I. Preparation

• Warmup position:

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\begin{array}{cccccccccccc}
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& & & & & & & & & & & \\
\end{array}
\]

Warm-up position before you play makes condensation go away!

• Playing position

\[
\begin{array}{cccccccccccc}
& & & & & & & & & & & \\
& & & & & & & & & & & \\
\end{array}
\]

B, thumb, pinky, chin.

Stretch up tall, you're ready to begin!

II. B only

• Name That Verse

Student plays a verse all the way through. Listeners get 1 point for guessing correctly. This is an opportunity to assess balance and position, tonguing, air speed and audiation.

• Read familiar rhythm patterns

III. B and A

• Walk and echo patterns

• Improvise over ostinati

IV. B, A, G

• Allison’s Camel

Set up in G pentatonic

Play “humps” on any 2 notes

Allison's camel has 10 humps

G B A AA A G

So, go Allison go.
V. G and low E

• Lullaby

Duerme, mi tesoro

Puerto Rican Lullaby

Translation:
Sleep, my treasure.
Sleep, my dear one.
Hope those angels
See you also.

• “Position Verse” (B, thumb, pinky, chin)
Assign E and G to a known verse

VI. A and C’

• Accompany a song

Bim Bum

bim = clap  bum = snap  biddy = pat
* Review “Position Verse” with A and C. Perform in canon with E and G. Add an ostinato on BX.

VII. C Pentatonic canon

* Music for Children, Vol. 1, Margaret Murray edition; pg.91

Sing on neutral syllable
Create movement that flows
Play recorder by ear OR read from fingerings

VIII. Renaissance Dance

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