**Ode to the Snowmen**

**A** (speak)

Hey, look! A wintry scene! Where all the snowmen can be seen.

Some look big and some look lean, Hey, look! A wintry scene!

**B**  (sing - tune of Did you ever see a Lassie?)

Did you ever see a snowman, a snowman, a snowman?

Did you ever see a snowman, on some winter day?

Go “this” way and “that” way, and “this” way and “that” way?

Did you ever see a snowman on some winter day?

***Process -*** By using a step by step process, you can accomplish great things!!!

**Teach poem** - make the scene with a few students in the class (possibly have a prop to help make them look like a snowman – like a scarf or mittens, or make simple masks with a paper plate and a stick)

**Ask Students** - Is there any way the snowmen could make themselves look big or lean? Demonstration.

**Ask students** – What happens with a snowman? Does he stay like he is made forever? Does he ever start to change his shape as the sun warms him? Does he actually travel or just stay in one place? Have a brief discussion. How might he move as he melts?

**Teach Song** – After song is learned or as students are perfecting it, have the snowmen on the floor show how they might look as time goes by in the warm sun for the “this way, and that way” part of the song. You could have another group of students be the suns (with a simple prop of yellow crepe paper stapled to a yellow paper plate, or just using their arms) who could walk through the snowmen shedding their heat on them. Encourage the students to be creative in how they interpret the sun and the snowman melting.

**Next – Put it all together** do the poem and song in ABA form. Ask the students how many different parts of this activity they have learned so far. Show them some representation for the A section and the B section. Tell and show them they will now be doing the activity in ABA form. During the second A section snowmen and suns will be changed with just the teacher pointing or touching new students. (or the teacher could simply take the prop from existing characters and give to different students). The B section is when the snowmen and suns go into action.

**Another lesson:**

**Set up:** Barred instruments are out on the floor either on the side of the room, the front, the back, or in a circle. They should be set up so the 1 and 5 pitch of whatever key you choose to use are easy to see and play. If an instrument or two can be sparred and set in pentatonic for soloists later on, that would be great.

**Class beings - Teacher models** - with a patchen on the thighs – very light. Students copy. Teacher starts saying the poem and then singing the song. Students should join in. Teacher then moves to one of the barred instruments, picks up the mallets and starts playing on the beat. (students should still be patting their legs and singing.) Teacher chooses students to come to the instruments to play the same. As teacher leaves the instruments she continues to pat or assists students who are not quite on the beat.

**Add the snowmen and suns** - Teacher can choose to just keep the song going, or to stop to get the snowmen and suns out on the floor. It would be great if there could be enough parts to have the whole class divided into three groups so all are doing a job. Another movement part could be added as the wind. These jobs would then just rotate. (This will be the tricky part if students are not used to switching around). The class may have to practice this element without any singing or actual playing. Continue in ABA form.

**Introduce the C** (probably with 2nd or 3rd graders) - When the students have the hang of everything it is time to add a C part. This is where the students will improvise on a pre-determined instrument. Movement stops and students freeze, but the beat keeps going and soloist plays. Teacher may choose to let the student play as long as they wish, or show with their fingers how many beats they have to play, or count down the same. Teacher should model how the improvisation works. Teacher could give the students a visual to think about, like, make your song represent the children at play with the snowmen, or time passing, or new snow falling, etc.

**Final form - ABACA**

\*\* Feel free to change the words in the poem to make it in the present tense. This winter day

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