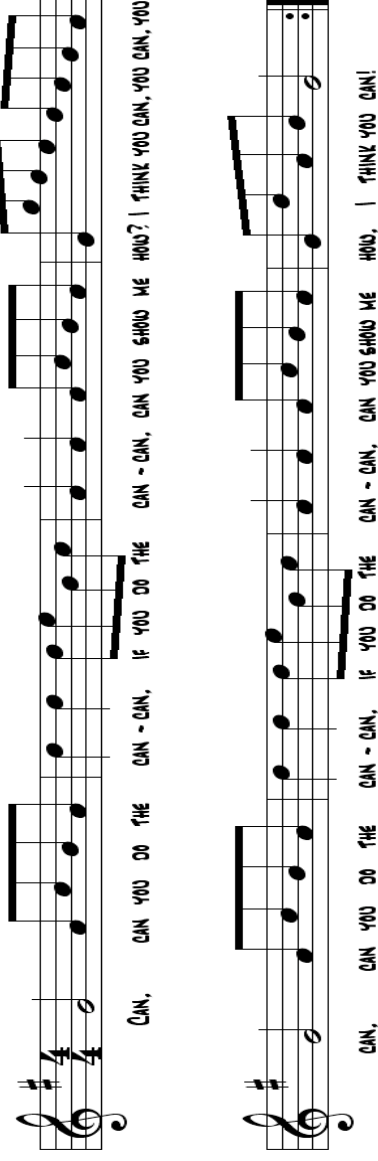


## Can-can: LESSON, BY TRACY WARD

### Preparation

1. Teach the sing-a-long words to the students, either a cappella or with piano accompaniment. Note: The alternate version included in the music section of the concert guide will be used at the concert.



The image shows two staves of musical notation for the song 'Can-can'. The first staff is in 4/4 time with a key signature of one sharp (F#). The melody consists of quarter notes and eighth notes. The lyrics are: CAN, CAN YOU DO THE CAN - CAN, CAN YOU SHOW ME HOW? I THINK YOU CAN, YOU CAN, YOU CAN. The second staff continues the melody with the lyrics: CAN, CAN YOU DO THE CAN - CAN, CAN YOU SHOW ME HOW, I THINK YOU CAN!

2. Now play the recording and ask students to raise their hands when they hear that tune in the music. (This should be a time to listen, not to sing along with the recording.)
3. Then play the recording again and invite the students to sing along whenever they hear that particular tune.

Hint: Another part of this music you may wish to practice with your students before the musicians' visit is the introduction. Divide the class into two groups, one for violins and one for flutes. Play the recording and have the students snap their fingers whenever you point to their group's assigned instrument on the chart for that section of the music. You may wish to have your students practice clapping the rhythm for the B section as well. Tailor your prep lesson to your own students abilities!

# Can-can continued: LESSON , BY TRACY WARD

## Lesson

1. Choose five students to hold up the charts for each section of the Can-Can, place them on music stands, or have the power point version of the listening map ready.
2. Divide students into two groups for the introduction.
3. Explain to students how they will participate in each section:
  - Introduction: Snap their fingers when the teacher points to their assigned instrument (violin or flute).
  - A Section: Pat the beat quietly on their knees as the teacher points to the beats on the chart.
  - B Section: Students clap the rhythm on the chart (two-fingered clap so they can hear the music.)
  - C Section: Sing along!
  - Coda: Watch as the teacher points to the icons on the chart.

4. Briefly ask the students some follow-up questions about the order the sections were in (Intro, A, B, C, A, C, Coda), which section was the softest (A), and/or about how the A section was different the second time they heard it (more beats, no triangle this time).

### Follow-Up Ideas

Repeat the activity for fun, or have the music playing as they enter the music room.

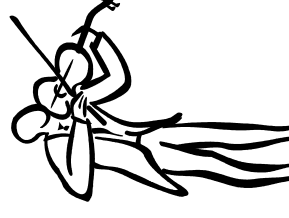
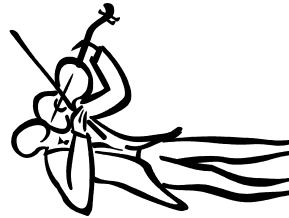
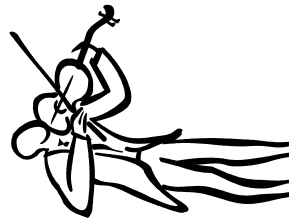
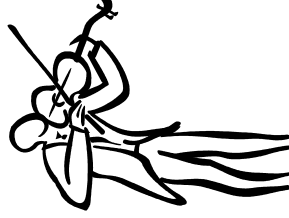
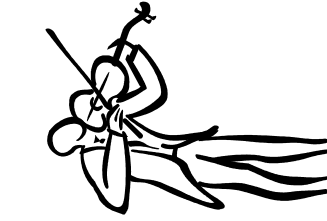
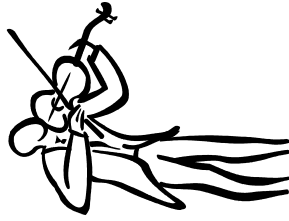
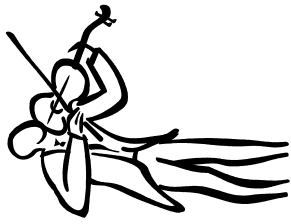
Play a recording of “Tortoises” from *Carnival of the Animals* by Camille Saint-Saens and let students discover that this is actually the Can-Can tune at a much slower tempo!

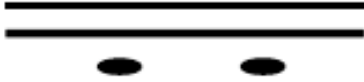
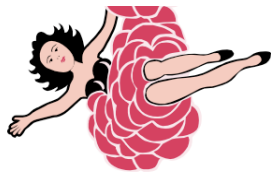
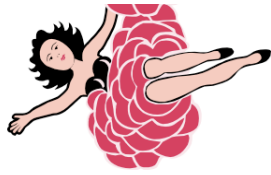
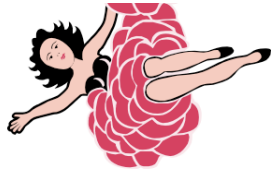
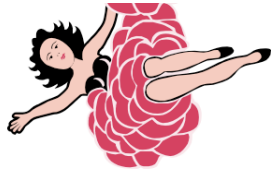
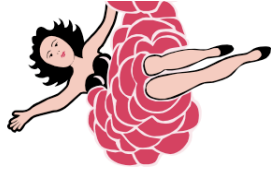
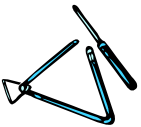
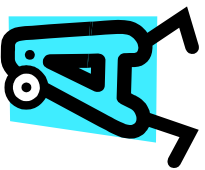
Have the students play the descending scales in the coda on Orff instruments or resonator bells. (D Major scale) Challenge them to find a descending scale in another part of the music. (It’s in the sing-a-long and descends at a faster tempo than in the coda.) You may also wish to have them play the cymbal and triangle parts heard in the music as well.

Teach “Picnic of the World.” (This is great fun, but it is highly recommended that you save this for after the concert to avoid confusion. The students should use the simpler words from the lyrics page when they are at the concert.)

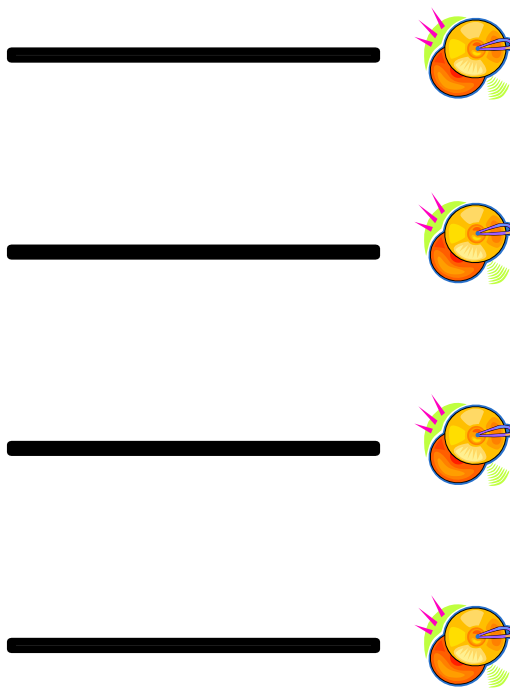
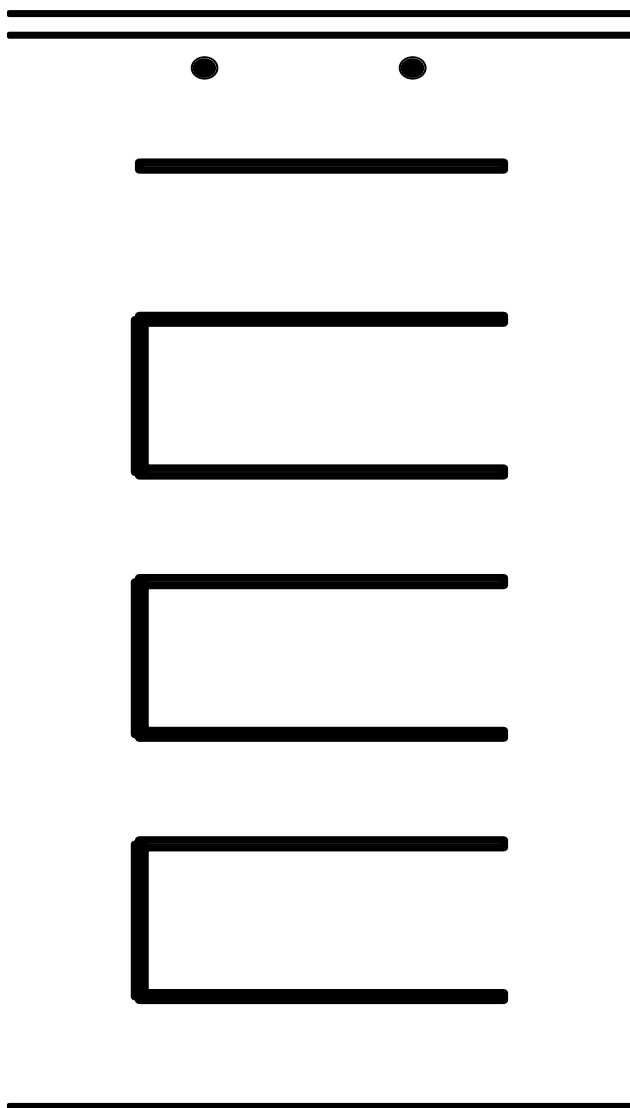
Use the rhythm they clapped in the B section as an ostinato for another song or piece.

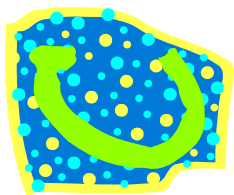
# Introduction





4x





Musical staff with lyrics: CAN, CAN YOU DO THE CAN - CAN? IF YOU DO THE CAN - CAN, CAN YOU SHOW ME HOW? I THINK YOU CAN, YOU CAN, YOU CAN, YOU CAN.

Musical staff with lyrics: CAN. CAN YOU DO THE CAN - CAN? IF YOU DO THE CAN - CAN, CAN YOU SHOW ME HOW? I THINK YOU CAN!

