GAELYNN LEA
KINDERGARTEN & FIRST GRADE LESSON

LEARN about Gaelynn Lea and her music.
• Gaelynn Lea is a violinist, singer and songwriter from Duluth, Minnesota.
• Gaelynn Lea has a disability. She wants everyone to know that people with disabilities can write and perform music.
• Gaelynn Lea plays the fiddle. The fiddle is the same instrument as the violin.
• Musicians can learn music in different ways. Some musicians learn by reading notes on rhythms on a piece of paper. Some musicians learn by playing by ear, which means listening carefully and trying to echo and match the sounds.
• Gaelynn Lea often uses a looping pedal to create layers and harmony in her music.
• Gaelynn Lea writes her own music.

LISTEN
• Gaelynn Lea’s NPR Tiny Desk concert performance
• The Gaelynn Lea Playlist

GET TO KNOW THE VIOLIN, OR FIDDLE
• Using a violin (if you have access to one) or a good picture (see Print Pages at the end of these lessons), verbally identify the following parts of the violin, viol, and cello: pegs, neck, body, tail, fingerboard, f holes, bridge and scroll.
• Sing “Head, Shoulders, Knees, and Toes” with your students. Tell them that this song, one they’ve probably known for years, can really help learn the parts of a string instrument.
• Going back to the instrument/picture, hold it up and point to each part, deliberately and slowly, as you sing to the same “Head, Shoulders” tune with different lyrics:
  Pegs, Neck, Body, Tail, Body, Tail.
  Pegs, Neck, Body, Tail, Body, Tail.
  Fingerboard, f Hole, Bridge, and Scroll,
  Pegs, Neck, Body, Tail, Body, Tail.
• Repeat by asking a volunteer to come up and point to the parts as the class sings. Or ask a volunteer to sing while you point. Get gradually faster.

• LEARNING CHECKLIST
  □ I know the violin and the fiddle are the same instrument.
  □ I can identify the parts of the violin/fiddle.

KEY WORDS violin, fiddle, pegs, neck, body, tail, fingerboard, f holes, bridge, scroll
GAELYNN LEA
SECOND AND THIRD GRADE LESSON

**LEARN** about Gaelynn Lea and her music.

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• Gaelynn Lea often uses a looping pedal to create layers and harmony in her music.
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**LISTEN**

• [Gaelynn Lea’s NPR Tiny Desk concert performance](#)
• [The Gaelynn Lea Playlist](#)

**BE A SONGWRITER!**

• Gaelynn Lea writes her own songs. Tell students that just like Gaelynn Lea, they will create and perform their own songs.
• Explain that every song begins with an idea. Ask them to generate an idea for a song.
  › Once they have an idea, ask some leading questions.
  › How would a song about _________ sound?
  › What instruments would you use?
  › Would there be words (lyrics)? What would they say?
  › Would there be parts that repeat?
• Using the template below to guide and structure the activity, ask students to write their own songs, either alone or in groups. First you will see a blank template, then an example of a completed template, ready for performance. See Print Pages for full worksheet template.
• Rehearse and perform for your class. Depending on their age, skill level and experience, students may need prompting and suggestions to guide them through this activity. Integrate vocabulary and concepts from the classroom. Students will be full of ideas and enthusiasm, and be prepared for a little silliness, too.
NAME OF SONG: Monkeys!
THIS SONG IS ABOUT: Monkeys escaping from the Zoo.

<table>
<thead>
<tr>
<th></th>
<th>Verse 1</th>
<th>Chorus</th>
<th>Verse 2</th>
<th>Chorus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Melody &amp; Lyrics</strong></td>
<td>(adagio, whispered)</td>
<td>Monkeys on the loose! All around the zoo. Swingin' on the trees, coming after you!</td>
<td>no words, no singing</td>
<td>Monkeys on the loose! All around the zoo. Swingin' on the trees, coming after you!</td>
</tr>
<tr>
<td><strong>Rhythm</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Chorus lyrics are chanted with the following rhythm:**

```
tati tati ta rest
 tati tati ta rest
 tati tati ta rest
 tati tati ta rest
```

**Waldon School rhythm vocabulary used here.**

**Notation would be two sets of eighth notes, a quarter note, and a quarter rest.**

**Rhythm instruments play steady sixteenth notes for 30 seconds on wooden instruments (claves, wood, blocks, etc.).**

**Waldon School rhythm vocabulary used here.**

**Notation would be two sets of eighth notes, a quarter note, and a quarter rest.**

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**LEARNING CHECKLIST**

- [ ] I can create a song by adding sound to an idea.
- [ ] I can write a song with different sections.

**KEY WORDS** violin, fiddle, songwriting
GAELYNN LEA
FOURTH, FIFTH AND SIXTH GRADE LESSON

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EXPLORE THE IDEA OF A LOOPING PEDAL
• Show students a picture of a looping pedal (see below) and explain its function. A looping pedal records a sound and plays it over and over again. Once the recorded patterns start repeating, a musician can play along with the loops, creating layers of sound.
• Choose a group of students to be a “human looping pedal.” Explain that their job is to repeat an ostinato (musical pattern) over and over. Make it short and simple, like a sol-mi pattern in a fun rhythm. Once they get in the groove, find ways to layer sounds over the top. For younger, less experienced groups, you might just add unpitched instruments playing various rhythms. More advance groups might improvise a melody, either vocally or on a melodic instrument.
• Extend this activity by recording all students performing a “looped” ostinato. Play back the recording and as a group, add layers in the ways mentioned above.
LEARNING CHECKLIST

☐ I can explain the function and purpose of a looping pedal.
☐ I can create and perform and ostinato. I can perform music in layers.

KEY WORDS loops pedal, ostinato
GAELYNN LEA

PRINT PAGES
<table>
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PARTS OF A VIOLIN

- Peg
- Scroll
- Peg Box
- Neck and fingerboard
- Strings
- F-holes
- Bridge
- Tailpiece
- Chin rest
- Tip
- Hair
- Stick
- Bow Grip
- Eyelet
- End Screw