

## Are You Sleeping

The image shows two staves of musical notation for the song 'Are You Sleeping'. The first staff is in G major (one flat) and common time (C). The melody consists of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. The lyrics are: 'Are you sleep - ing? Are you sleep - ing? Broth - er John, Broth - er John.' The second staff continues the melody with quarter notes: D4, C4, B3, A3, G3, F3, E3, D3, C3, B2, A2, G2. The lyrics are: 'Morn - ing bells are ring - ing, Morn - ing bells are ring - ing, Ding, dong, ding! Ding, dong, ding!' The piece ends with a double bar line.

Lyrics: Are you sleeping? Are you sleeping?  
Brother John, Brother John.  
Morning bells are ringing, Morning bells are ringing.  
Ding, dong, ding! Ding, dong, ding!

### SINGING:

Sing song keeping the beat in a variety of ways. (Clap, pat, snap, nod your head) Find the beat that has silence and tap it on shoulders. Clap the rhythm of the words as you sing. Make up motions for each repeated phrase.

Example:      Phrase one – rest head on hand on right side and the left on the repeat phrase  
                  Phrase two – sing the letter “J”  
                  Phrase three – ring hand bell in right hand and then left hand on the repeat  
                  Phrase four – sway back and forth like a big church bell

After the students know the melody well try it in the round with the motions. Discuss the term harmony. You may also like to teach it in French.

### PLAYING:

Using simple rhythm instruments play the rhythm of the song while singing it. Show the rhythmic notation and identify the rest. Read the notation in syllables (ta's and ti-ti). Play instruments and say the syllables. Play a triangle on the rest. Try to play it without singing the song or saying rhythm syllables. As a challenge: Divide the class into two to four groups. Assign

each group a different kind of instrument, such as drums, jingle taps, rhythm sticks and maracas. Perform as a round. A simpler version could be to assign each phrase to a different type of instrument and then play through the song.

#### CREATING:

Create a simple accompaniment by repeating part of a melodic phrase of the song. These could be sung or played on tone bells, palm pipes, chimes or other barred instruments. Discuss this kind of harmony. Take a simple rhythm pattern and assign the pitch F and/or C to the pattern. Play the created pattern as you sing the song. Analyze if the pattern worked well as an accompaniment with the song. Make changes as needed and try again. Always remember simple is better.

#### LISTENING:

As the teacher introduces the song, ask the students to keep the beat and find the silent beat. Ask students to place the silent beat on their shoulders as you sing it again. Another idea is to ask students to identify when the teacher keeps the beat and when you change to tapping rhythm while singing the song

#### CURRICULUM INTEGRATION (Writing and Math)

Use the song "Are You Sleeping?" as a story starter. Brother John must have loved sleeping. Write a story about a good dream he was having. Write a story about why Brother John is so exhausted that he sleeps through the morning bells ringing.

Use the tune of this song to learn math facts. You could sing as you work with manipulatives.

Examples:  $2 \times 2$ ,  $2 + 2$  equals 4, equals 4, 1 & 2, then 3 & 4,  $2 + 2$  equals 4  
 $2 \times 2$ ,  $2 \times 2$  equals 4, equals 4,  $2 \times 3$ ,  $2 \times 3$  equals 6, equals 6