

Teaching Ti-Tika: Day 1



Lou, Lou, **Skip to my** lou
Lou, Lou, **Skip to my** lou
Lou, Lou, **Skip to my** lou
Skip to my lou my darlin'





Teaching Ti-Tika: Day 1

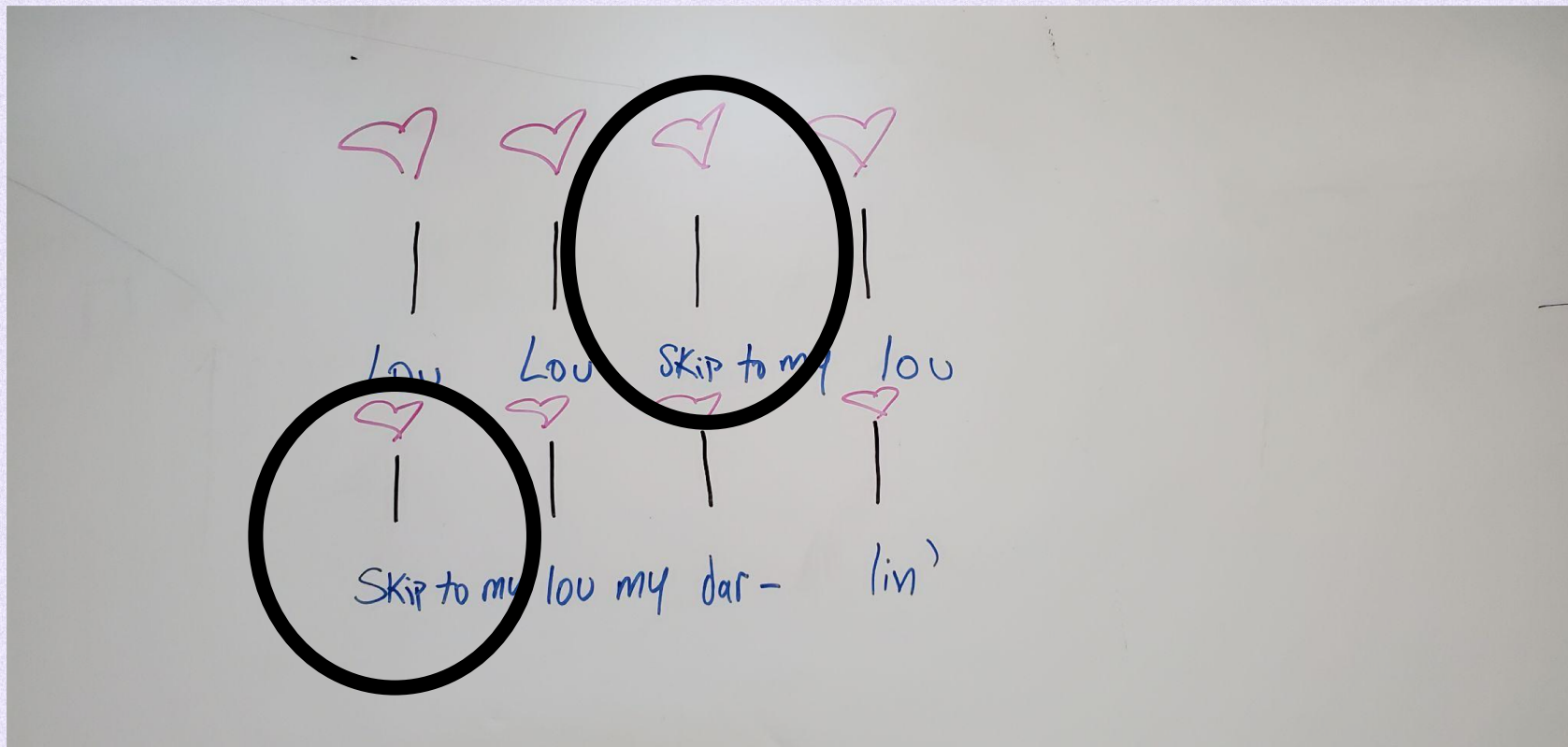


- Start by practicing tika-tika.
- Have groups pat the heartbeat (steady pulse) and tap the rhythm (the pattern of the words).
- “What words did our hands clap faster on, that we sang really close together?”
- Students describe the rhythm using slow and fast words.
- NOTICE: KNOWN TO UNKNOWN!



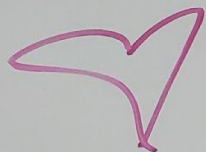


Teaching Ti-Tika: Day 2





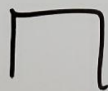
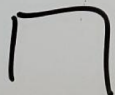
Teaching Ti-Tika: Day 2



Lou

Lou

SKip to my Lou



SKip to my

Lou my

dar - lin'



Teaching Ti-Tika: Day 3



Lou



Lou



Skip to my



lou



Skip to my



lou my



dar



— lin'



Teaching Ti-Tika: Day 3



Lou



Lou



Skip to my



lou



Skip to my



lou my



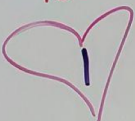
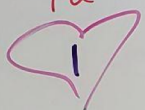
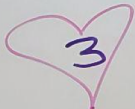


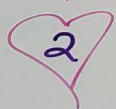

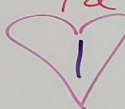
dar - lin'





Teaching Ti-Tika: Day 4



		?	
Ta	Ta		Ta
			
Lou	Lou	Skip to my	lou
?	□		
	TiTi	Ta	Ta
			

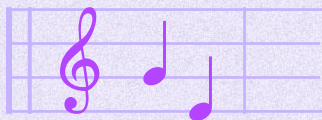
Skip to my lou my dar- lin'



Teaching Ti-Tika: Making Conscious



- We recap the physical, aural, visual preparation.
- The teacher identifies the name of the new rhythm and its symbol.
- Emphasize: 3 sounds, 1 beat!
- Students read the new rhythm in known songs.



Teaching Ti-Tika: Day 4



		?	
Ta	Ta		Ta
1	1	3	1
Lou	Lou	Skip to my	Lou
?	□		
	Ti Ti	Ta	Ta
3	2	1	1

Skip to my lou my dar- lin'



Teaching Ti-Tika: Make Conscious



Lou	Lou	Skip to my	lou
Skip to my	lou my	dar-	lin'

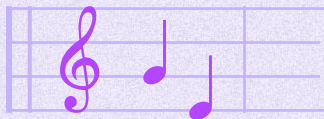
$$1 = \Pi = Z_{(\text{rest})} = \text{||||} = \Pi = \heartsuit$$



Teaching Ti-Tika: Making Conscious



- We recap the physical, aural, visual preparation.
- The teacher identifies the name of the new rhythm and its symbol.
- Emphasize: 3 sounds, 1 beat!
- Students read the new rhythm in known songs.



Teaching Ti-Tika: Practicing



- REMEMBER: Known to unknown!
- Practice categories:
 - Reading
 - Writing
 - part-work
 - Memory
 - Improvisation
- There are many kinds of practice activities in each categories, and we can use 2-3 per lesson.



Tika-Ti



- We are following a similar pattern of preparation.
 - The same steps: prepare, present, practice
- “Fast-fast-slow!”
- Upon presentation, we move from working with tika-tis in isolation to songs that use both ti-tikas and tika-tis.

$$1 = \sqcap = \underset{\text{(rest)}}{\sqcup} = \sqcap \sqcap \sqcap = \sqcap \sqcap < \sqcap \sqcap = \heartsuit$$

Tika-Ti

4
♡

□ □ A□
Lost my Partner What' I

| | □ □ A□ | |
do? Lost my Partner What' I do?

□ □ A□
Lost my Partner What' I

| | □ □ □ | | | |
do? Skip to my Lou my dar - /in'!

Tika-Ti


















Flies in the buttermilk Shoofly Shoo | Flies in the buttermilk Shoofly Shoo |

Flies in the buttermilk Shoofly Shoo | Skip to my Lou my door - lin'! ||

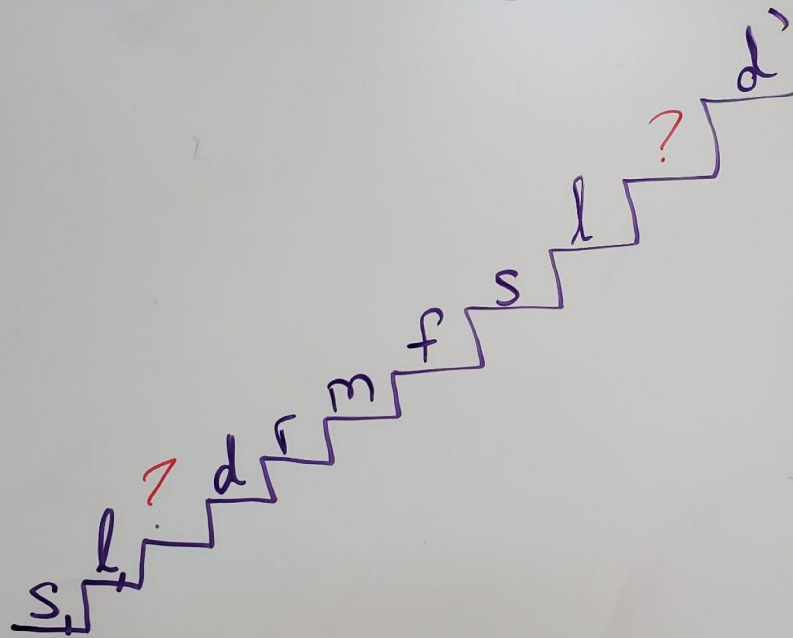


Fifth Grade





Flies in the buttermilk Shoo fly Shoo





Teaching Low Ti



Lou Lou Skip to my Lou

Lou Lou Skip to my Lou

Lou Lou Skip to My Lou

Skip to my Lou my darlin'
