

My Home's in Montana



My home's in Mon - tan - a, I wear a ban - dan - a; My spurs are of



sil - ver, my po - ny is gray. When rid - ing the rang - es, my



luck nev - er chang - es; With foot in the stir - rup I gal - lop a - way.



Home on the roll - ing range, That's where I



want to stay! When rid - ing the rang - es my luck nev - er



chang - es; with foot in the stir - rup I gal - lop a - way.

LYRICS:

My home's in Montana, I wear a bandana;
My spurs are of silver, my pony is gray.
When riding the ranges, my luck never changes;
With foot in the stirrup, I gallop away.
Home on the rolling range, that's where I want to stay!
When riding the ranges, my luck never changes;
With foot in the stirrup, I gallop away.

SINGING:

Enjoy singing all the verses of these western American cowboy songs. Discuss vocabulary and locations mentioned in the song. If students are unfamiliar with song you may want to echo the song by phrases. You could talk about breath control and not breathing until the end of the phrase. Mention the $\frac{3}{4}$ time signature. Have students feel the beat in groups of three with the strong, weak-weak pattern. (Pat clap- clap, or clap, snap-snap) Sing each song playing a pattern of three with each one. After the students can sing each melody well, perform together as partner songs. Begin by you singing one song as they sing the other. Then divide the class in half and assign one song to each side.

PLAYING:

Both songs have the same three chord structure. It can be accompanied by an autoharp or ukulele. Identify a chord as three notes sounded at the same time built up in thirds (skipping every other note). The name of the chord is the bottom note or the root of the chord. Teach the fingering and strum on the beat as students sing the song. Barred instruments can play the root of the chord if stringed instruments are not available. A temple block could be added as a trotting sound of a horse.

CREATING:

Try to create a more interesting strumming pattern using the ukulele or the autoharp. Suggest a pattern that fits to the $\frac{3}{4}$ time. (Strong, weak-weak.) They could also try a rhythm pattern. (ta, ti-ti, ta down, down-up, down) Students can also work out a hand-jive in $\frac{3}{4}$ time.

LISTENING:

Draw a scale and number with Roman Numerals. Circle the I, IV, and V chord. Draw a chord on each note. Name the chord according to the key signature. (G, C, D) Sing the root of the chord in various patterns and have the student echo you. Play an instrument as they sing the song. Ask students to identify when the chord changes occur by putting up finger numbers.

Listen to Copland's "Rodeo." Don't tell student's the title and ask them to listen for what kind of pioneer activity do they think is occurring during this selection. What musical elements led to their conclusions? Do they think this song is in groups of 2's or 3's. Move to groups of twos as they listen again.

CURRICULUM INTEGRATION: (Social Studies)

Discuss the use of songs in pioneer history and western migration. Identify the places on a map. Discuss when they might have been sung and for what purpose. Discuss what instruments might have accompanied the songs of this time. What style dance would have been done with these songs? $\frac{3}{4}$ time suggests a waltz.