

## At A Glance

### Subjects:

Music, Physical Education,  
Language Arts, Social Studies

### Grade Level:

K-6

### Time Required:

30 Minutes for music/physical  
education lesson. Additional  
time required for extensions.



Clapping to cadence



Marching Band  
(photos can be found in the appendix)

## Uniforms

### Goal:

Use elements of music while performing, singing, moving, listening,  
and creating music independently and with others.

### Materials:

- Interactive Army music page  
[http://www.generalpatton.org/education/army\\_culture/army\\_culture\\_8.htm](http://www.generalpatton.org/education/army_culture/army_culture_8.htm)
- Cadence calls
- Duckworth Chant music sheet
- Duckworth Chant music file  
<http://www.8notes.com/scores/6416.asp?ftype=midi>

### Vocabulary:

**Cadence:** rhythm; the measure or beat of sound or movement. Musical definition:  
the resolution at the end of a musical phrase.

**Military cadence:** a chant that is sung by soldiers while marching or running.

### Background:

Cadences ( or Jody Calls) are used by the military to build teamwork, increase mo-  
tivation and marching/running rhythm as well as increase physical fitness and ease  
of breathing while exercising.

Students are expected to both sing back the calls as well as march or run to the  
music. Marching can be done in place. Lyrics should be written on the board for  
students to see. This lesson is based on students' prior knowledge of clapping,  
skipping and jump rope games.

<http://www.beachnet.com/~jeanettem/chants.html>

<http://www.gameskidsplay.net/games/ClappingRhythmsGames/index.htm>

*SET: 20 minutes (Questions for students are in bold type)*

**Can you follow my clapping rhythm?**

- Clap a pattern of beats to students. Have students clap the beat back to you. If you wish have a student clap out a beat for others to follow. You can also have them do clapping games such as Say, Say My Playmate.

**Can you repeat this song after me?**

- This is where you can do a traditional call and response using the lyrics provided or make up something of your own (Teacher's name class is the best in the school. (call) Yes, teacher's name class is best in the school. (response).
- Do the call and response at least twice before adding actions. It is best to have the students standing for this to allow them to breathe properly during the song.

**How many of you know how to march? The army, police, fire services, school bands and other people use marching to show that they can work together.**

- Have the students stand up by their desks if they are to march in place (or you may do this in the gym).
- As with true military cadence it is best to start the students by calling left, right, left, right until the students get the rhythm.
- Then begin to sing the cadence/chant. Repeat. Many of these calls are actually for running so if you wish to pick up the pace you can do so.

**Conclusion:**

**Ask students if they enjoyed doing the cadence.**

**Did they feel like they were working altogether as a team?**

Further activities: Have students respond to cadence calls when doing activities involving moving from one area in classroom to the other. Have students create/lead cadence.

**Curriculum Connections:**

**Physical Education:**

Have students complete a round of physical exercises similar to army training. The Army physical fitness test consists of push-ups (how many you can do in two minutes), sit-ups (how many you can do in two minutes) and a two mile run. Singing cadence while you run improves the students quality of breathing and ensures that they do not tire

**Language Arts:**

**Have students write/create their own cadence or develop a clapping, skipping game that can be taught to the whole class.**

**Social Studies:**

Cultural groups often have music that show that they are different from other groups. How is army music different from other music? How is it the same?

[http://www-tradoc.monroe.army.mil/band/recordings/march/default.asp?GotSource=childrens\\_march&Group=2](http://www-tradoc.monroe.army.mil/band/recordings/march/default.asp?GotSource=childrens_march&Group=2)

**Curriculum Connections:**

**Cadence:**

Teacher: Here we are in elementary school  
Where we have to follow the rules  
\_\_\_\_\_ more days and we'll be through  
I'll be sad and so will you

Teacher: Am I right or wrong?

Students: You're right!

Teacher: Are we weak or strong?

Students: We're strong!

Teacher: Sound Off

Students: ONE, TWO

Teacher: Sound Off

Students: THREE, FOUR

Teacher: Break it on down

Students: ONE, TWO, THREE, FOUR, ONE, TWO -  
THREE FOUR!

**Traditional Jody Call**

Teacher: The Captain rides in a jeep,  
Students: You're right

Teacher: The Sergeant rides in a truck,  
Students: You're right

Teacher: The General rides in a limousine  
Students: You're right

Teacher: But your just out of luck.  
Students: You're right

Teacher: Sound Off

Students: ONE, TWO

Teacher: Sound Off

Students: THREE, FOUR

Teacher: Break it on down

Students: ONE, TWO, THREE, FOUR, ONE, TWO -  
THREE FOUR!

**Curriculum Connections:**

**Cadence:**

The following chant is from:

<http://www.beachnet.com/~jeanettem/chants.html#BOYS>

A marching chant. The "Left!"s and "Right!"s will hit with the corresponding foot if you've the correct rhythm; the italic words hit with the left foot, giving a syncopated effect, especially in the second section:

**Left!**

**Left!**

I *left* my mother with *forty-nine* kids

To *die* of starvation without any gingerbread. *Did* I do

Right!

Right!

Right, by my *country*, by gosh I *had* a good job when I

**Left!**

**Left!**

Sound Off! (Duckworth Chant)

[www.traditionalmusic.co.uk](http://www.traditionalmusic.co.uk)

The image shows musical notation for the 'Sound Off! (Duckworth Chant)'. It consists of a treble clef staff with a key signature of one sharp (F#) and a 4/4 time signature. The melody is written in eighth and quarter notes. Below the staff are two rows of guitar fretboard diagrams. The first row shows the fret numbers for the left hand, and the second row shows the fret numbers for the right hand. The diagrams are arranged in measures corresponding to the notes above. The first measure has fret numbers 0, 1, 1, 2. The second measure has 1, 1, 0, 0. The third measure has 1, 1, 2. The fourth measure has 1, 3, 1, 1, 2. The fifth measure has 3, 1, 1, 1, 2. The sixth measure has 4, 0, 2, 3, 3. The seventh measure has 1, 1.

