

# Hickory Dickory Dock!

Hick-o - ry, dick - o - ry, dock! The mouse ran up the clock. The

clock struck one, The mouse ran down, Hick - o - ry dick - o - ry dock!

## LYRICS:

Hickory, dickory, dock!  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down,  
Hickory, dickory, dock!

## SINGING

Make a circle. Sing the song and tap the beat in various ways such as clapping, patting, and snapping. Assign one student to be mouse # 1 that softly taps the beat on each shoulder as he walks around a circle. On the last beat of the song the last mouse tagged, mouse # 2 gets up and tries to tag mouse # 1. Mouse # 1 needs to get back to the spot before he gets tagged, similar to a duck goose game.

## PLAYING

Play the beat on a tick tock block or other wooden instrument while singing the song. On the words "up" and "down" perform a glissando on the glockenspiel or other barred instrument. On the phrase "the clock struck one" play a triangle. Perform trying to play on the assigned word or phrase. Try playing at various tempi.

## CREATING

Brainstorm different types of clocks. Example: alarm clock, wrist watch, cuckoo clock, grandfather clock. Explore various timbres of instruments to match different clock sounds. Example: alarm clock could be a triangle and the grandfather clock could be a suspended cymbal with soft mallet. Practice keeping a steady beat using the chosen instruments. Remind students the importance of the steady beat on a clock and in music. Draw four icons for each type of clock that was chosen. Tell the students that these icons represent the steady beat. Students play as the teacher points to the icons on the beat. Try pointing to more than one at a time. Discuss patterns. Create a form. ABAB Dynamics and tempo could be explored with this activity.

## LISTENING

Listen to Kodaly "Viennese Musical Clock", Do you hear a steady beat? Show me the steady beat. What kind of clocks do you hear? Make a simple icon for the different melodies or clocks they hear? Draw the icon as they listen again and see if it makes a pattern. Do they create a pattern or large form?

(ABACA Rondo Form) Listen for the steady beat in Haydn's "Clock Symphony." In Anderson's "Syncopated Clock," listen when the clock is not steady. Give a signal when the clock isn't steady. Listen to the piece again. Move to the music in a clockwise direction when the clock is not steady switch directions.

## CURRICULUM INTEGRATION: ( Mathematics)

With poster board make giant hands of a clock. Have the students make a circle around the giant hands. Identify each hour of the clock in the circle by giving a written number to the child sitting in the appropriate place. The teacher moves the hands of the clock and the child that guesses correctly gets to play the beat on an instrument. As the students get the idea of the game, choose a child to move the hour and/or minute hand of the clock to any number he would like as the class sings the song. At the end of the child that tells the time gets to move the hand. You can make this as easy or as difficult as you need to. This could also be played with a math manipulative clock instead of the class being the clock.