



Lesson 8

The Water Song



Learning Standards & Assessment Tools



Time



Resources



Curricular Integration



Handouts



Music





Arts Education (Music)

- ▶ Creative expression develops our unique identity and voice
- ▶ Dance, drama, music, and visual arts are each unique languages for creating and communicating

Content

- ▶ Elements in the arts
 - Music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
- ▶ Processes, materials, technologies, tools, and techniques to support arts activities
- ▶ Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

 **60 minutes**



Educator's Kits, including hardcopy lesson plans and support materials, are available for loan through the CRD. For pickup locations, print-friendly materials and multimedia tools see www.crd.bc.ca/teacher or contact the CRD at 250.360.3133.

Lesson 8: The Water Song

Purpose

In this lesson, students listen to a water conservation song, “Drip, Drip, Drop”. Option to learn and perform.

Preparation

1. Set up the audio equipment and the song, and arrange the room so that students have space to move.
2. Photocopy “Drip Drip Drop” lyrics and Assessment Tool “Drip Drip Drop” (1/student)

Note that this lesson has been designed so that it can be taught by classroom teachers without any music expertise; however, you may wish to enlist the help of a music specialist teacher, if available.

Procedure

Rhythm Exploration

1. Play the instrumental version of the song (Track 2 on the CD), and invite students to move around the room in response to the music. Repeat two or three times.
2. Play the recording again, this time asking them to chant along with the music (select a single word or phrase for all students to chant, such as “drip drip” or “water water”). Alternatively, students can use rhythm instruments, clapping or body percussion to respond rhythmically to the music (e.g., creating rhythmic ostinati).
3. Next, play the vocal version of the song recording (Track 1 on the CD). Distribute the student handout “Song Lyrics” and play the recording again while students follow along. As they listen, ask them to think of actions they could use along with the music. For example:
 - make dripping motions with their hands
 - make motions of turning off taps
 - make wave motions with arms
 - form raindrop shapes with index fingers and thumbs of both hands.



Teacher Resources

- ▶ *"Drip Drip Drop: Music Notation"*
- ▶ Assessment Tool : *"Drip Drip Drop"* (1/student)

Student Resources

- ▶ Handout *"Drip Drip Drop"* lyrics (1/student)

Lesson resources

- ▶ Song *"Drip Drip Drop"* (CD or electronic file)
- ▶ CD player OR computer and speakers
- ▶ Optional: rhythm instruments



Music Actions

After allowing time for exploration, invite student volunteers to share their actions with the rest of the class. Decide as a class which actions to use, then play the recording again while students perform the gestures



Thoughts and Feelings

Have students use the student handout *"Drip, Drip, Drop"* to reflect on the thoughts and feelings that came to mind as they listened to the song. To direct their reflections, you may wish to have them begin by creating their own title for the song.



Assessment Opportunity

Observe students as they share and decide on the movements and gestures they will use. Look for evidence that they are respectful of each other's contributions.

Collect students' completed handouts, and look for evidence that they are able to make personal connections with the music. Add students' completed sheets to their Water Portfolios.



Curricular Competencies

Look for evidence that students are able to:

Arts Education (Music)

- ▶ Exploring and creating
 - Explore elements, processed, material, movements, technologies, tools, and techniques of the arts
- ▶ Reasoning and reflecting
 - Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
 - Develop processes and technical skills in a variety of art forms to refine artistic abilities
- ▶ Communicating and documenting
 - Interpret symbolism and how it can be used to express meaning through the arts
 - Express feeling, ideas, stories, observations, and experiences through creative works

 **Curricular Integration**

- ▶ Dance: Use the recording of the song as the basis for movement exploration activities.
- ▶ The song lyrics, along with the recording, can be used as the basis for English language arts lessons. Activities could include:
 - using the recording and the printed lyrics together as a tool to help students read the lyrics
 - using the video sing-along of *Drip, Drip, Drop* as a tool to help students read the lyrics
 - comparing rhyme and metre in music to rhyme and metre in poetry
 - having students write new lyrics for the song.

 **Extensions and Adaptations**

- ▶ Play Track 3 of the CD, which contains a vocal version of the song without sound effects. Challenge students to create their own sound effects to perform along with the recording.
- ▶ “*Drip, Drip, Drop*” music notation is written in the key corresponding to the audio recording and also in a higher key that may be more appropriate for student voices at this age.
- ▶ Form a longer music unit using the song, incorporating singing, instruments, movement, etc. and focus on other aspects of the grade 2 music curriculum, including:
 - melodic contour and rhythmic patterns
 - verse-and-chorus form in songs
 - purposes for music (i.e., in this case, to deliver a water conservation message).
- ▶ Rehearse and present to parents, other classes, the school or community.
- ▶ Showcase your creativity- submit a video of your class performance or other project inspired by this song to education@crd.bc.ca.
- ▶ Listen to other songs about saving water such as *The Saving Water Song* - 2009 Audience Choice Winner- by filmmaker Keith Cantrell of McPherson.
<https://vimeo.com/6505893>



Drip, Drip, Drop - Song Lyrics

- chorus* **Drip, drip, drop, save the water
Drip, drip, drop, save the water
Every drop counts, don't waste one
Drip, Drip, Drop**
- verse 1* **When you brush your teeth, be quick
Don't let the water rush through the sink
When you want to give your body a real good scrub
Just take a shower don't fill the tub**
- chorus* **Drip, drip, drop, save the water
Drip, drip, drop, save the water
Every drop counts, don't waste one
Drip, Drip, Drop**
- verse 2* **The water you drink from the reservoir
Was here before the dinosaur
It falls from the sky as drops of rain
We drink it, and flush it, and use it again**
- chorus* **Drip, drip, drop, save the water
Drip, drip, drop, save the water
Every drop counts, don't waste one
Drip, Drip, Drop**
- verse 3* **Washing your hands is easy to do
Put water in the sink and use a plug too
Use lots of soap. Give them a rub
(ALTERNATIVE WORDING - REPLACE "LOTS OF SOAP" WITH "SOME")
Don't let the water run while you scrub**
- chorus* **Drip, drip, drop, save the water
Drip, drip, drop, save the water
Every drop counts, don't waste one
Drip, Drip, Drop**
- verse 4* **We share the water with animals and fish
If they could talk, they'd have one wish
Please use the water carefully
So there will be some left for me**
- chorus* **Drip, drip, drop, save the water
Drip, drip, drop, save the water
Every drop counts, don't waste one
Drip, Drip, Drop**



Drip, Drip, Drop

Name: _____ Date: _____

***What did the song
make you feel
or think about?***


Name: _____


Date: _____





Drip, Drip, Drop - Music Notation, F minor

$\text{♩} = 135$ Swing ($\text{♩} = \text{♩}$)

Fm E B \flat

 Drip. Drip. Drop. Save the wa - ter. Drip. Drip. Drop. Save the wa__ter.

Fm E \flat D \flat C 7 Fm Cm Fm

 Ev - ry drop counts. Don't waste one. Drip. Drip. Drop. When you

Fm E \flat D \flat C Fm E \flat D \flat C

 brush your teeth be quick. Don't let the wa-ter rush through the sink. When you

Fm E \flat D \flat C Fm

 want to give your bo - dy a real good scrub, just take a show - er, don't fill the tub.



Drip, Drip, Drop - Music Notation, C Minor

♩ = 135 Swing $\text{♩} = \text{♩}$

Cm B F

Drip. Drip. Drop. Save the wa - ter. Drip. Drip. Drop. Save the wa__ter.

Cm B \flat A \flat G 7 Cm Gm Cm

Ev - ry drop counts. Don't waste one. Drip. Drip. Drop. When you

Cm B \flat A \flat G Cm B \flat A \flat G

brush your teeth be quick. Don't let the wa-ter rush through the sink. When you

Cm B \flat A \flat G Cm

want to give your bo- dy a real good scrub, just take a show - er, don't fill the tub.