celebration gets started. Thank you to Mrs. Adams (K5) for her choreographing expertise.

**Art:** Art students created colorful masks, displayed at the edges of the performance area. Students were inspired by mask images. Pablo Picasso, famous for his cubist style as well as his "blue" period, had studied and was inspired for many of his paintings by similar mask images. Students were asked to include negative space as they built mask forms with paper, recycled materials and tape. These forms were then covered with plaster wrap and painted with acrylic paints. The final step was to add a second material that enhanced the meaning of their mask image.

**"Some days, of course, feel sort of Brown.  
Then I feel slow and low, **low down.**"**

Movement Activity: *Tai Chi at Red Rocks*.....Recorded by Ahanu Music for Spa

**Phy. Ed:** The fifth grade classes of Ms. Wilkinson, Ms. McCormick, and Mr. Moore have been working on a form of martial arts known as Tai Chi. Students have worked hard to learn a few of the basic movements to put them together into a set. A couple of the health benefits of Tai Chi are to reduce tension and stress in the body and to improve balance. We are very impressed with their determination to keep the set slow, soft, and graceful.

**"Then comes a Yellow Day.  
And, wheeeeeeeeeeee I am a busy, buzzy,  
bee."**

*You Are My Sunshine*.....Jimmie Davis, Charles Mitchell and Paul Rice  
*The Bee Song*.....Kenneth Blaine  
Movement Activity: *Walking On Sunshine*.....Recorded by Katrina & the Waves

**Music:** The kindergarten children are singing two songs about the color yellow, the color of happiness and energetic exuberance. The first tune is the ever popular "You Are My Sunshine." This song is a perfect example of the joy and love the color yellow can bring to all. It was written by Jimmie Davis, Charles Mitchell and Paul Rice and first recorded in 1939.

Our second selection is a wonderfully charming song from England entitled "The Bee Song." The song was written in 1938 by pianist Kenneth Blaine and made hugely popular by a comedic singer, Arthur Askey. The energetic and witty Bee Song is a favorite of British children and is used as a 'clean-up' song in their kindergarten classes.

**Phy. Ed:** The junior and senior kindergarten classes have put together a variety of fitness exercises that we do daily in Physical Education class to create a fun fitness dance. Students will be performing their fitness dance to the song "Walking on Sunshine." Their enthusiasm and energy has really "shined" through in each class!

**Art:** The kindergarten's color was yellow which Vincent Van Gogh used often in his paintings. We spoke about the famous painting called "Sunflower." Students first paper mached a cup to be the base of the sunflower. Once the cup dried the students added two more layers of petals to their flower base and brown dots to represent the sunflower seeds. There was various cutting and gluing with this flower. Junior kindergarten created a bumble bee using model magic, black sharpie and pipe cleaners which was then attached to the top of the flower bud. In senior kindergarten, students sprinkled the tops with gold glitter to make them shine as much as the kids!

**Library:** Lois Ehlert, illustrator of the book Chicka Chicka Boom Boom, is also the author of many visually stunning picture books. During this author study, the K4 students created their own Lois Ehlert-inspired pictures in which they used the same bold colors and simple shapes that appear in many of this author's books.

# **"Then all of a sudden I'm a circus seal! On my Orange Days that's how I feel."**

*Circus!/The Animal Fair*.....Lynn Freeman Olson/Unknown  
*Los Elefantes*.....Unknown  
Movement Activity: *Entry of the Gladiators*.....Recorded by The Big Top Orchestra

**Music:** "Circus!" is a short, introductory song in 2/4 time that is a perfect prelude to "The Animal Fair." Notice the quick transition from the 2/4 time of "Circus!" to the waltzing feel of 6/8 time in "The Animal Fair." Students learned to internalize both meters, and you will hear that smooth transition today.

"Los Elefantes" is a second grade favorite. When each class arrives to general music each week, students spontaneously begin singing this favorite tune. "Los Elefantes" allowed students to learn to sing three verses in Spanish with coordinating movements, and to sing the English translations in between each Spanish verse. Working with Maestra Abts, this was a collaborative effort to help students learn not only the musical concepts of melody and rhythm, but language skills as well.

**Phy. Ed:** Second grade had a blast being creative and silly on this five-ring circus act. Students were testing their skills on balance, hand eye coordination, and creativity. The traditional circus theme song really added to the performance.

**Art:** Students were introduced to two famous artists: Miro and Calder. These artists used abstract shapes. Calder is mainly known for doing mobiles. We combined these two elements to create our three dimensional art piece. Students worked with wire for the outer shape of the mobile. The first inner layer started with orange tag board since this is our grades' color. Additional layers were then added to give each mobile its special look.

**Library:** Tanya Lee Stone is the author of a highly visual biography of Alexander Calder called Sandy's Circus. In her author's note, she explains how she became interested in this artist and why she wrote a book about him. In addition to reading this biography together, 2<sup>nd</sup> grade students were given an opportunity to explain who they might want to write about and why.

**Spanish:** Students learned a traditional and popular folk song from Latin America titled "Los Elefantes" in both Spanish and Music classes. This particular version was arranged by Alma Flor Ada and F. Isabel Campoy and the English adaptation was written by Alice Shertle. The students learned movements with the song to help them internalize the meaning of the language. After learning the song, we used it as an opener to each Spanish class.

Students also colored the program covers, according to the colors in Spanish, as a language reinforcement activity.

# "Green Days. Deep deep in the sea. Cool and quiet fish. That's me."

*Once More to the Sea*.....Robert I. Hugh  
*Bump! Bump! Bump!*.....Jean Hersey  
.....Based on a poem by Dr. Seuss  
Movement Activity: *Theme (From "Pirates of the Caribbean: The Curse of the Black Pearl")*.....Recorded by Dirk Brosse & the Flemish Radio Orchestra

**Music:** While in the deep sea, the fourth grade sings about their experiences sailing the ocean waves in "Once More to the Sea." This sea chantey introduces contrasting feelings, from the excitement of exploring the world, to the tumultuous waves as a storm arrives! The song speaks of the importance of working together as a crew, to create a beautiful combination of melody and harmony and to achieve the success as a sailor!

Our instrumental selection may be familiar, as it is an excerpt from Dr. Seuss' book, One fish, two fish, red fish, blue fish. After discovering the many funny fish and things that can be found everywhere, a camel-like creature appears! The text has been set to a few rhythmic patterns, which have been intertwined to create a crazy, foot tapping percussion piece. Although the fourth grade is *very* cool, you will realize they are not quite the quiet fish Dr. Seuss intends for them to be!

**Phy. Ed:** Fourth grade worked on a parachute routine to the theme song from "Pirates of the Caribbean." They had the challenge of not only focusing on the parachute but also timing each stunt out to flow with the music. The parachute is a favorite for all Cumberland students.

**Art:** Art students have worked continually from inspirations of traditional Japanese art forms. Students learned to sew on the sewing machine simple belt forms, used Shibori to dye the fabric, and then printed with rubber fish printing plates to create a unique pattern that interested them in a variety of colors. These belts can be seen on each fourth grade student.

**Spanish:** Fourth graders studied sea animals in Spanish class as well as in their science class this year. They learned to describe animals through various games and activities that focused on adjectives, movement and animal diet. They each wrote descriptions of sea animals that are on display. Please take time to read their descriptions. Can you guess the animal they are describing?

**"On Purple Days I'm sad. I groan. I drag  
my tail. I walk alone."**

*Gloucester Road*.....Anonymous

**Fifth Grade Small Orchestra Ensemble:** It could easily be argued that no music is more reflective of the sad text you just heard recited than the English Country Dance tune, "Gloucester Road." While it could be said that nothing is more cheerful and Spring-like than an upbeat Sixteenth Century English tune in a major mode, it could also be said that no music is more introspective and poignant than a slow old English tune cast in a minor or modal mode. In E minor, with a lowered seventh tone at the end, "Gloucester Road" is such a tune. It expresses in sound all the words of sadness that you just heard spoken: "groan, drag, alone" (and the color purple.) But like all great music, it makes us realize that there is a place for occasionally being sad, for being alone; for surrounding ourselves on a rainy day with purple. Such music teaches us that when the cheerful tunes come back, they sometimes are able to transcend happiness and take us to an even higher place.

**Pre-Concert Music (Fifth Grade Strolling Strings):** Fifth grade orchestra students will be "strolling musicians" at this year's Spring Sing. This means that they have prepared one or two pieces to perform for audience members as a prelude to the concert. "Strolling" refers to the venerable (and challenging) practice of taking the music to the audience by walking up to them, playing music, and then strolling off to perform for other fortunate audience members. The audience does not need to travel to hear this music...it will come to them. It doesn't get more convenient than that!

**“But when my days are Happy Pink it's  
great to jump and just not think.”**

*Happiness*.....Music by Joanne Hammill, text by A. A. Milne  
*The 59<sup>th</sup> Street Bridge Song/Happiness Runs*.....Paul Simon/Donovan Leitch  
Movement Activity: *Dynamite*.....Recorded by Taio Cruz

**Music:** A. A. Milne, best known for his Winnie the Pooh books, wrote a charming poem that Joanne Hammill set to music years later. The melody has a large range, and students worked to sing clear and on pitch. The tune requires a strong steady sense of beat as the students break into a four-part round. If any of the parts rush the song or drag the tempo, the round can fall apart. Third grade students have worked diligently to sing while feeling the pulse of the beat. Students sing in unison during class, as well as breaking into 2, 3, and 4-part rounds.

“The 59<sup>th</sup> Street Bridge Song” is a Simon and Garfunkel favorite, and when paired with the vocal ostinato of “Happiness Runs,” the performance becomes a partner song. A partner song is two different songs sung at the same time. The third grade has learned many partner songs this year, in preparation for more 2 and 3-part songs in fourth and fifth grades.

**Phy. Ed:** Third grade created a dance to the popular hit song “Dynamite.” We decided to incorporate some added flash with rhythm sticks and hula hoops to the dance. Third grade did an excellent job memorizing these challenging movements.

**Art:** Art students worked from the artist Henri Matisse. Matisse became a leading figure in Modern Art because of his expressive use of color and image structure. Inspired by a time in his life where he worked with paper cutouts, students used paper to cut out positive and negative shapes, then balanced these cutouts by color and space around a banner. The cutouts, limited in color, were transferred and carefully painted in groups. The banners hang from the second story windows. Each banner includes the third grade color: purple.

**Spanish:** Students learned the song, *Rojo, Café* by Patti Lozano which is a song that tells about the colors and where they are found in nature. Students completed an activity with the song to identify the vocabulary in the verses and demonstrate comprehension through illustration. After learning the song, we used it as an opener to each Spanish class.



**"Then come my Black Days. MAD. And  
loud. I howl. I growl at every cloud."**

**Music:** The fifth grade classes of Ms. Palmer and Mr. Joynt will provide the Black Day instrumental music. Each drumming circle consists of tubano drums (low, medium, high), woodblock and maracas. The form of the performance is A B A. The A section consists of a rhythmic performance based on the text:

*One, two, three, four, five  
Once I caught a fish alive!  
Six, seven, eight, nine, ten  
Then I let it go again!*

Listen carefully to the tubano part; the rhythms of the fish text are played on the low and high tones on the drums. The wood blocks keep the steady beat, while maracas add rhythmic flair. The B section varies between Ms. Palmer's and Mr. Joynt's drumming circles. The students in each class created and voted on which B section was best to perform. Additionally, during the B section while all students are playing the rhythm of the created section, a few students improvise on conga drums.

Watch each drumming circle rotate to a new instrument. The rotation is done while the cowbell plays a specific rhythmic pattern to give students time to travel to a new instrument. All students will play the tubano, woodblock and maraca part today.

**“Then comes a Mixed-Up Day. And WHAM!  
I don’t know *who* or *what* I am!”**

*The Add-On Machiine.....Recorded by Ambient/Dream Pop-Music for Creative Dance*

**Music:** A favorite movement activity of the upper grades, “The Add-On Machiine” introduces students to layered melodic ostinatos (repeated patterns.) Each pattern is introduced first, then repeated while additional patterns are brought in. Eight patterns in total, each grade level (K4-5) will demonstrate a movement that coordinates with the melodic ostinato. Seven movements in all, the motions reflect different levels (high, medium, low) and varying movements from left to right. This recording requires strong listening skills and strong willpower to refrain from joining in on other grade level’s motions!

**“But it all turns out all right, you see.  
And I go back to being...me.”**

*What a Wonderful World*.....George David Weiss and Bob Thiele

**Music:** Students have listened to recordings of “What a Wonderful World” performed by Louis Armstrong, Willie Nelson and Israel Kamakawiwo’ole (“Somewhere Over the Rainbow/What a Wonderful World”.) Each grade level has read/sung to the beautifully illustrated version of What a Wonderful World, illustrated by Ashley Bryan. We hope you enjoy our last song of the Spring Sing, performed by all Cumberland students!

**Special thanks to...**

- ❖ The Cumberland teachers and staff for their flexibility and support to make this a great event for everyone!
- ❖ Ms. Heffron, our principal, for her ongoing support and guidance
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*Concert text taken from Dr. Seuss’s My Many Colored Days*

Seuss, Dr. “My Many Colored Days.” Alfred, A. Knopf, Inc., NY. 1996.

Additional My Many Colored Days ideas and activities can be found:

<http://www.seussville.com/>

<http://www.princetonol.com/groups/iad/lessons/early/Stephanie-book.htm>