

# All Are Welcome



## Pentatonic Composition

*Suggested Grades: 3-5*

Michelle Brinkman

### National Core Arts Standards

#1 – Generate and conceptualize artistic ideas and work.

#### Objectives

- Create a rhythm using text and Elemental Building Bricks.
- Compose eight-beat pentatonic melodic pattern.

#### Materials

Book: *All Are Welcome Here* by Alexandra Penfold  
Welcome Cards & PowerPoint (optional)  
Worksheet (optional)



#### MICHELLE BRINKMAN

Michelle is currently the K-5 music specialist at Nora Elementary School in Indianapolis, IN. Besides her teaching responsibilities, she also directs a choir, Orff ensemble, and folk-dance club at her school.

### History:

Carl Orff and his associate, Gunild Keetman, developed the Orff-Schulwerk approach to teaching music in Germany during the 1920s. It is an active music-making approach in which children learn musical behavior by creating, listening, analyzing, and performing through speech, singing, movement, body percussion, and instruments. The Orff approach teaches musical skills and concepts through a four-stage learning process: imitation, exploration, literacy, and improvisation.

### Lesson Overview:

This lesson, *All Are Welcome*, a children's book by Alexandra Penfold, uses Keetman's Rhythmic Building Bricks to identify the rhythm of the word "welcome" in different languages to compose an eight-beat melody in C pentatonic.

### Suggested Teaching Process:

#### Lesson One: Book and Body Percussion Piece

1. Teach the **All Are Welcome Here** Chant.
2. Read **All Are Welcome** by Alexandra Penfold.
3. Add the chant **All Are Welcome Here** every time this phrase appears in the book.

**Helpful Hint:** Adding Snaps on the Rests prevents students from rushing.

4. Discuss the meaning of "All Are Welcome Here."
5. Layer in the body percussion.
6. Perform piece.
  - Speech
  - Body Percussion Only (whisper words/ audiate)
  - Speech and Body Percussion

#### Lesson Two: Barred Instruments

1. Review the chant with body percussion.



2. Teach the song using echo imitation.
  - Inspired from *Rhythmische Übung* by Gunild Keetman #17
  - Text and Melody by Michelle Brinkman

*All Are Welcome Here. All Are Welcome Here.  
All Are Welcome Here at School!  
All Are Welcome Here. All Are Welcome Here.  
All Are Welcome Here at School!*

3. Set up barred instruments in C pentatonic (*remove F & B bars*)
4. Teach melody by rote.
5. Label as A section.

### Lesson Three: Rhythmic Building Bricks



1. Create a list of different ways to say “welcome.”
2. Display rhythmic building bricks.
3. Sort “welcomes” to fit the Keetman’s Rhythmic Building Bricks.
4. Create an eight-beat rhythmic pattern using four rhythmic building bricks using elemental forms.
5. Provide an example pattern.
6. Students create their patterns using an Elemental Form.

***Elemental music** is pattern-based **music** built on natural speech and body rhythms, familiar melodic patterns, and simple forms that can be learned, created, understood, and performed without extensive technical or theoretical musical training. - Definition by Nick Wild*

**Elemental Forms** – Each letter is replaced with one of the “Welcomes.”

- AAAB
- ABAB
- ABBA
- ABAC

7. Students notate their compositions on their worksheets. – *Optional*

### Lesson Four: Student Composition

1. At barred instruments, students perform their rhythms on C.
2. Students repeat playing their phrase any two notes of their choosing, beginning and ending on C.
3. Continue adding a note until students can improvise using all of the notes in the pentatonic scale. (beginning and ending on C)
4. Discuss the idea of what makes a melody sound best with students.
5. Use notes that repeat.
6. Choose notes that move by skip or step.

7. Perform as a Rondo, using *Rhythmische Übung* by Gunild Keetman #17 inspired melody section and student improvisations for contrasting sections.



# All Are Welcome Here

Arr. Michelle Brinkman

All are wel - come here! All are wel - come here!

All are wel - come here at school!

## Extension:

1. The song [Hello, Hello](#) by Dan Zanes works in conjunction with this book beautifully.
2. The lesson sketch Say Hello by Michelle Brinkman also works well with this lesson.
3. Compose a different ostinato pattern to accompany the A section.
4. Students create a dance to accompany the A section.

## References:

Keetman, G. (1970). In *Rhythmische Übung* (p. 6). essay, B. Schott's Söhne. #17

Penfold, A., & Kaufman, S. (2020). *All are welcome*. Scholastic Inc.

titusXpullo. (2011, July 24). *Hello*. YouTube. Retrieved February 8, 2022, from <https://www.youtube.com/watch?v=2zLqp7C5Uqg>