***La Quinte Defendue* Lesson Plan**

**Materials Needed:** Mallet Instruments, Drum/Triangle/Rhythm Instruments

**Duration:** One Week (more time can be taken if needed)

**Grade Level:** 3rd Grade

Day 1:

Start off by having everyone move around the room (or pat their legs) to the eighth note rhythm (do-day) while you say the words to the Percussion part. Do this once and see if students can pick up on it the second time. Have the students say the words without you.

Next, say the Mallet 1 Part A words and move around the room with the rhythm in your feet while students listen. Then have everyone move around the room in free space and say the words with you. Then, have the students tap the rhythm (on their legs, hands, or head) on another part of their body while standing in their circle spots. After they have the words down, have everyone sit in a circle. Students will tap the Mallet 1 Part A rhythm on their laps while the teacher sings the pitches that go with the words!

Day 2:

Start off by reviewing the words to Mallet 1 Part A with everyone moving around in free space (rhythm is in their feet). While students are standing, sing the pitches/words for them as they tap the rhythm on their head, shoulders, knees, etc. Have students try singing the pitches and words with you!

Tell the students they are going to add one more thing to their song, and have them watch you as you say the words to Mallet 1 Part B and move your feet (in your circle spot). Invite the students to try it with you! *Caution*: the meter switches to 3/8 time for “Go away now!” Be sure the students are feeling the strong beat from “Rain! Rain! Rain! Rain!” and the more dance-like feel of “Go away now!” Finally, sing one of the pitches corresponding with the two notes in the Mallet 2 Part A (e. g. A A A rest A A A G etc.). Use the words while singing the pitches. Continue with Part B for Mallet 2 using the pitches and words.

If there is time, sing while patting the rhythm to the Mallet 2 for Parts A and B.

Day 3:

Have students start by standing in their circle spots. Ask who remembers the rhythms we learned earlier this week? Review Percussion, Mallet 1 Part A, Mallet 1 Part B, Mallet 2 Part A, and Mallet 2 Part B with words and rhythms. Then pitches/words and rhythms. Now students go to the mallet instruments. Instruct the students to take off their F bars. Play Mallet 1 Part A for the students. Invite them to try it on their instruments/sing the pitches as needed. After a student shows his/her peers how to play it, try it out with everyone! Play Mallet 1 Part B for the students. Again, give them the starting pitch and when a student has showed his/her classmates, have everyone try it out! Play Mallet 1 Parts A and B sequentially.

If there is time, select a group of students to be the percussion section. Have the Percussion part start their part first, then add Mallet 1 (have them play parts A and B).

Day 4:

Students will start off at the mallet instruments today and need to take off their F bars. Students will pick either an A, C, or E note and play/say the Percussion part together. Have everyone sing the Mallet 1 Parts A and B while you play it on your instrument. Try parts A and B as a class. Instruct students to put their F bars back on and then take off their B bars. Then have everyone sing Mallet 2 Parts A and B while you play it for them. Have everyone play Mallet 2 Parts A and B together.

After students are comfortable with both parts, assign the back row to be the Mallet 2. The front row will be Mallet 1 and need to put their B bars back on, but take off their F bars. Have the front row (Mallet 1) play their A and B parts while the back row listens. Then have the back row (Mallet 2) play their A and B parts while the front row listens. After students have practiced this a few times, have both the front and back rows play their parts simultaneously.

Day 5:

Assign a group of students to get the percussion instruments (they will be playing the Percussion part). The students who were in the front or back rows will go to their same rows as the previous day/class. The front row will take off their F bars and the back row will take off their B bars (you can tell students “F is for the front and B is for the back”). Review the Percussion part with that section (make sure other students are listening to how their part will fit in). Review the Mallet 1 parts A and B with the front row. Finally, review Mallet 2 parts A and B with the back row.

Now, to play the whole thing as a group! Have the Percussion section start off with 4 “rain-ing” rhythms to get the beat established. Bring in the front row and let Percussion and Mallet 1 play the whole piece together. Start over with the Percussion section playing the 4 “rain-ing” rhythms and then bring in the back row and let Percussion and Mallet 2 play the whole piece together.

Finally, have the Percussion section start off with 4 “rain-ing” rhythms. Bring both the back and the front rows in together and play through the whole piece a few times! ☺

**Parts/Words**

**Mallet 1** (melody) –

Part A: “It is ra—ning, it is po—uring, it is ra—ning, ve-ry hard! It is ra—ning, it is po—uring, it is ra—ning, in my yard!”

Part B: “Rain! Rain! Rain! Rain! Go away now! Go away now! Rain! Rain! Rain! Rain! Go away right now!”

**Mallet 2** (fifths) –

Part A: “There is rain! (rest) There is rain, yes! There is rain! (rest) Rain is fal-ling!”

Part B: “Pit-ter, pat-ter, rain, drops! Pit-ter, pat-ter, rain, drops!”

**Percussion** (rhythm) woodblocks, temple blocks, muted triangle, etc. –

Part A: “Rain-ing, rain-ing, rain is fal-ling! Rain-ing, rain-ing, rain is fal-ling! Rain-ing, rain-ing, rain is fal-ling! Rain is fal-ling on my head!”

**Activity** -

The parts and their corresponding words should first be taught without instruments. Start off by having everyone move around the room (or pat their legs) to the Percussion words. The students will listen to you say the words and will pick up on them after it is repeated a few times.

Next, say the Mallet 1 Part A words and then have everyone try tapping the rhythm (on their legs, hands, or head) together. After they have the words down, try adding the pitches with the words. Then, teach everyone the words to Part B! *Caution*: the meter switches to 3/8 time for “Go away now!” Be sure the students are feeling the strong beat from “Rain! Rain! Rain! Rain!” and the more dance-like feel of “Go away now!”

Finally, sing one of the pitches corresponding with the two notes in the Mallet 2 Part A (e. g. A A A rest A A A G etc.). Use the words while singing. Continue with Part B for Mallet 2 using the pitches and words.

After everyone knows the words, assign the back row of mallet instruments (these will be Mallet 2) to take off their B bars. The front row of mallets (Mallet 1) will take off their F bars. Try first with everyone playing the Percussion part on their instrument. Once this is down, have students sing through either Mallet 1 or Mallet 2. Give them a starting note if needed and instruct them to try and find the melody on their instrument. Once this has been done for each part of the song, start off together and gradually add parts when possible!