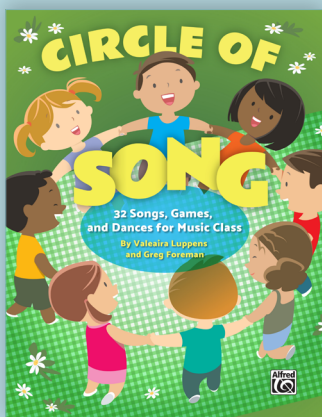
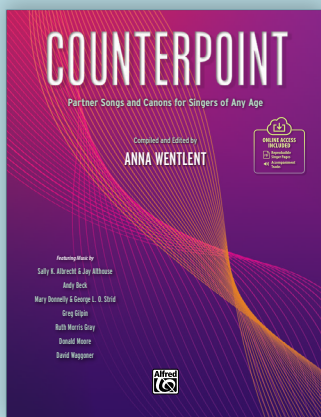


NEW CLASSROOM RESOURCES

2022-2023



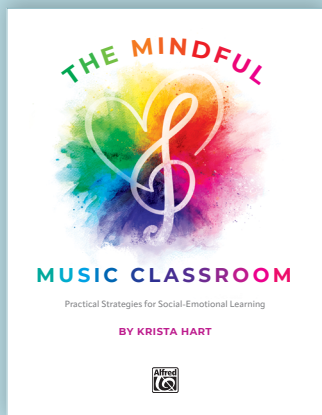
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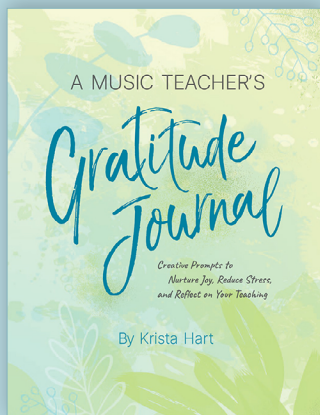
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Page 19



Page 23



Page 27

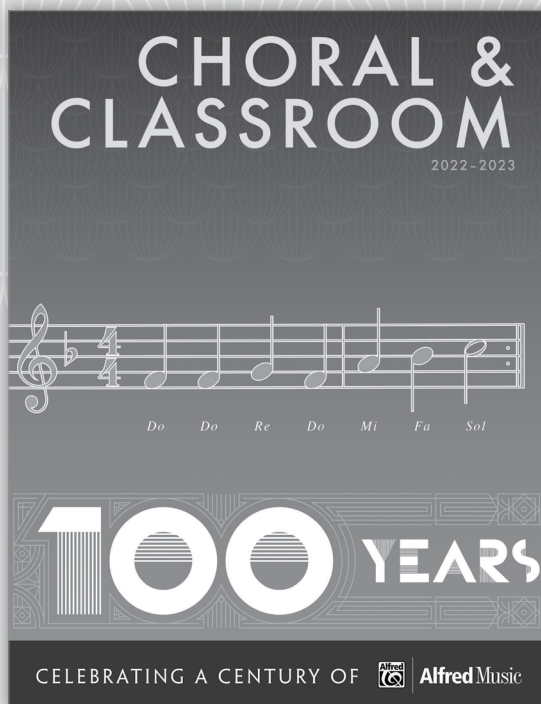


Alfred Music
LEARN • TEACH • PLAY

NEW MUSIC AND RESOURCES

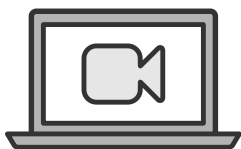
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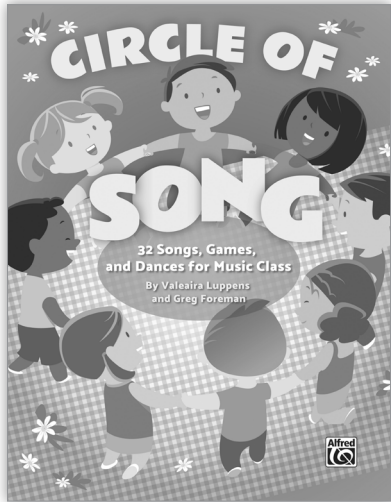
Please refer to pages 4–8 for excerpts from *Circle of Song*.

CIRCLE OF SONG

32 Songs, Games, and Dances for Music Class

By Valeaira Luppens and Greg Foreman

Move the desks out of the way and invite those eager young musicians to circle up for some fun-filled active-learning music time. This practical planning book is a creative teacher’s treasure and a kinesthetic learner’s playground. Along the way, there’ll be plenty of singing, moving, listening, playing, laughing, and learning! Favorite childhood songs are the foundation throughout, plus learning targets, required resources, and step-by-step instructions are included for every activity.



- Recommended for grades K–5.

LESSONS:

- | | |
|--------------------------------------|------------------------------|
| 1. Apple Tree | 17. La Raspa |
| 2. The Bear Went Over the Mountain | 18. Little Red Caboose |
| 3. Bluebird | 19. Love Somebody, Yes I Do! |
| 4. Bow Wow Wow | 20. Make New Friends |
| 5. Button! Button! | 21. The More We Get Together |
| 6. Charlie Over the Ocean | 22. Old Brass Wagon |
| 7. Cobbler! Cobbler! | 23. Old King Glory |
| 8. Deedle, Deedle Dumpling | 24. Old Mister Rabbit |
| 9. Did You Ever See a Lassie/Laddie? | 25. Paw Paw Patch |
| 10. Did You Ever Watch a Dancer? | 26. Pulcinella |
| 11. The Farmer in the Dark | 27. Rain Is Falling Down |
| 12. Hava Nagila | 28. Rig a Jig Jig! |
| 13. Here We Sit in a Ring | 29. Sally Go 'Round the Sun |
| 14. Hickety Pickety Bumblebee | 30. Sarasponda |
| 15. Hickory Dickory Dock | 31. Snail, Snail |
| 16. I Let Her Go! | 32. Tideo! |

Book (00-49862).....**\$24.99**



Also available digitally.

Rain Is Falling Down

Learning Targets

- I can sing with others.
- I can recognize and perform a quarter rest.

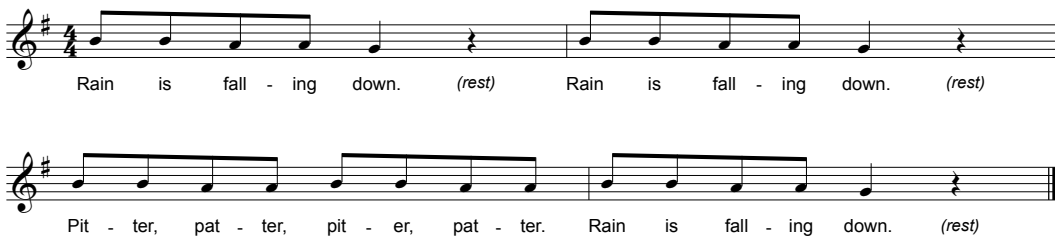
Resources Needed

- Dry erase board and marker
- Classroom percussion instruments
- Hand sanitizer (optional)

Instructions

1. Teach/review the symbol for the quarter rest, explaining it means one beat of silence.
2. Write the song on the dry erase board and ask the class to sing it, including saying the word “rest” on each quarter rest.
3. Sing the song again using a predetermined “silent signal” on each quarter rest (example: index finger in the air, hand over mouth, etc.).
4. Instruct students to form a standing circle, and hold both hands out in front, palms up. (Hint: Imagine carrying a pizza.) The teacher stands in the middle of the circle.
5. As the group sings the song (saying the word “rest”), the teacher walks around the circle tapping the steady beat on each consecutive, outreached palm. After each rest, that student must put the hand that was touched behind their back as the pulse continues around the circle. After several repetitions, if both hands have been touched on a rest, the student sits down in place (optionally playing a rhythm instrument on each rest).
6. The song repeats until one student remains. (Hint: As fewer students are in play, they should move forward to make it easier to tap the pulse on their hands.)
7. Repeat the game, allowing the “winner” to tap the pulse, this time without saying the word, “rest.”

Folk Song



The image shows two staves of musical notation for the song 'Rain Is Falling Down'. The first staff contains the melody for the first line of the song, with lyrics 'Rain is fall - ing down. (rest) Rain is fall - ing down. (rest)'. The second staff contains the melody for the second line of the song, with lyrics 'Pit - ter, pat - ter, pit - er, pat - ter. Rain is fall - ing down. (rest)'. The notation includes a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The lyrics are written below the notes, with hyphens indicating syllables that span across notes. Quarter rests are indicated by a vertical line with a diagonal slash.



I Let Her Go!

Learning Targets

- I can sing with others.
- I can perform a Caribbean folk dance.

Resources Needed

Hand sanitizer (*optional*)

Instructions

- Teach the song.
- Instruct students to form a standing circle.
- Count off by ones and twos to create partners.
- Stand in the center and demonstrate the dance pattern. Teach the movements slowly and without music.
 - On the words “go! go!” clap partner’s hands twice
 - Repeat
 - On the half note “go!” press hands into partner’s hands and rotate right to trade places
 - In the final “go! go! go!” clap partner’s hands twice, then jump in place and rotate 180 degrees to face a new partner
- Repeat several times, starting with a new partner each time.

Traditional Game Song
from Trinidad and Tobago

I let her go! go! Ee - ay, I let her go! go! Ee - ay, I let her

go! I let her go! go! go!



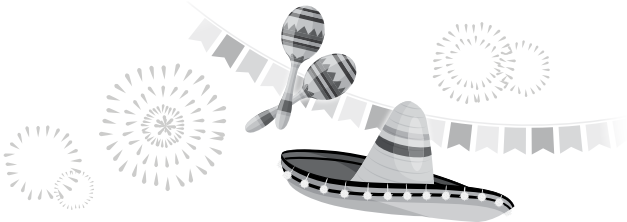
La Raspa

Learning Targets

- I can perform a Mexican folk dance.
- I can respond to a musical form.

Resources Needed

Recording or video of “La Raspa”



Instructions

1. Explain that “La Raspa” is a dance that originated in Veracruz, Mexico. The dance is commonly performed during celebrations in Mexico and other Latin American countries.
2. Listen to a recording or watch a video of the song.
3. Instruct students to form two standing circles—an inner circle (facing out) and an outer circle (facing in). Each student should be facing a partner from the other circle.
4. Teach the dance steps.

A Section (repeat 4 times)

- Hands on your hips
- Place your right heel on the ground in front of you, with your weight on your left foot
- Hop to the other side: left heel on the ground in front of you, weight on your right foot
- Switch back
- Clap twice (quickly on beats 3 and 4)
- Perform the pattern opposite, beginning with your weight on your right foot

Beat 1 (2 3)	Beat 4 (5 6)	Beat 1 (2)	Beat 3	Beat 4 (5 6)
Right heel	Left heel	Right heel	Clap	Clap
Left heel	Right heel	Left heel	Clap	Clap



Tideo!

Learning Targets

- I can sing with others.
- I can perform rhythmic movements.

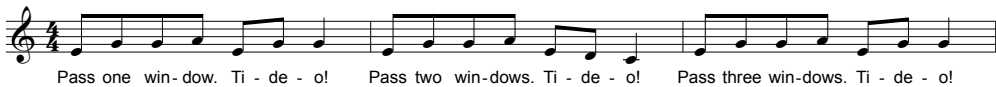
Resources Needed

Hand sanitizer (*optional*)

Instructions

- Teach the song.
- Instruct students to form a standing circle.
- Count off by ones and twos to divide the class into two groups, the "Tideos" and the "Jingles." Instruct the Tideos to form an inner circle (facing out) while the Jingles remain the outer circle (facing in). Each student should be facing a partner from the opposite group.
- Stand in the center and explain the movements.
 - Pass one window—both circles step to their right (moving in opposite directions) to face a new partner
 - Tideo—the new partners patsch, clap, and pat each other's hands
 - Pass two windows—both circles step again to their right to face new partners
 - Tideo—the new partners patsch, clap, and pat each other's hands
 - Pass three windows—both circles step again to their right to face new partners
 - Tideo—the new partners patsch, clap, and pat each other's hands
 - Jingle at the window—remain in place and patsch the rhythm of the words
 - Tideo—partners patsch, clap, and pat each other's hands
 - Tideo! Tideo!—patsch, clap, form an O overhead, repeat
- Repeat the song, optionally changing the number of "windows" each time.

American Game Song



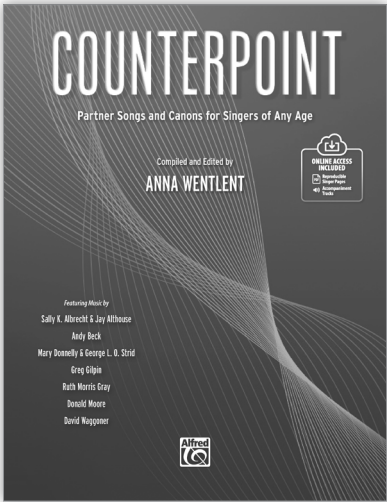
Please refer to pages 10–13 for excerpts from *Counterpoint*.

COUNTERPOINT

Partner Songs and Canons for Singers of Any Age

Compiled and Edited by Anna Wentlent

Encourage independent singing with this carefully chosen collection of partner songs and canons. With accessible, mid-range vocal parts, universal themes, and a number of folk songs and classical melodies, this practical resource will be useful year after year. The music and lyrics will appeal to any age: fourth-graders just beginning their choral journey, developing middle schoolers, high school students in need of review and reinforcement, and even inexperienced adults. Includes reproducible singer pages with isolated vocal parts, making it easy to find, follow, and mark parts. The piano accompaniment tracks may be used in rehearsal, for performance, or as an at-home tool for individual practice.



- Recommended for grades four through adult.
- Book includes access to reproducible singer pages.
- Online audio includes full-performance and piano accompaniment recordings.
- Enhanced CD includes PDF singer pages, plus full-performance and piano accompaniment recordings.

PARTNER SONGS:

1. Alleluia! I Will Sing
(David Waggoner)
2. Circle of Our Song
(Greg Gilpin)
3. How I Love My America
(Sally K. Albrecht and Jay Althouse)
4. Peaceful River
(Mary Donnelly and George L. O. Strid)
5. Snow Is Falling Still
(Mary Donnelly and George L. O. Strid)

CANONS:

6. Figgy Pudding!
(Ruth Morris Gray)
7. Hine Ma Tov
(Sally K. Albrecht)
8. Kyrie Canon
(Andy Beck)
9. A Mozart Canon
(Donald Moore)
10. The Water Is Wide
(Andy Beck)

Book & Online PDF (00-49856)	\$29.99
Book & Online PDF / Audio (00-49857)	\$59.99
Enhanced CD (00-49859)	\$39.99



Also available digitally.

1. ALLELUIA! I WILL SING
(A Partner Song)

Words and Music by
DAVID WAGGONER

Joyously rhythmic (♩ = ca. 138)

PART I

PART II

6

6

1st time: PART I only (or unison)
2nd time: PART II only (or unison)
3rd time: both parts

7

9

mf

mf

Al - le - lu - ia! I will sing.

Make a joy - ful noise.

12

cresc.

cresc.

Al - le - lu - ia! I will sing. Al - le -

Come lift your voice on high. Let

17

f

lu - ia! _____ I will sing. I will sing al - le -

f

mu - sic fill _____ the air. I will sing al - le -

22

1., 2. 3.

lu - ia, I'll sing! _____ sing! _____

lu - ia, I'll sing! _____ sing! _____

27

6 33 *mp*

I'll sing a song of love _____ and

6 *mp*

I'll sing a song of love _____ and

35

mp

free - dom, _____ I'll sing a song of hope and

mp

free - dom, _____ I'll sing a song of hope and

6. FIGGY PUDDING!

Incorporating the Traditional English Carol
“We Wish You a Merry Christmas”

Arranged, with new Words and Music, by
RUTH MORRIS GRAY

Playfully (♩ = ca. 168)

5

mf

3

3

mf

O

O bring us some fig - gy pud - ding.

7

bring us some fig - gy pud - ding and a

O bring us some fig - gy pud - ding and a

11

cresc.

f

cup of _____ good cheer.

cresc.

f

cup of _____ good cheer.

17 ALL VOICES (*unison*) *mp* **19**

O bring us some fig-gy pud-ding, fig-gy pud-ding, fig-gy

22

pud-ding. O bring us some fig-gy pud-ding and a cup of good cheer. We

27

won't go, won't go, won't go 'til we get some. We won't go,

32 **35**

won't go, so bring some right here. Mix dried dates and choc-'late and

37

but-ter with figs. Add flo-ur* and sug-ar and bak-ing so-da with

42 *mf* **43**

eggs. Good tid-ings we bring to you and your kin, let's

47

all have a taste of pud-ding, fig-gy pud-ding right here.

* pronounce "flour" as a two-syllable word

Please refer to pages 15–18 for excerpts from *Jazz Junior*.

JAZZ JUNIOR

10 Standards for Solo or Unison Singing

Arranged by Jay Althouse, Lisa DeSpain,
Russell Robinson, Kirby Shaw, and Michele Weir

Alfred’s top vocal jazz arrangers were called upon to contribute Great American Songbook arrangements designed to introduce beginners to the genre. And oh, how they delivered! This is an indispensable collection for young soloists or unison singers including reproducible song sheets and a fabulous foreword (with developmental exercises) by Dr. Michele Weir. Enhance the jazzy vibe with full rhythm section accompaniments on the available audio. Teach swing, scat, jazz articulations, stylizations, and more!



- Recommended for grades 4 and up.
- Book includes access to reproducible singer pages.
- Online audio includes full-performance and rhythm section accompaniment recordings.
- Enhanced CD includes PDF singer pages, plus full-performance and rhythm section accompaniment recordings.

SONGS:

- | | |
|--|-----------------------------------|
| 1. Bye Bye Blackbird | 6. Let’s Call the Whole Thing Off |
| 2. Duke’s Place | 7. Misty |
| 3. Fascinating Rhythm | 8. Orange Colored Sky |
| 4. It Don’t Mean a Thing
(If It Ain’t Got That Swing) | 9. Over the Rainbow |
| 5. Jeepers Creepers | 10. Straighten Up and Fly Right |

Book & Online PDF (00-49865)	\$15.99
Book & Online PDF/Audio (00-49866)	\$26.99
Enhanced CD (00-49868)	\$16.99

 Also available digitally.

2. Duke's Place

Arranged by
RUSSELL ROBINSON

Lyrics by **RUTH ROBERTS, BILL KATZ,**
and **ROBERT THIELE**
Music by **DUKE ELLINGTON**

Swing it (♩ = ca. 144) (♩♩ = $\overset{3}{\text{♩}}$)

mp *mf*



At Duke's Place, _____ at Duke's Place, _____

5 *f*



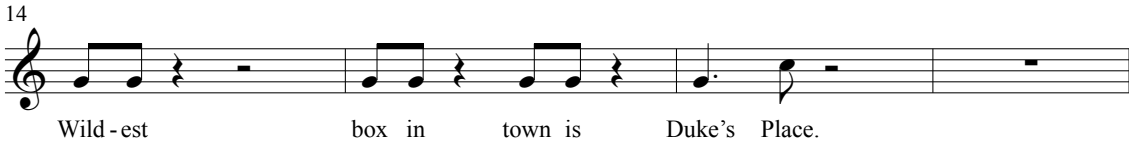
_____ at Duke's Place _____ we all go swing-in'! _____

10 *mf*



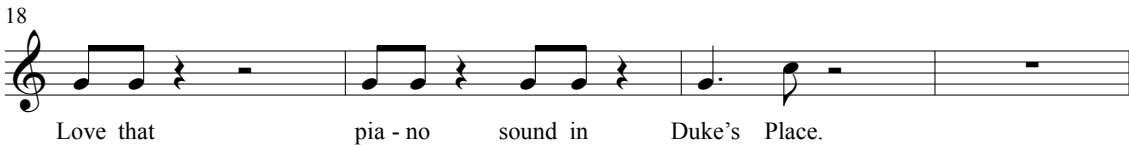
Ba - by! Take me down to Duke's Place.

14



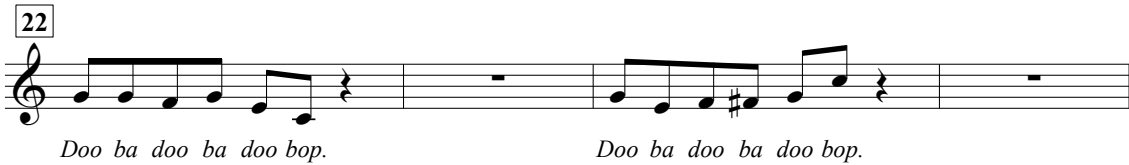
Wild - est box in town is Duke's Place.

18



Love that pia - no sound in Duke's Place.

22



Doo ba doo ba doo bop. Doo ba doo ba doo bop.

26



Bop shop doo bop. Doo ba doo ba doo bop.

10. Straighten Up and Fly Right

Arranged by
LISA DeSPAIN

Words and Music by
NAT KING COLE and IRVING MILLS

Bright swing (♩ = ca. 152) (♩♩ = $\overbrace{\text{♩}^3}$ ♩)

mf 9

The first staff of music is in 4/4 time, key of B-flat major (two flats). It begins with a treble clef and a key signature of two flats. The first measure contains a whole rest, with a '7' above it indicating a seven-measure rest. The second measure contains a whole rest. The third measure contains a quarter rest. The fourth measure contains a quarter note G4. The fifth measure contains a quarter note A4. The sixth measure contains a quarter note Bb4. The seventh measure contains a quarter note A4. The eighth measure contains a quarter note G4. The ninth measure contains a quarter note F4. The tenth measure contains a quarter note E4. The eleventh measure contains a quarter note D4. The twelfth measure contains a quarter note C4.

The buz-zard took a mon-key for a

10

ride in the air.

The mon - key thought that ev - 'ry - thing was

12

on the square.

The buz - zard tried to throw the mon - key

14

off of his back, but the monkey grabbed his neck and said, "Now,

16

17

lis - ten, Jack!

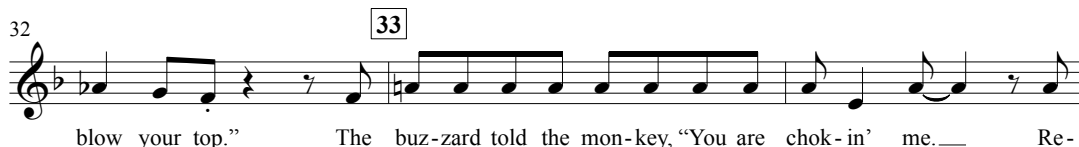
Straight-en up and fly_____ right!

19

The first staff of music is in treble clef with a key signature of one flat (B-flat). It contains two measures. The first measure starts with a whole rest, followed by an eighth note G4, an eighth note A4, a quarter note B-flat4, a quarter note A4, and a half note G4. The second measure starts with a whole rest, followed by an eighth note G4, an eighth note A4, a quarter note B-flat4, a quarter note A4, and a half note G4.

Straight-en up and fly_____ right!

Straight-en up and fly__



9. Over the Rainbow

Arranged by
KIRBY SHAW

Lyrics by **E. Y. HARBURG**
Music by **HAROLD ARLEN**

With inspiration (♩ = ca. 69)

3

a tempo
mf



5



9

11



13



17

19



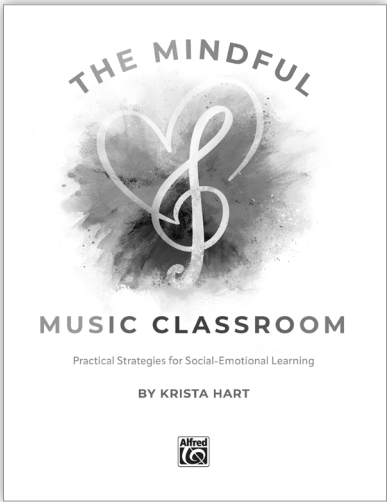
Please refer to pages 20–23 for excerpts from *The Mindful Music Classroom*.

THE MINDFUL MUSIC CLASSROOM

Practical Strategies for Social-Emotional Learning

By Krista Hart

Trying to incorporate consistent social-emotional learning practices into your music classes and ensembles? This informative entry-point resource views SEL through a musical lens, helping to identify and connect the most important competencies and skills with common musical scenarios and concepts. The varied activities in this book encourage students to build self-awareness, become better teammates, navigate social situations, reduce performance anxiety, and so much more. Use the ideas and reproducible worksheets precisely as written, or as the inspiration to customize and develop your very own.



- Recommended for grades 5 and up.
- Includes reproducible templates and worksheets.

TOPICS:

- | | |
|--------------------------|-----------------------------------|
| 1. Recognizing Strengths | 6. Addressing Performance Anxiety |
| 2. Self-Identity | 7. Identifying Emotions |
| 3. Mindfulness | 8. Gratitude |
| 4. Reflections | 9. Appreciating Diversity |
| 5. Goal Setting | 10. Teamwork |

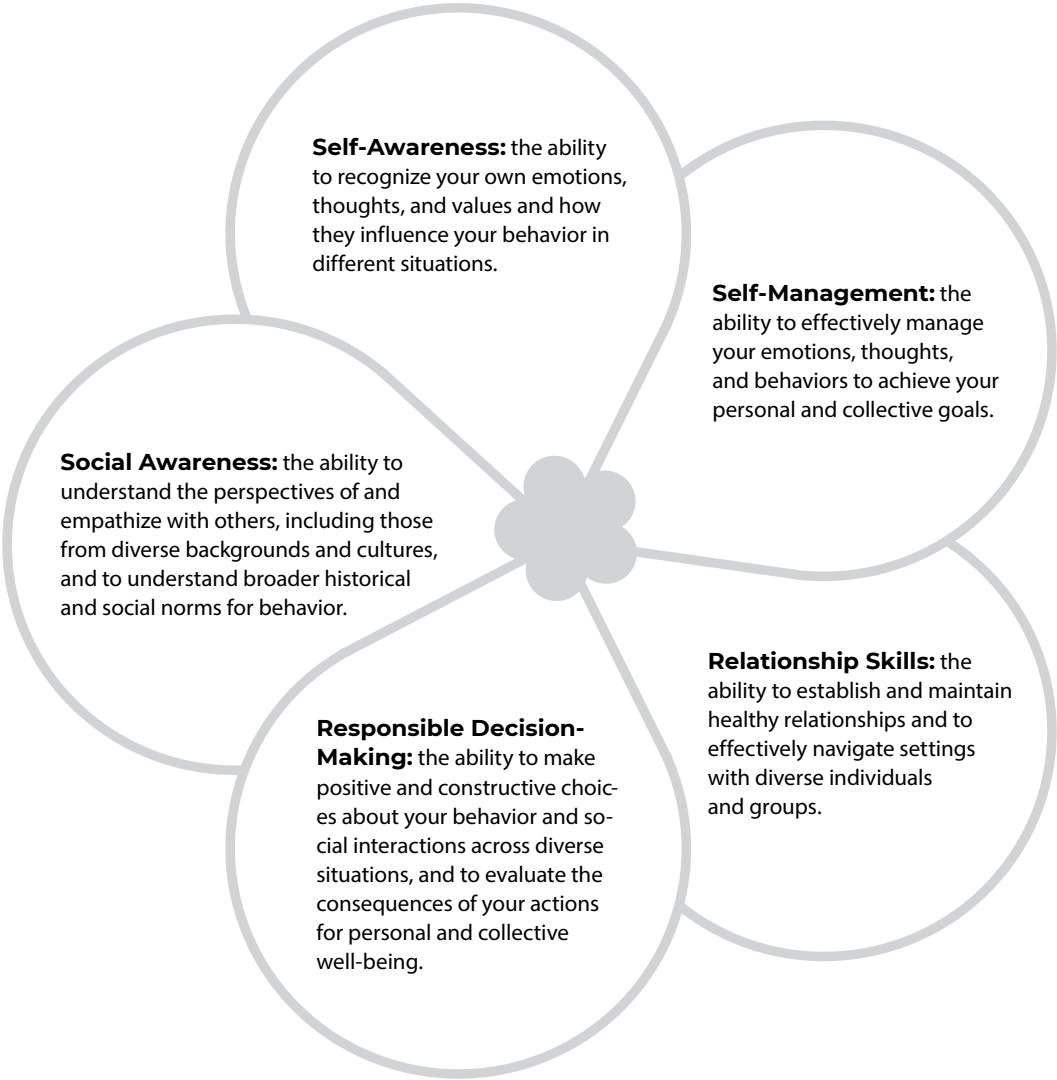
Book (00-49845).....**\$24.99**



Also available digitally.

What Is Social-Emotional Learning?

Social-emotional learning (SEL) refers to the process of developing and exhibiting the skills, behaviors, and attitudes that lead to healthy identities, emotional management, supportive relationships, and responsible decisions. These are skills that are hard to quantify but must be learned in order to successfully navigate school, work, and life. People with strong social-emotional skills can more easily cope with challenges, manage emotions, and achieve goals. Incorporating SEL into your teaching means you create opportunities for students to rehearse and apply skills related to these competencies. SEL is comprised of five competencies.



Competencies and Skills



SELF-AWARENESS

- | | | |
|--------------------------------|----------------------|------------------------|
| Accurate Self-Perception | Honesty | Recognizing Strengths |
| Connecting Feelings to Actions | Identifying Emotions | Reflection |
| Examining Biases | Identity | Self-Confidence |
| Examining Impact | Mindfulness | Sense of Purpose |
| Growth Mindset | Positivity | Understanding Problems |



SELF-MANAGEMENT

- | | | |
|--------------------|---------------------|-------------------------------|
| Accepting Losses | Goal Setting | Self-Discipline |
| Agency | Impulse Control | Self-Improvement |
| Bravery | Managing Emotions | Self-Motivation |
| Calming Down | Organization Skills | Stress Management |
| Courage | Problem Solving | Trying New Things |
| Addressing Anxiety | Self-Control | Using Feedback Constructively |



SOCIAL AWARENESS

- | | | |
|-----------------------------|--------------------------|--------------------------------|
| Appreciating Diversity | Gratitude | Respect for Others |
| Caring for Others | Helping Others | Taking Other's Perspectives |
| Empathy | Identifying Social Norms | Thinking About Others |
| Fairness | Kindness | Understanding Others' Feelings |
| Finding Strengths in Others | Point of View | Working Together |



RELATIONSHIP SKILLS

- | | | |
|------------------|-----------------------|-------------------------------------|
| Asking for Help | Leadership | Solving Conflicts |
| Asking Questions | Listening | Standing Up for Yourself and Others |
| Communication | Offering Help | Supporting Others |
| Friendship | Resisting Stereotypes | Teamwork |
| Helping Others | Social Engagement | |



RESPONSIBLE DECISION-MAKING

- | | | |
|---------------------------|------------------------|--------------------------------|
| Analyzing Situations | Critical Thinking | Making Good Choices |
| Anticipating Consequences | Curiosity | Making Reasoned Judgements |
| Apologizing | Ethical Responsibility | Personal Responsibility |
| Being Open-Minded | Evaluating Impact | Reflection |
| Celebrating Successes | Forgiveness | Solving Problems and Conflicts |
| Considering Next Steps | Identifying Solutions | Thoughtfulness |

Recognizing Strengths

Strengths are those talents and abilities that come naturally. People feel energized and engaged when they use them, which leads to increased self-confidence and happiness. Helping students recognize their own unique strengths allows them to focus on what they do best; at the same time it will identify areas of weakness that can be improved upon (or used to advantage).

In music, and so many other parts of life, students often work in groups and need to rely on each other. Recognizing the skills and aptitudes of others will teach how to appreciate someone, even if you don't agree with them. Success is frequently found when we focus on our areas of strength and work with people who are strong in our weaknesses.

The activities in this section primarily address these competencies and skills:



SEL Competency: Social Awareness

Skills: Finding Strengths in Others



SEL Competency: Self-Awareness

Skills: Recognizing Strengths, Identity, Accurate Self-Perception

Strengths Bingo

This activity helps students recognize strengths in others, and can be a fun opening to a self-inventory.

Play: Begin by giving each student a copy of the Strengths Bingo game board on page 5. Give the class a little time to silently review the strengths listed. When play begins, students will try to find a classmate who has one of the strengths listed and have them sign that box. The goal is to get bingo (five filled squares in a row across, down, or diagonally).

Discuss: After the game, ask the class if it was easy or difficult to find someone to sign the squares. Did they learn anything new about their classmates? Can they give examples of how they or someone else exhibits one of the strengths? Have they thought about their own strengths before? Wrap up the discussion by noting that everyone has a different set of strengths and that this exercise includes only 25 out of an endless number of strengths that people may have.

Self-Assess: As an extension, invite students to add their initials in the boxes that list one of their strengths, and put an X across the other squares. Finally, students should draw a new row of boxes at the bottom of the card to list up to five additional strengths that they possess.

Strengths Bingo

Name _____

How to Play

Read the strengths on the board below.

When play begins, find a classmate who has one of the strengths listed and have them sign that box. Each square in a winning row must be signed by a different person so it's best to have as many different signatures as possible. Be honest. Anyone who signs their name to a strength may be asked to prove it.

The goal is to get bingo (five filled squares in a row across, down, or diagonally). When you have five unique signatures in a row, call out "Bingo!"

Looks for ways to help others	Good at memorizing music	Always works hard	Likes to join in activities and groups	Enjoys organizing
Good at rhythm and counting	Loves to tell stories and jokes	Likes to be in charge	Good at building and making things	Speaks more than one language
Enjoys writing	Strong sight-reader	Likes to find out how things work	Plays an instrument	Good listener
Finds it easy to meet and talk to new people	Good at drawing and designing	Likes to practice their music	Loves to be on stage	Good at musical expression
Likes to take photos	Enjoys songwriting	Good communicator	Always ready for something new	Loves math and numbers

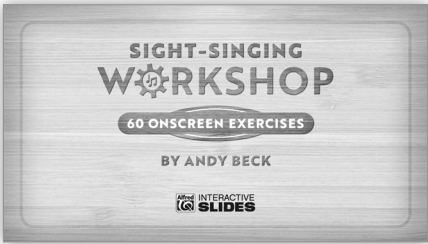
Please refer to pages 25–26 for excerpts from *Sight-Singing Workshop*.

SIGHT-SINGING WORKSHOP

60 Onscreen Exercises

By Andy Beck


Sequential sight-singing in an easy-to-use interactive slide format! Each of 20 units begins with a Rhythm Drill (isolating rhythms), followed by a Pitch Pattern (practicing notes and intervals), and finishes with a Melody Maker (combining the concepts into a tuneful exercise). Embedded audio provides piano accompaniments for all 60 exercises, fillable slides invite singers to type in syllables, and answer keys immediately follow for self-evaluation. The culminating exercise in every unit offers free assessment and recording powered by SmartMusic. An introductory Toolbox provides an overview of required musical concepts..



- Recommended for grades 5 and up.
- Includes access to a personal copy in Google Slides and a PowerPoint file.
- Every exercise includes an embedded audio accompaniment track.
- Purchase includes permission to project or share (with one school/organization) through Google Classroom, email, or other platforms.


Interactive Slides (media.alfred.com)**\$29.99**

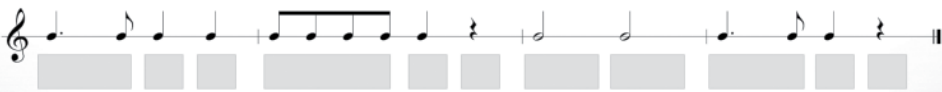
UNIT 10



Rhythm Drill

Type the correct rhythm syllables in the boxes. Then advance to the next slide to reveal the answers.





SIGHT-SINGING WORKSHOP

51

UNIT 10



Rhythm Drill

Check your answers. Then clap, tap, or chant the exercise.



Click the play icon to perform with accompaniment.

Ta Ti - ti Ta Ta Ti - ti - ti - ti Ta (Ta) Tam - ti Ta Ta Ta-ah (Ta) Ti - ti

Tam - ti Ta Ta Ti - ti - ti - ti Ta (Ta) Ta-ah Ta-ah Tam - ti Ta (Ta)

SIGHT-SINGING WORKSHOP

52

UNIT 10



Pitch Pattern

Type the correct solfège syllables in the boxes. Then advance to the next slide to reveal the answers.

SIGHT-SINGING WORKSHOP

53

UNIT 10



Pitch Pattern

Check your answers. Then sing the exercise.



Click the play icon to perform with accompaniment.



SIGHT-SINGING WORKSHOP

54

UNIT 10



Melody Maker

Study the rhythm. Study the notes. Then sing the exercise.



Click the play icon to perform with accompaniment.



available in
smartmusic.

Click here for recording and assessment tools.

SIGHT-SINGING WORKSHOP

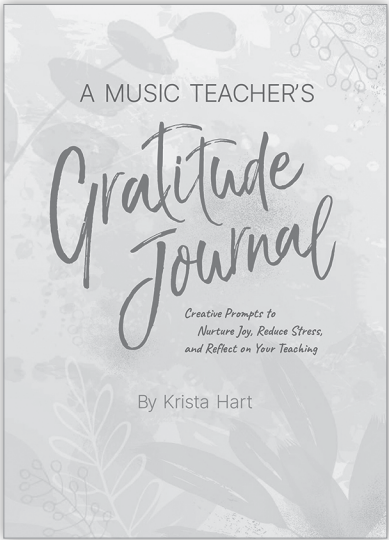
55

A MUSIC TEACHER’S GRATITUDE JOURNAL

Creative Prompts to Nurture Joy, Reduce Stress, and Reflect on Your Teaching

By Krista Hart

The ability to experience thankfulness and joy can be developed, and the practice of keeping a gratitude journal will help. This guided process of self-reflection invites educators to focus on the positive aspects of being a teacher, musician, and human being. The flexible format allows for entries on any schedule or frequency. It’s a personal resource that will remind you what’s truly important and inspire positive change in your life and work. Includes inspiring quotes, habit trackers for gauging progress, and simple yet insightful writing prompts that lead you to express appreciation, reflect on your teaching, and ignite the joy of making music.



INCLUDES:

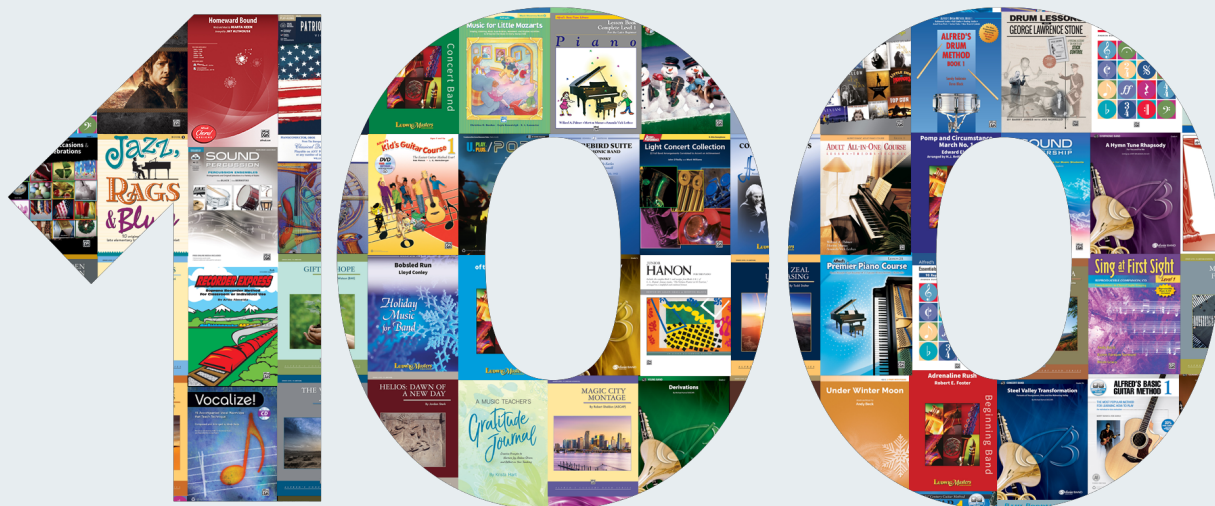
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