**Task Analysis for Teaching "Spring, Spring" at Mt. Nittany Middle School**

**MATERIALS:** Dulcimers (one for every two students; one for each teacher)

Picks (one for every two students; one for each teacher)

Handouts of “Spring, Spring” (one for each student, one for projector)

**OBJECTIVE**: The students will be able to accurately play the chords of a simple 8-measure song in a major tonality and duple meter with consistent tempo.

**ASSESSMENT:** The teacher will listen to individual or groups of students for correct chords and consistent tempo.

T=Teacher

S=Students

**Procedure 2 of 3:**

(Introduction/Transition)

T: "Now that we can sing the song, let's learn how to play the chords that support our melodic voices."

(*Whole song, T plays*)

T: Give 4 macrobeats preparation. Play through all of "Spring, Spring" on the dulcimer.

S: Listen and pat the macrobeat on their bodies.

T: Sing "sol mi do" on neutral syllables.

S: Echo.

T: Play through the song again and ask students to listen and count how many different chords there are.

S: Listen and pat the macrobeat on their bodies.

T: Sing "sol mi do" on neutral syllables.

S: Echo.

T: Ask for number of chords.

S: Answer 3 different chords.

(*Short phrases with echo chord names. Group 1 stands, Group 2 sits*)

T: "One of the great parts of this song is that we all know all three chords in the song. The three chords are D, G, and A."

T: Play chords for first short phrase, "Spring, Spring, what a glorious feeling" and sing the chord names, "D, D, D, D."

Group 1: Echo singing chord names and playing chords.

Group 2: Echo singing chord names.

T: Play chords for second short phrase, "All the little lambs on the hillside squealing" and sing the chord names "A, A, A, A."

Group 1: Echo singing chord names and playing chords.

Group 2: Echo singing chord names.

T: Play chords for third short phrase, "Tighten up your braces, tuck in your shirt" and sing the chord names, "D, D, G, G."

Group 1: Echo singing chord names and playing chords.

Group 2: Echo singing chord names.

T: Play chords for fourth short phrase, "All the little green things, growing in the dirt" and sing the chord names "A, A, A, D."

Group 1: Echo singing chord names and playing chords.

Group 2: Echo singing chord names.

(*Short phrases with echo chord names. Group 1 sits, Group 2 stands*)

T: "Alright Group 1, please sit down. Group 2, please stand and we'll do the same thing as Group 1 just did."

T: Play chords for first short phrase, "Spring, Spring, what a glorious feeling" and sing the chord names, "D, D, D, D."

Group 1: Echo singing chord names.

Group 2: Echo singing chord names and playing chords.

T: Play chords for second short phrase, "All the little lambs on the hillside squealing" and sing the chord names "A, A, A, A."

Group 1: Echo singing chord names.

Group 2: Echo singing chord names and playing chords.

T: Play chords for third short phrase, "Tighten up your braces, tuck in your shirt" and sing the chord names, "D, D, G, G."

Group 1: Echo singing chord names.

Group 2: Echo singing chord names and playing chords.

T: Play chords for fourth short phrase, "All the little green things, growing in the dirt" and sing the chord names " A, A, A, D."

Group 1: Echo singing chord names.

Group 2: Echo singing chord names and playing chords.

(*D-Major Duple Cadential Melody*)

T: "Let's just make sure all of your voices are still warm." Check for good singing posture.

T: "Repeat after me."

T: "Major rests on do."

S: Echo.

T: "Do mi sol. Sol mi do."

S: Echo.

T: "Do fa la. La fa do."

S: Echo.

T: "Do mi sol. Sol mi do."

S: Echo.

T: "Ti re sol. Sol re ti."

S: Echo.

T: "Do mi sol. Sol mi do."

S: Echo.

T: "Do mi re ti do."

S: Echo.

T: Remind them of light singing voices and good posture.

(*Long phrases. Group 1 stands, Group 2 sits*.)

T: "Now that we all have our voices warmed up, let's see if we can combine some short phrases together to make long phrases."

T: Play chords for first long phrase, "Spring, Spring, what a glorious feeling // all the little lambs on the hillside squealing" and sing the chord names, "D, D, D, D // A, A, A, A."

Group 1: Echo singing chord names and playing chords.

Group 2: Echo singing chord names.

T: Play chords for second long phrase, "Tighten up your braces, tuck in your shirt // All the little green things, growing in the dirt" and sing the chord names, "D, D, G, G // A, A, A, D."

Group 1: Echo singing chord names and playing chords.

Group 2: Echo singing chord names.

T: Assess if any sections need to be reviewed.

(*Long phrases. Group 1 sits, Group 1 stands*.)

T: "Group 1, please sit. Group 2, please stand and get ready to play."

T: Play chords for first long phrase, "Spring, Spring, what a glorious feeling // all the little lambs on the hillside squealing" and sing the chord names, "D, D, D, D // A, A, A, A."

Group 1: Echo singing chord names.

Group 2: Echo singing chord names and playing chords.

T: Play chords for second long phrase, "Tighten up your braces, tuck in your shirt // All the little green things, growing in the dirt" and sing the chord names, "D, D, G, G // A, A, A, D."

Group 1: Echo singing chord names.

Group 2: Echo singing chord names and playing chords.

T: Assess if any sections need to be reviewed.

(*Whole song, Everyone sits*)

T: “Now, I want everyone to think the song in your head while I play it. Think about the chord changes, about tempo, and how to play the chords.”

T: Strum four times to establish tempo.

T: Sing and play whole song on the roots of the chords.

(*Whole song, Group 1 stands, Group 2 sits*)

T: “Group 1, please stand and get ready to play and sing the chords to the whole song. Group 2, don’t forget to sing along.”

T: Strum four times to establish tempo.

Group 1: Sings and plays chords of whole song.

Group 2: Sings chords to the whole song.

(*Whole song, Group 1 sits, Group 2 stands*)

T: “Good job Group 1, please be seated. Group 2, please stand and get ready to sing and play the entire song.”

T: Strum four times to establish tempo.

Group 1: Sings chords to the whole song.

Group 2: Sings and plays chords of whole song.

(*Conclusion*)

T: “Great job Group 2! I’m going to pass it on to Ms. Rhodes who’ll teach you how to play the melody.”

**Contingency Plan at the end of Procedure 3:**

* Melody and chords:
  + Split the class in half; have one half of the class play the chords while the other half plays the melody. Repeat so that both students get a chance to play. (This can then be done again, reversing which half of the class plays melody and chords so that each student gets to play both the melody and the chords).
* Stop and listen game:
  + Have all students sit down with picks on desks. Students listen as teacher plays and sings “Spring, Spring.” Teacher stops at a random point during the song, students must raise their hand and say the next fret number (or chord) to occur after the note (or chord) that the teacher stopped on.