

TYPEWRITER – SYNCOPATED CLOCK – WALTZING CAT - ANDERSON

Context

The Typewriter, *The Syncopated Clock* and *The Waltzing Cat* were composed in the 1940s and 1950s by Leroy Anderson.

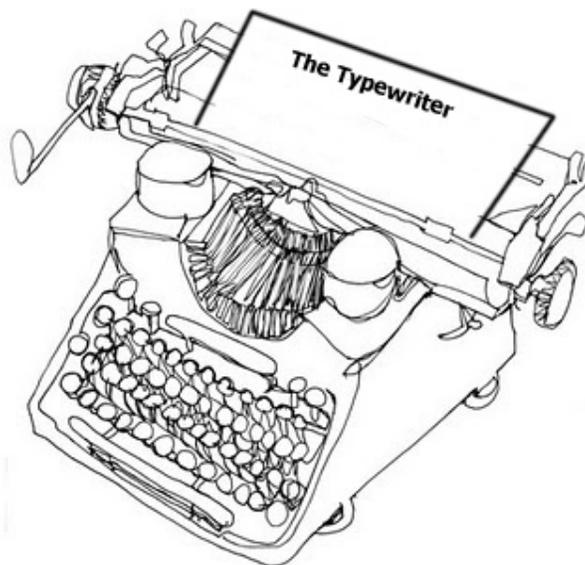
Teaching and Learning: The Typewriter

- This fun piece is in 2-time and is played ‘allegro vivace’ (very fast).
- The instruments used are typewriter and orchestra.
- Words that could be used when describing the music: clickety, in a hurry, funny, light.
- Part of the main tune:



Activities for Children

- Show the children a picture of a typewriter and explain that the bell is sounded at the end of each line of typed words. They can mime the act of typing on a typewriter for part of the music.
- Distribute chime bars and hand bells (only the note ‘D’) and show children where D is on other classroom tuned percussion (e.g. glocks, xylophone). They will play that single note every time the typewriter bell sounds during the piece.
- Unpitched percussion instruments can be used to keep the beat – some children play on the 1st and 4th beats while the remainder play on the 2nd and 4th.



Teaching and Learning: The Syncopated Clock

- This fun piece is in 2-time and is played at a moderate speed.
- The instruments used are temple blocks and orchestra.
- Words that could be used when describing the music: tick-tock, beat, back and forth
- Part of the main tune:

The Syncopated Clock

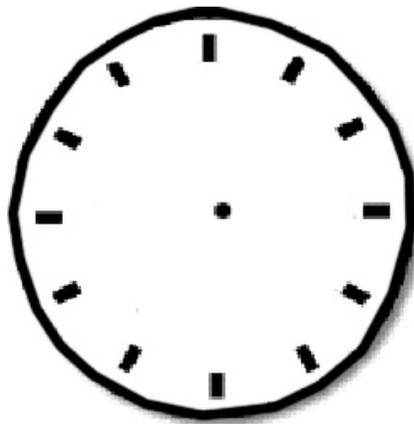


Activities for Children

- First, speak the words for the children; then teach them the words as a song.

*There was a man like you and me
As simple as a man could ever be
And he was happy as a king
Except for one peculiar thing
He had a clock that worked all right
It worked all right, but not exactly quite;
Instead of going 'tick, tock, tick'
The crazy clock went 'tock, tick, tock' (Mitchell Parish, 1951)*

- Classroom percussion made from wood, particularly temple blocks, can be used by a small group of children to keep the time while the music is playing.
- Compare this piece with *The Viennese Musical Clock* (Track 7) and *The Clock Symphony* (Track 20). What musical feature have they in common with each other?
- Here is a picture of a clock that the children might complete and colour.



Teaching and Learning: The Waltzing Cat

- This is a waltz in 3/4 time.
- The *miaow* sound is played by the violins.
- Words that could be used when describing the music: miaow, dance, 1-2-3, oom-pah-pah, steady beat, fun.
- Part of the main tune:



Activities for Children

- Count along in time to the music: 1-2-3.
- Dance a waltz with your partner.
- Each time the *miaow* part arrives, sing *miaow* along with the music.
- Before the end of the piece, pause the CD and ask the children to suggest a good ending. Then listen to the real ending. What do they think about it?
- Colour in this picture of waltzing cats. Don't forget their eyes, mouth and whiskers!

