

ARTISTS ON TOUR STUDY GUIDE



PATSY MEYER MUSICAL ADVENTURES - Artz Smartz Magical Music Adventure

A Note from the Artist

Dear Educators,

Along with being a professional vocalist/percussionist, I am a certified early education teacher specializing in music education for preK-6th classes. My passion and goal is to bring the many documented benefits of engagement in music (increased cognitive skills, active listening, self-expression, motor skills, to name a few), to children. Also, to support their growth and development through fun, uplifting musical experiences and curriculum. I would love to bring music into your classroom this year!

Musically Yours,
Ms. Patsy

WHAT PEOPLE ARE SAYING....

Quote from Barbara Campbell Director of C.O.V. School, Van Nuys, CA.

"Patsy has extraordinary energy. She has a great appreciation for children. She loves working with children and that joy translates into her programs. She is a dedicated professional. As I searched for adjectives that best describe Patsy, the words that came to mind were...energetic, focused, talented, joyful, dedicated, honest and hard-working. I believe that Patsy has a gift for teaching music to children. Her experience and skill as both a performer and as a teacher enrich every class she enters."



Artist Bio

Patsy Meyer is currently an “Artist on Tour” for the Cincinnati Arts Association providing a wide variety of exciting Music Adventures. Her goal is to bring the physical, cognitive, social and emotional benefits of music to children.

Previously, as a Teaching Artist for the Los Angeles Pacific Arts Center, she developed curriculum and taught music education in many LA schools. In 2009 she co-founded New Life Rhythms to provide opportunities for creativity, community, and wellness for all ages using a drum circle format.

Meyer is an Emmy nominated singer/songwriter, percussionist, recording artist, HealthRhythms trained drum circle facilitator, and music educator. She has three Emmy nominations in the Best Original Song category and has co-written more than 80 original songs for television. As vocalist/percussionist, she’s toured with Grammy winners Patti Austin, Peabo Bryson, Jeff Lorber and Norman Brown in major venues around the country including the Hollywood Bowl.

She currently appears as vocalist/percussionist in various Cincinnati area venues and shows and as guest percussionist for Virtuosos de Cámara chamber ensemble. Her original music is available online via Apple music, Spotify, YouTube, etc. For more info/performance dates: patsymeyer.com

Lesson Overview

Artz Smartz Magical Music Adventure with Patsy Meyer

Artz Smartz Magical Music Adventure, based on the 2018 Moonbeam Award winning book "Christopher Kazoo & Bongo Boo", provides engaging, fun-filled classes that integrate cognitive, physical, social and emotional learning inside the framework of music. The children will experience artistic and creative expression through a variety of percussion instruments, movement, music styles, singing and music games to introduce basic music concepts: loud/soft, fast/slow, steady beat, rhythm patterns, tempo, and pitch. All workshops meet grade appropriate standards in music.

MY LESSON PLANS INCLUDE (depending on abilities and number of classes):

Writing on the board as we go: Enhances reading skills, number & letter recognition, helps visual learners, vocabulary, etc.

Hello Song: The first song we learn to sing, I build knowledge teaching basic music concepts by letting the children choose different ways to sing/play the song: steady beat/rhythm, fast/slow or loud/soft, etc.....

Shaker Song: (two shakers per child using both sides of the brain) which also usually has stops in it to promote inhibitory control &/or we shake to a play-a-long song in another language and/or from another culture. In a 2nd or 3rd class, I ask for ideas from the class on how to shake. I will also teach the primary and secondary colors with the egg shaker colors.

Movement: (teaching spatial awareness, body control, creative self-expression, etc.) *as able

a. Marching Song (teaches tempo as it gets faster and faster) and Marching with instruments later in the classes, which helps with steady beat.

b. Free Dance or "Dancing with the Scarves" – Self expression, spatial awareness, creativity, social/emotional interaction, self-control

Active Listening: To part of a song or an entire piece. Listening for repeating music patterns or beats. Relaxation. Resting. Breathing.

Lesson Overview (cont.)

Percussion Instruments: I always have shakers & typically add: frame drums with mallets for a two day workshop, by the 3rd or 4th class I teach more percussion instrument names...triangle, tambourine, etc. and bring more instruments depending on the age of the children and how many classes/workshops they will attend.

ADDITIONAL INFORMATION

*I have taught these classes for differently abled PreK - 8th grade. I can teach a one-day workshop but I prefer having 4-8+ classes when possible. (Either twice/week or once a week consecutively if possible)

Also offered as an After-School Enrichment Workshop (I bring all percussion, speakers, scarves, & more.)

What I Do and Why

WORKSHOPS INCLUDE (depending on abilities and number of classes):

Writing on the board as we go: Enhances reading skills, number & letter recognition, helps visual learners, vocabulary, etc.

Hello Song: The first song we learn to sing, I build knowledge teaching the music concepts by letting the children choose: steady beat/rhythm, fast/slow tempo or loud/soft dynamics, etc.....

Shaker Song: (two shakers per child using both sides of the brain) which also usually has stops in it to promote inhibitory control &/or we shake to a play-a-long song in another language and/or from another culture. In a 2nd or 3rd class, I ask for ideas from the class on how to shake.

*I will also teach the primary and secondary colors with the egg shaker colors.

Movement: (teaching spatial awareness, body control, creative self-expression, etc.) *as able

- Marching Song (teaches steady beat and tempo as it gets faster and faster) and marching with instruments later in the classes, which helps with steady beat as well.
- Free Dance or "Dancing with the Scarves" – Self expression, spatial awareness, creativity, social/emotional interaction, self-control, following directions.

Active Listening: To part of a song or an entire piece. Listening for repeating music patterns or beats. Relaxation. Resting. Breathing.

Percussion Instruments: I always have shakers & typically add: frame drums with mallets for a two day workshop, by the 3rd or 4th class I teach more percussion instrument names...triangle, tambourine, etc. and bring more instruments depending on the age of the children and how many classes/workshops they will attend.

OTHER OPTIONS FOR WORKSHOPS

*I have taught these classes for differently abled PreK – 8th grade.

This can also be offered as an After-School Enrichment Class. (I bring all percussion, speakers, scarves, and more.)

Questions or more information: Call Patsy Meyer – 818-398-8982

Additional Learning

(Secret of Purple Stone)

Music Site words: (Use any grade appropriate for your K-3 class)

Beat	Irish	Play	Tap
Bodhran	Jig	Rest	Tempo
Clap	Loud	Sing	Violin
Dance	Low	Slow	
Drum	Mallet	Soft	
Dynamics	march	Song	
Egg Shaker	Music	Steady beat	
Fast	Note	Start	
Hello	pat	Step	
High	Pitch	Stop	

Tempo - is how fast or slow the beat (the speed of the beat)

Rest – a rest is a silent beat

Follow up activities: (optional)

1. Practice dancing to an Irish jig.
2. Practice marching to any song (medium tempo) John Phillips Souza songs work well. <https://www.youtube.com/watch?v=Pjw2A3QU8Qg>
3. Make your own egg shakers <https://www.youtube.com/watch?v=Y0yEfVWuBIU>
4. Make a drum from a shoebox, upside down waste can, or Tupperware and play along to a song your class likes. We call these “found instruments”. Ask the children to create one from home using something not breakable.

Additional Learning

(Christopher Kazoo & Bongo Boo)

Beat	Low	Sing
Clap	Mallet	Slow
Dance	March	Soft
Drum	Music	Song
Dynamics	Note	Steady
Egg Shaker	Pat	beat
Fast	Pitch	Start
Hello	Play	Step
High	Rest	Stop
Loud	Shape	Tap
	drum	Tempo

Tempo - is how fast or slow the beat (the speed of the beat)

Rest – a rest is a silent beat

Follow up activities: (optional)

1. Practice moving/dancing with a friend or sing “hello” to each other
2. Practice marching to any song (medium tempo) John Phillips Souza songs work well. <https://www.youtube.com/watch?v=Pjw2A3QU8Qg>
3. Make your own egg shakers <https://www.youtube.com/watch?v=Y0yEfVWuBIU>
4. Make a drum from a shoebox, upside down waste can, or Tupperware and play along to a song your class likes. We call these “found instruments”. Ask the children to create one from home using something not breakable.

Visual and Performing Arts Standards

Below shows the classroom activities in Artz Smartz Magical Music Adventure that align with the VAPA Standards for K-3RD Grade Music for a 4-8 week residency.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- 1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).
 - *The children learn contrasting long/short notes; high/low notes; tempo names, slow/fast; they clap and play written rhythms on a variety of percussion instruments; participate in the "Move the Rest" game, Echo Rhythm and Melodies (copy cat) game; the children write a secret code in rhythm symbols; the children watch a brief 5 -7 min video about rhythms and tempos.*

Listen to, Analyze, and Describe Music

- 1.2 Identify simple musical forms (e.g., phrase, AB, echo).
 - *The children discuss/identify patterns and form for the songs we sing, play and hear in class.*
- 1.3 Identify common instruments visually and aurally in a variety of music.
 - *The children listen to a variety of compositions and songs in class for identification of instrument sounds in conjunction with visual pictures or actual instruments; the children play a variety of instruments and hear how they sound individually and together as a group; we watch a short video of Irish instruments and hear them individually.*

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- 2.1 Sing with accuracy in a developmentally appropriate range.
 - *With knowledge of the vocal range for this age group, all songs we sing are placed properly in their range using the pitch pipe or piano. The children have the opportunity to sing with and without accompaniment. The children participate in a singing game with melodic notes using both major and minor tonalities.*

Visual and Performing Arts Standards (cont.)

- 2.2 Sing age-appropriate songs from memory.
 - *The children sing the Hello Song, Shaker Song, Marching Song, Tang, Tang, A Hunting We Will Go (using the melody to write our own lyric ideas)*
- 2.3 Play simple accompaniments on classroom instruments.
 - *The children play a variety of percussion instruments on a number of compositions and songs recorded and sung a cappella using some of these: rhythm sticks, shakers, bells, drums, tambourines, wood sounds, and triangles.*

Compose, Arrange, and Improvise

- 2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.
 - *Student leaders take turns improvising sound and movement ideas for class to copy; leaders play rhythm ideas for classmates to copy on various percussion instruments or body percussion; students play along with a variety of songs/compositions while improvising their own rhythms.*

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- 3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.
 - *Children will experience music from other cultures; children will hear, play, or dance to: Traditional American, English, Korean, Mexican and Spanish folk songs. (*Extensions depending on length of unit)*

Diversity of Music

- 3.2 Sing and play simple singing games from various cultures.
 - *The children copy a phrase from other students or the teacher in a counting game in 3 languages.*
- 3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.
 - *The children hear and discuss a variety of Irish music, and some of the special instruments used; the children watch a short 5 -7 minute video about Irish instruments and how they sound individually and together to play an Irish jig; they listen, play along or dance to works by composers from other countries and their music and identify the instruments they hear and how the tonality and tempo of the music makes them feel; the children listen to Spring Concerto by Antonio Vivaldi, see pictures of a violin (fiddle when used in Irish music), visualize Italy on the map and hear a simple story of Vivaldi's life as a musician/priest/composer in Italy during the Baroque period. Various other examples with other composers/countries, etc. (*Extensions depending on length of unit).*

Visual and Performing Arts Standards (cont.)

- 3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).
 - *The children are given opportunities to listen and move to examples of Multi-cultural and Multi-generational music including: African songs, Jazz & Pop music, March, Classical, Multi-cultural Folk Music, Lullaby/Waltz, Work Songs with a steady beat; class discussions on styles/types of movement and contrasts in large/small, high/low, fast/slow while relating to dance and movement with and without recorded music.*

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

- 4.1 Create movements to music that reflect focused listening.
 - *Dancing to specific rhythms, tempos, time-signatures, different styles of music, from marching to swaying (in 3); Dancing with scarves using the scarves as pirate flags, as fish in the sea, or just improvising their own movement to the music; jumping and choreographed movement to "Oo Shayla" song, contrasting marching and moving like a butterfly with our song "Beat and No Beat".*
- 4.2 Describe how ideas or moods are communicated through music.
 - *Children experience the Hello Song (fast/slow) can be upbeat at an exciting allegro tempo or a lullaby when sung more slowly and rocking back and forth; the children describe how they feel and what they visualize when listening to a variety of compositions including: classical music, music from other cultures*

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Visual and Performing Arts Standards (cont.)

Connections and Applications

- 5.1 Recognize and explain how people respond to their world through music.
 - *In class we discuss a variety of “jobs” a musician could have including: playing in a band or orchestra, composing music for film/TV, composing songs for others to sing, being a music teacher, a recording artist, writing music materials for music teachers, etc.; we discuss composers and their contribution to society; we discuss music and dance and how they relate to each other; we discuss the music used in film and TV; the children experience creating and writing their own song by substituting lyrics to a familiar melody; the children experience focused listening to a variety of musical styles; the children participate in finding rhyming words or words that start with the same sound; the children visualize the countries on the map where the music, music term, dance or composer originates; the children learn about primary and secondary colors while choosing shakers in those colors; the children visualize the words on the board in connection to the action, as in: play or move FAST or SLOW.*

Careers and Career-Related Skills

- 5.2 Describe how performance of songs and dances improves after practice and rehearsal.
 - *The children learn to sing the Hello Song, Shake song, Tang Tang song and Marching song and can sing and play them well with repetition. The children execute simple movements and play simple rhythms together and learn to stop together; individually, children have the opportunity to take on leadership roles by sharing their own ideas with the class so we can copy/play their unique ideas; the children learn group process when the entire class simultaneously performs together with different instruments. We discuss that when learning a new song, we get better when we practice.*