

“Shout Sister Shout!”

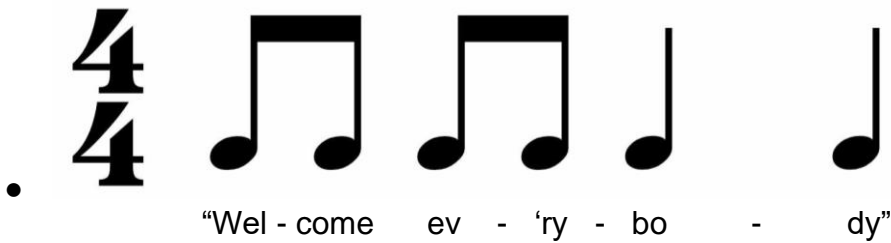
Lesson 2 Music Guides

Echo clapping patterns

1. Call and echo must both follow the same steady beat.
2. Each call should have the same number of beats. This sets up a predictable pattern that helps create a safe space where students can take risks. All the samples have four beats.
3. Expect students to echo with no wait time.

Simple Examples:


“Hey hey what you say?”


“Wel - come ev - 'ry - bo - dy”


“I eat piz - za ev - 'ry - day”


“I came to slay”

Back Beat Echo

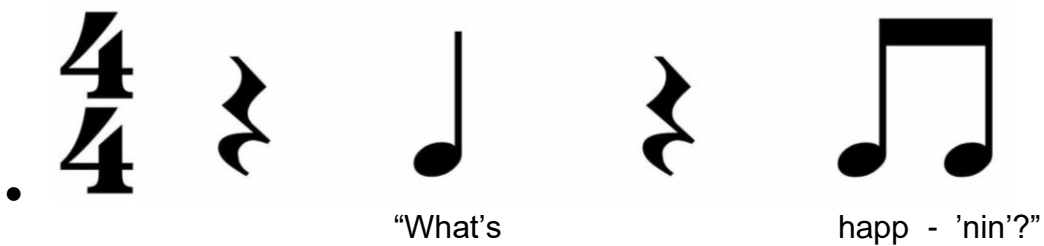
1. Approach very much the same to echo clapping patterns.
2. BUT add stomps, dips, squats, something to silently feel the one and three beats.
3. After learning a pattern, try putting it on repeat to create a class groove.

Simple Examples:


4/4 . 4 4 4 4
"hey ho"


4/4 . 4 4 4 4
"good morn - ing"


4/4 . 4 4 4 4
"shout sis - ter"


4/4 . 4 4 4 4
"What's happ - 'nin'?"

Improv Call & Response

1. Call and response must both follow the same steady beat.
2. Each call should have the same number of beats. This sets up a predictable pattern that helps create a safe space where students can take risks. All the samples have two beats. This works best for first learning simple question call and response patterns.
3. Expect students to echo with no wait time.
4. Encourage students to be creative. Creative fiction is always welcome in this process.
5. "I don't know," "I'm still thinking," "Ooh! That's tough," "Left on read" and answers like those should be accepted answers. Creative ways to answer, even if they don't directly answer the question should be welcomed.

Example Questions



"What's your name?"

(This is good when they're honest and share their preferred name)



"What's your fav'rite co - lor?"



"What's your hob - by?"



"What's your fav'rite holiday?"