



Parade!

All About Marches

Standards:

MU.K-4.2.1	Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
MU.K-4.3.1	Students improvise "answers" in the same style to given rhythmic and melodic phrase
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Rationale: This module can be spread out over two to four sessions. It will familiarize students with famous marches and enhance their ability to keep a steady beat, improve their ability to count and encourage them to describe music. They will have the opportunity to create an art project, rhyme simple words, follow a map, hear how different instruments sound, and march in time with the music. Enjoy the activities as you like and as you see fit.

Assessment: Due Friday, May 29. 1) **Students:** Please make a voice or video recording of you [of your child] performing the rhythms in Activity 2.
2) Please answer the following questions via audio or video recording or written on paper. **What was your favorite March that you heard today? Why did you like it best?**

Warm Up: "Steady Beat" with *Sweet Beats* <https://youtu.be/jz6yP5r0e0A>

Steady beat is the ongoing, repeating pulse that occurs in music, chants and rhymes. The ability to keep a **steady beat** helps in walking with a smooth gait, leading to running and jumping with confidence. It is at this age that feeling and moving to a **steady beat** develops the ability to organize and coordinate movements with proper timing – like bouncing a ball and catching it.

Marching is a good musical activity for you!

It combines music, movement, listening and imagination.

A **March** is a piece of music with a strong regular beat.

Marches were written for marching, especially military marching.

Marches are often played at ceremonies, like crowning kings and queens or graduation day.

The usual march tempo, or speed, is about 120 beats per minutes, which is about as fast as a soldier's step.



Activity 1: [optional]: Look at the hats in the images on this page. What do you see? Here are more pictures of marching hats. A marching hat like this is called a *shako*. What do you see? Do you see tassels, braided cord, medallions, metal band, pom-pom, eagle emblem, feathers, buttons, piping, bright colors?



Take a paper bag and make your own *shako*. Turn up the top of the bag and make sure it fits on your head and that it is as tall as you want it to be. Decorate your *shako* with a picture of an eagle, a musician's lyre or other emblem. Glue it on the front and put feathers and shiny buttons on it. Put it on when you're done and have fun!

**“Make some sounds so cool and neat. Keep the beat, yes! Keep the beat.
Nothing ever sounds as sweet.”**

Activity 2: Clap *slowly* to eight. Do your best to keep a steady beat.

Say:

I want you to say these words that have one sound.

(Ball, Cake, Blue, School, Mouse, House, Pear, Bear)



And now, say words with two sounds. Keep your clapping just the same as it was. That's two sounds per beat (per clap).

(Mother, Pickle, Twinkle, Sprinkle, Lovely, Sunny, Bunny, Honey)



And after that, words with three sounds. Fit three sounds into one beat. It's faster!

(Chocolate, Basketball, Tumbleweed, Bicycle, Lemonade, Holiday, Potato, Elephant)



And after that, words with four sounds: Four sounds for one beat/clap. That's very fast!

(Watermelon, Alligator, Macaroni, Celebration, Dictionary, Concentration, Helicopter, Television)



Assessment: An example of the “finished product” is **attached below**. Click right on the speaker and then click “play,” You do not have to be perfect, and you can stop between each set if you would like to. It is okay also if you do not want to say the words at all, and just clap or tap the rhythm. Just do your best!





Activity 3: March of the Toys, from “Babes in Toyland” (Victor Herbert)

Background: *Babes in Toyland* is a Laurel and Hardy musical Christmas film released in 1934.

Goal: Recognizing changes in music by identifying A,B, and C patterns.

a. Watch and enjoy the original: <https://youtu.be/IUN78LgRfHE>

b. Listen to another version using the listening map below. <https://youtu.be/NKS9Lhup91Q>

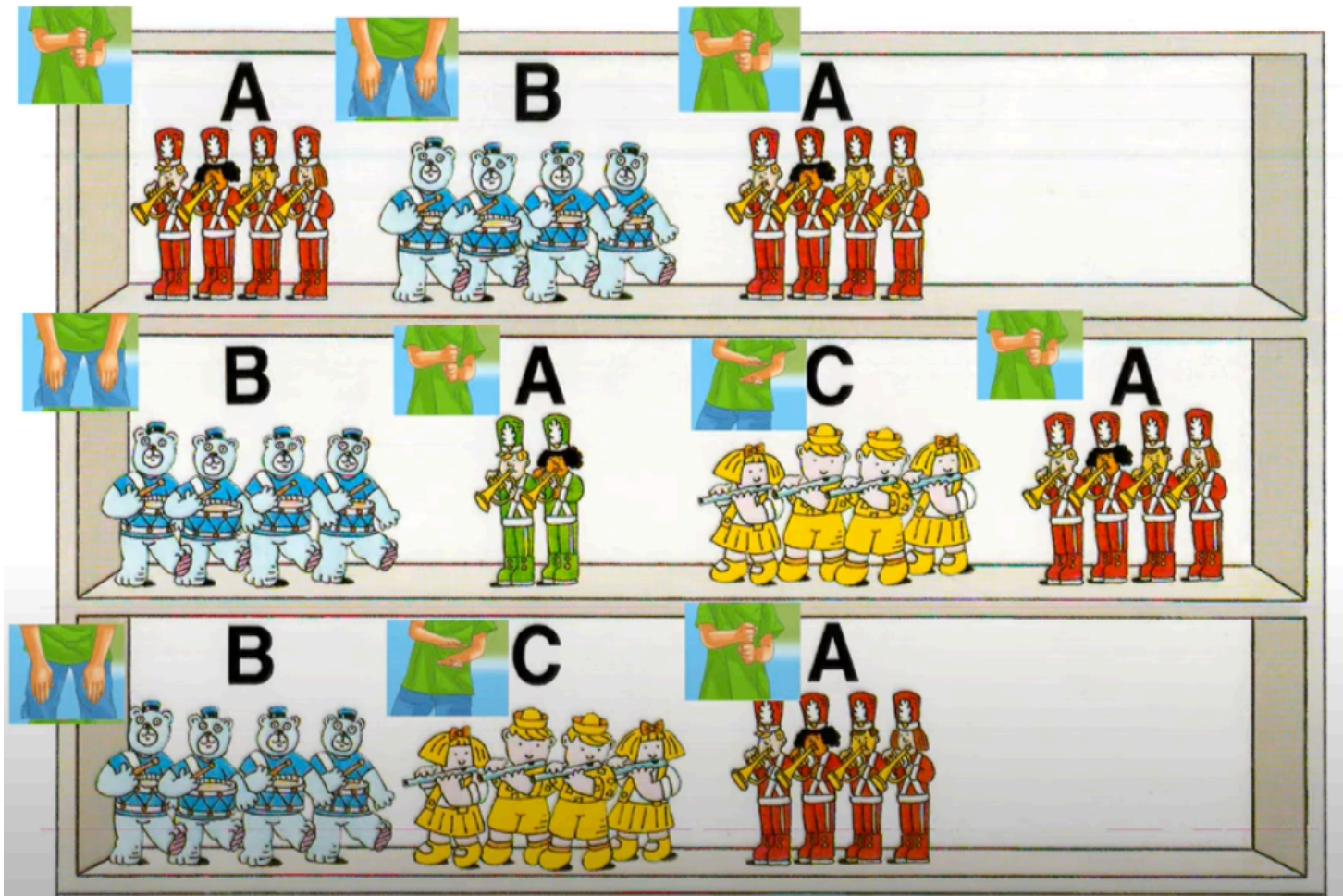
- The March of the Toys has three sections in the music that repeat, and the map shows different toys to represent them.
- Point to the A, B and C patterns as you listen. Try to hear how the music changes.
- The “A” part is the first musical theme, the “B” part is the second theme, and the “C” part is like a grand chorus.
- You can add in some movements to keep the steady beat, For the “a,” you can bump your fists together. For “B,” you can pat the beat on your lap. For “C”, you can do a swishing back and forth with your hands. The “swishing” part is signaled in this version by the music slowing down right beforehand.
- Notice also that one of the A sections is short, and it is shown on the map by putting the A soldiers in green instead of red.

A Music: Bump Fists, alternating one on top of the other

B Music: Lap Taps

C Music: Arm Swishes





March of the Toys Listening Map

Activity 4: Radetsky March Background: Here is another famous march by Johann Strauss Jr. He was nicknamed "The Waltz King," but he wrote polkas and marches too. Watch the band as they march in perfect time to the beat of the music and with one another. https://youtu.be/Hztw9y_pAvq





Activity 5: When The Saints Go Marching In

Background: This song is what is known as an African American Spiritual from the early 1900's. The painting above is a vision of the famous artist from the 15th century of saints going together to the altar of God. It is called *The Forerunners of Christ with Saints and Martyrs*.

Have fun watching and marching along with the children in this video.

https://youtu.be/RcR8_2O9wrA

<https://youtu.be/1h6F-YngTi0>

When The Band Comes Marching In: Super Simple Songs

Watch and hear band instruments playing this march. Try to remember how each instrument sounds.

Activity 6: Marching Band and Drum Major Performance <https://youtu.be/isKPxVNifc8>

Ohio State University Marching Band

Please enjoy!





Activity 7: The Ants Go Marching <https://youtu.be/Pjw2A3QU8Qg>

Background: This song is an adaptation for children of the popular American Civil War song called *When Johnny Comes Marching Home*.

Goal: Practice counting, simple math and rhyming words.

Directions: Hold up one finger for “one by one,” two fingers for “two by two,” etc., then fists in the air for “hurrah, hurrah!” You can do motions imitating what the little ant does!

Activity 8: Tchaikovsky: “March of the Toy Soldiers,” from *The Nutcracker*

https://youtu.be/NS_NtnCKPKY

Background: Pyotr Ilyich Tchaikovsky was a Russian composer of the Romantic period (c. 1820-1900). His ballet *The Nutcracker* is performed all over the world at Christmastime.

Goal: This “listening video” shows an image of the musical instrument as it is being played so that students can associate the appearance of an instrument with its sound. Here is the choreographed rendition by the Royal Ballet.

<https://youtu.be/lfCSIE2tQco>

Activity 9: Pomp and Circumstance <https://youtu.be/nWdsKWWJjVw>

Pomp and circumstance is a term that was probably invented by William Shakespeare in *Othello* to describe a ceremony of grandeur or a very formal celebration. This piece by the English composer Sir Edward Elgar is one of six military marches. It was used for the coronation of King Edward VII. It has become our traditional graduation march. The theme that you will recognize comes after the exciting intro, at about 1:06.

Activity 10: The Wedding March, from *A Midsummer Night's*

Background: This piece was composed by the German Felix Mendelssohn. It was written in 1842 to accompany Shakespeare’s play. It is one of the most famous wedding pieces of all time. https://youtu.be/hb6MZBGP_fI

Activity 11: Imperial March, from *Star Wars: Episode V: The Empire Strikes Back*

<https://youtu.be/KQ0gDaVAwpE> John Williams is perhaps the most important film composer of our time. The *Imperial March* is already one of the most iconic pieces in music history, the musical hallmark of the *Star Wars* film series.

Activity 12: The Stars and Stripes Forever <https://youtu.be/a4Hn2b6ZMpA>

Background: This may be the most famous classic military march ever composed by John Phillip Sousa, ‘The March King.’ It was written in 1896. By a 1987 act of the U.S. Congress, it is the official National March of the United States.