



# HARMONICA: Start with a Strategy!

Judy Meyer Hays

*As elementary music teachers we adore strategies, but it's so easy to get caught up in the fun without making connections to your outcomes. Playing the harmonica is easy, exciting and energizing and you can use it to reinforce ALL of the elements of music! In this session, participants will "play" through the process the presenter used to guide her 3rd & 4th grade students in learning to play this inexpensive and motivating instrument. A modified tablature for folk songs, children's books that can be incorporated, and website resources will be shared.*

## AGENDA

A Bit of History  
Getting Started  
The Train  
How it Works  
The Blues  
Harmonica Handbook  
Single Notes  
Skill & Knowledge Outcomes  
Practicalities

## RESOURCES

<http://www.harmonica.com> (J.P. Allen)  
<http://www.harmonica4kids.com> (David Gage)  
<http://www.harmonicaacademy.com>  
<http://www.harmonicassuperstart.com>  
<http://us.playhohner.com/media>

David Harp: [Play the Harmonica Today!](#)  
[Red, White, and the Blues Harmonica Website](#)

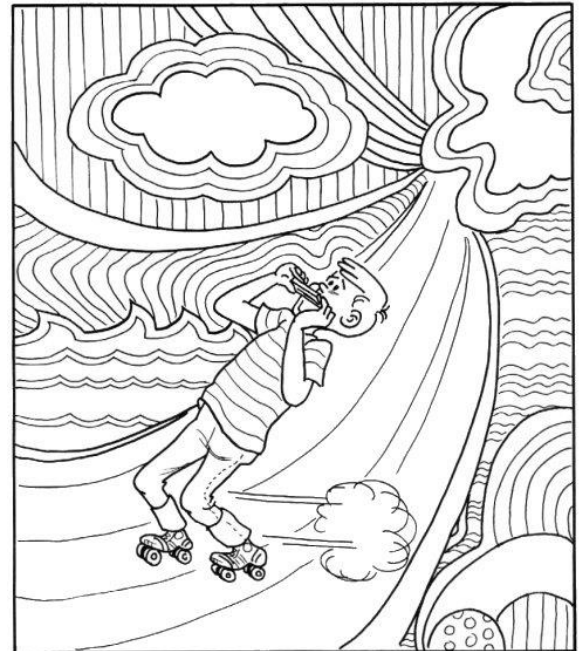
Kevin Burt: [Just Play it!](#)

## CHILDREN'S BOOKS

[The Old Cotton Blues](#) Linda England; [The Harmonica](#) Tony Johnston; [Apt. 3](#) Ezra Jack Keats; [Hurricane Music](#) Barbara Bottner; [Lentil](#) Robert McCloskey; [Up, Up, Down!](#) Robert Munsch; [On Top of Spaghetti](#) multiple authors; [Ten in the Bed](#) or [Roll Over](#) multiple authors; [Fiddle I Fee](#) adapted by Melissa Sweet; [She'll Be Comin' Round the Mountain](#) multiple authors

**SKILL OUTCOMES:** singing, reading, listening, moving, creating, playing

**KNOWLEDGE OUTCOMES:** melody, rhythm, harmony, tone color, texture, form, expression, history/culture



THE HARMONICA IS EASY TO PLAY UNLESS YOU'RE ON ROLLER-SKATES IN A HURRICANE

## THIRD GRADE

### Duration

- ♫ Distinguish between rhythm and beat
- ♫ Perform and write whole, half, quarter, and paired eighths notes and quarter rests

### Pitch

- ♫ Label repeated notes, steps, skips and leaps in a melody
- ♫ Demonstrate the ability to sing a simple song in tune
- ♫ Read and sing simple solfege using do, re, mi, so, and la

### Design

- ♫ Demonstrate an understanding of round/canon, ostinato, and ABA through singing, playing, creating, listening or moving
- ♫ Distinguish between phrases that are identical, similar and different

### Tone Color

- ♫ Aurally distinguish between a typical singing voice of a man, woman, or child

### Expression

- ♫ Analyze music for changes in tempo, dynamics, and articulation

### Cultural Context

- ♫ Demonstrate an understanding of the difference between the musical roles of composer, conductor and performer

## FOURTH GRADE

### Duration

- ♫ Perform and write rhythm patterns with whole, dotted half, half, quarter, eighth, beamed sixteenth notes and quarter rests in 2/4, 3/4 and 4/4 meter

### Pitch

- ♫ Read basic pitch notation on a music staff
- ♫ Perform a simple melody on recorder, keyboard, harmonica, or mallet instrument alone or in an ensemble

### Design

- ♫ Apply knowledge of round/canon, ostinato, verse/refrain, ABA, and rondo forms by singing, playing, moving, or creating

### Tone Color

- ♫ Visually and aurally identify orchestral instruments and categorize as brass, woodwind, string or percussion
- ♫ Identify by sight and/or sound an orchestra, band or chorus

### Expression

- ♫ Show an understanding of common tempo, dynamics and articulation terms through performance

### Cultural Context

- ♫ Develop an understanding of significant composers and masterworks

## MUSIC VOCABULARY AND CONCEPTS

steady beat; diaphragm; breathing; audiation; ostinato; verse refrain; style; measure; bar; meter; articulation; dynamics; major-minor; chords; legato; staccato; melody, high-low; up-down; steps, skips, repeats, leaps; folk song; do, re, mi, so, la; blues