

Lollipop Bop

THE CLEVELAND ORCHESTRA

LEARNING THROUGH MUSIC

MATERIALS & SETUP

- **Book:** *Charlie Parker Played Be Bop* by Chris Raschka
- **Music:** *Now's the Time* by Charlie Parker

CONNECTIONS TO OH STANDARDS

FINE ARTS

- **3CE** Listen to and identify music of various styles, composers, periods and cultures.
- **4CE** Identify elements of music using developmentally appropriate vocabulary (e.g. rhythm, syllables).
- **2PR** Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.

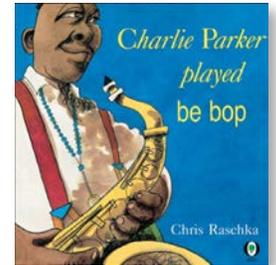
LANGUAGE ARTS

- **RL.2.4** Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.

Learning Objective: Students will explore the use of swing rhythm and dynamics in oral communication.

ACTIVITY (20-25 minutes)

1. Read the story *Charlie Parker Played Be Bop* in a straightforward, ordinary manner.
2. Listen to *Now's the Time* played by Charlie Parker and his band. Pay close attention to the swing rhythm (♩ ♪ ♪ ♩) of the cymbals.
3. Re-read the story *Charlie Parker Played Be Bop* with swing rhythm like in *Now's the Time*. Also, use dynamic contrast on words like “be bop” and “bobbity” (loud on the first syllable, soft on subsequent syllable, e.g. BE bop)
4. Ask the students the difference between the first and second reading (dynamics, rhythmic interest).
5. Divide the class into four groups. Assigning each group to perform one of the following lines, have them swing the words/phrases and add both dynamics and motions/dance to their line, and perform as a class.
 - Group 1:** Alphabet, alphabet, alphabet, alph
 - Group 2:** Chickadee, chickadee, chickadee, chick
 - Group 3:** Overshoes, overshoes, overshoes, o
 - Group 4:** Reeti-footi, reeti-footi, reeti-footi, ree



REFLECTION

1. Did the student identify the similarities of swing rhythm between *Charlie Parker Played Be Bop* and *Now's the Time*?
2. Did the students work together in a group to put words/phrases to swing rhythms using dynamics and motions?
3. Can the student identify the relationship between syllables and rhythm?