

Johnny Get Your Hair Cut

The image shows two staves of musical notation for the song 'Johnny Get Your Hair Cut'. The first staff contains the lyrics: 'Oh, John - ny get your hair cut, hair cut, hair cut.' The second staff contains the lyrics: 'John - ny get your hair cut just like me.' The music is written in a treble clef with a key signature of one sharp (F#) and a time signature of 2/4. The melody consists of quarter and eighth notes.

LYRICS:

Oh, Johnny get your hair cut,
Hair cut, hair cut.
Johnny get your hair cut
Just like me.

SINGING

Sing the song while keeping the beat in a variety of ways such as patting, clapping, stepping, waving, etc. Invite all students to create their own way to keep the beat with their bodies while they sing with the class. Scan the class to identify students with particularly effective ideas and when you repeat the song invite the class to copy one of these students. Alternate opportunities to explore beat-keeping ideas with opportunities to imitate other students' successful ideas. These activities can also be done to the rhythm of the lyrics (as opposed to the steady beat). Be sure to clarify with the students whether they are to keep the steady beat or perform the rhythm of the words.

PLAYING

Have one or more students play a steady beat ostinato on mallet instruments. Students who are just learning how to do this will be most successful if they play a steady beat on the pitches G and D with both hands at once. Students who are more comfortable with this skill may want

to play their steady beat ostinato by alternating hands. Effective pitch options for this would be either alternating G and D, or alternating E and D-as if repeating measure 2 of the song indefinitely.

CREATING

Invite students to create different ways to make scissor motions with their bodies (fingers, arms, hands, legs, etc.) Figure out how to make a scissor motion with a partner. Keep the beat with the scissor motions.

LISTENING

After singing, and especially when students are playing along with the song, ask the students whether they were singing together or if they were not. If they were not, invite them to sing it again and listen to each other while they sing so they can stay together. With the emphasis on beat in this song it is most natural to listen to whether they are staying together on the beat, but if the class has recently focused on singing in tune, it would also be appropriate to ask if they sang together on the same pitch.

CURRICULUM INTEGRATION (Language Arts)

Clap the rhythm of the song's words (see SINGING). Then clap that rhythm without saying the words and think of other words for the song that fit into exactly the same rhythm pattern, such as "Johnny pet your puppy." To check whether the rhythms match exactly have one person or group clap the rhythm of the original words while they whisper, "Johnny get your hair cut" and another person or group simultaneously clap and whisper the new words. Have the rest of the class listen to determine whether the two rhythms are identical.