

Tony Chestnut

The image shows two staves of musical notation for the song 'Tony Chestnut'. The first staff has a treble clef and a common time signature (C). The notes are quarter notes with the following fingerings: s, m, s, m, s, l, s, m, r, m, f, m, f, s. The lyrics below are: 'To - ny Chest-nut knows I love you. To - ny knows, To - ny knows.' The second staff has the same treble clef and common time signature. The notes are quarter notes with fingerings: s, m, s, m, s, l, s, m, r, f, m, r, d. The lyrics below are: 'To - ny Chest-nut knows I love you. That's what To - ny knows.'

Lyrics: Tony Chestnut knows I love you.
 Tony knows, Tony knows.
 Tony Chestnut knows I love you.
 That's what Tony knows.

SINGING

Enjoy singing this song around Valentine's Day or anytime. Sing the song touch the following places on your body:

To-	Touch your toes
-ny	Touch your knees
Chest-	Touch your chest
nut	Touch your head
knows	Touch your temple
I	Point to self
love	Cross arms at chest
you	Point to class
That's what Tony knows	Point in the air

Try singing the song with a variety of tempi. (speeds)

PLAYING

Keep the beat with different instruments. As a challenge, put a different sound on every word. When choosing an instrument, have students consider if the word lends itself to a certain type

of instrument. For example, nut lends itself to a wooden instrument such as wood block or claves. Have students stand in the order of the words and play when their word is sung.

Have students play the So-mi and So-Mi-La patterns on a barred instrument (E,G,A) at the appropriate places in the song.

CREATING

After identifying the So-Mi and So-Mi-La patterns in the songs give students an opportunity to make up or improvise new melodies for the phrase, "Tony Chestnut knows I love you." Identify the bars that need to be used for a So-Mi- La melody (E,G,A). It is always a good idea to give an example and then let the class make up a melody together before you give students individual turns. Create an ABA form using the song as the A section and the new melodies as a B section. To keep other students busy during the improvisation let students stand in place and do the motions as they sing the song. During the B section quietly move 8 steps to a new spot.

LISTENING

Make cards with melodic patterns from the song and place them on the board. Do not place them in the order they occur in the song. Have the students sing the patterns in solfa and recognize which part of the song that these patterns occur. With younger students, have them only listen for So-Mi and So- Mi-La patterns.

CURRICULUM INTEGRATION (P.E & Health)

Use this song as an energy builder or stretching warm-up.

Identify the words in the song that are not the actual name of the body part.

Connect how good relationships with friends and family are important for a healthy mind and body. Discuss how to have good relationships people. Discuss activities that would keep your mind and body healthy.