

MUSIC IN EARLY CHILDHOOD DAY  
UTAH MUSIC EDUCATORS ASSOCIATION  
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**“Putting It into Action”**

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**Jack and Jill (Moving) – Age Infant**

As you recite the poem, perform the following movements with infant:

Text	Movement
Jack and Jill went up the hill to fetch a pail of water	Use your fingers to walk up the body of the baby from foot to head. Move your voice from low to high to mimic Jack going up the hill
Jack fell down	Slide your fingers down the center of the body
and broke his crown	Gently tap the infant’s head
and Jill came tumbling after	Roll the infants arms

**The Jumping Kangaroo – (Moving) – Age Infant -1**

**Jump Jump**

Suzanne N. Hall

Jump, jump, up and down. One, two, thr - ee.

Model a jumping motion to which students would mimic (up/down) while singing the song. Move from child to child providing stability by holding their hands. Your voice will mimic their movement.

*Extension:* Listen to Camille Saint Saens “Kangaroo” from *Carnival of the Animals*. Allow children to move around the room to the hopping sounds of the kangaroo.

**Round and Round the Garden (Movement) – Age Infant – 1**

Perform the following movements while singing

Text (Lyrics)	Movements
Round and round the garden Like a teddy bear One step, 2 step Tickle you under there	Make a circle on the tummy  Clap the baby’s hands Tickle under the arms

**Amplifier fun (Listening) – Age 1-4**

Allow students to hear their own voices (singing or speaking) by using PVC pipe amplifiers

**Little Shoemaker (Playing) – Age 2-4**

Read and/or sing the song. Have students tap the steady beat on section B. On the second verse, have students also simulate a sewing motion to the steady beat. Use props to enhance the story.

Text (Lyrics)	Movement/Instruments
<u>Verse 1</u> There’s a wee little man in a wee little house Lives over the way you see  And he sits by the window and he sews all day Making shoes for you and me	<u>Verse 1</u> Wee (use hands or fingers to show the size) Over (arch the hand in a ‘jumping’ motion), see (shade the eyes) Sewing motion You (point outwards), me (point to yourself)
<u>Chorus</u> tap, tap, tap, ___ tap, tap, tap, ___ tap, tap, tap, ___ tap, tap, tap, ___/Goes the shoemaker (repeat )	<u>Chorus</u> Tap (hammering motion) on the steady beat/Tone block
<u>Verse 2</u> He puts the needle in and out The thread flies to and fro With a tiny awl, he bores a hole Hear the hammer’s busy blow	<u>Verse 2</u> Sewing motion on the steady beat/Triangle or Finger cymbals

**Vocal Play (Singing) - Age 3, 4**

Toss a scarf in the air and allow students to imitate the movement of the scarf with their voice (high to low/ low to high). When the scarf hits the floor, their voices will “freeze” (stop).

### **Consonant Rap (Moving) – Age 3, 4**

Sing along with the guide. Students will explore various rhythmic patterns as they repeat the sounds of alphabet.

### **Bumpin' up and down (Playing) – Age 4**

Add instruments to represent the sounds of the song

1. Little red wagon (sticks)  
X X X
2. One wheels off... broken (maracas)  
C C C (c= circle)
3. Ham – mer (tone blocks)  
X X
4. Pli – ers (triangle)  
X X

### **Aikendrum (Listening) – Age 4**

Sing through the song adding the following movements

Moon – point to sky

Played – galloping sounds on the knees

Spaghetti – wiggle fingers away from the top of the head

Meatballs - circle around the eyes alternating hands

Cheese – point to the nose

Pizza – outline a smile (3x)

Have children recall what Aikendrum looks like while you create the image. Share the image with the class.

### **Five Green and Speckled Frogs (Moving) – Age 4**

Create frog masks for each child to wear or hold. Assign numbers from 1-5 to each child. For each verse, allow children to move around in the 'water' mimicking the movement of a frog (hopping or swimming). Create parameters by using two long pieces of cloth represent the banks of the river.

### **Teddy Bear (Listening) – Age 4**

Work with children to create new verses. Have a teddy bear manipulative to make the character concrete.

Ex:

Teddy bear, Teddy bear clap your hands  
Teddy bear, Teddy bear do a dance  
Teddy bear, Teddy bear wiggle your toes  
Teddy bear, Teddy bear touch your nose  
Teddy bear, Teddy bear stomp your feet  
Teddy bear, Teddy bear pat the beat  
Teddy bear, Teddy bear shake your head  
Teddy bear, Teddy bear get ready for bed

Keep this last line the same as the original:  
Teddy bear, Teddy bear turn out the light  
Teddy bear, Teddy bear say good night.

Ask children, “How should we walk around the room if Teddy Bear is sleeping?” (quietly, tiptoe). Have them tiptoe quietly around the room until they hear the quiet sound of the triangle to which they will freeze.

Extend the learning by reading *The Napping House* by Audrey Wood.  
ISBN: 978-0152026325

#### **Miss Mary Mack (Moving) – Age 4**

Choose a variety of movements to perform on the repeated words

Example:

Mack – pat

Black – clap

Buttons – circle in the air

Back – point to your back (over the shoulder)

Mother – American Sign Language (thumb on chin with open ‘5’)

Cents – tap the center of the palm

Elephants – swing an arm in front of the nose like an elephant’s trunk

Fence – arch the hand in a ‘jumping’ motion

High – pump both arms and down, palms facing up

Sky – wave arms outstretched from side to side

Back – point to the ground with both hands

July – hold up 7 fingers for the 7<sup>th</sup> month of the year

Replace the movements with various instruments (i.e. maracas, triangle, xylophone, tone blocks, etc.)

Read the ending of the story as told by Mary Ann Hoberman and Nadine Bernard Westcott  
ISBN 978-0316366427

## LITERATURE AND MUSIC ACTIVITIES

### ***We're Going on a Bear Hunt (Moving) – Age 3, 4***

We're going on a bear hunt (tap steady beat on the knees)

We're going to catch a big one (form a big circle with two arms)

What a beautiful day (American sign for Sunrise) – from an arms crossed position. Lift one forearm showing the sun coming up

We're not scared (shake head from side to side)

Oh-oh! Grass

Long wavy grass

We can't get over it (arch arm as if to jump over something)

We can't go under it (opposite of above motion)

Oh, no!

We've got to go through it! (swipe hands)

Swishy swashy

Splash splosh

Squelch squerch

Stumble trip

Hoooo woووو

### ***If You're Happy and You Know It (Moving) – Age 3, 4***

James Warhola

ISBN-13 978-0-439-72766-2

### ***Little Green (Moving/Listening) – Age 3, 4***

Keith Baker

ISBN: 978-0152053086

Read the story with "The Aviary" (from Camille Saint Saens *Carnival of the Animals*) as a background accompaniment. Ask children to recall the various movements of the bird (zig zag, straight, curly cue, etc.). The last page of the book provides a visual of the movements that you can point out to the children.

Replay The Aviary and have children move in various ways to the music. You can also use a bird shaped water whistle and have students move when played.

<http://www.ebay.com/bhp/water-bird-whistle>

### ***Hush Little Baby (Listening) – Age 4***

Brian Pinkney

ISBN: 978-0-06-055993-9

Sing through Hush, Little Baby (book version). Review the different items that Papa gives the child. Listen to Hush, Little Baby (Yo-Yo Ma, Bobby McFerrin version –YouTube) and have students describe the difference between each performance. (i.e. sung by a the teacher only (a capella), the rhythms create a feeling of dancing, use of different vocal sounds, etc.)

Explain how Bobbi McFerrin uses his voice in different ways to accompany the song. Model different types of vocal timbres (i.e., funny, squeaky, scary, nasal, robot, scratchy) and have students imitate. Have them come up with different timbres of their own. Listen to Yo-Yo’s version again and have students move to the music.

***Five Little Monkeys (Playing) – Age 4***

Eileen Christelow

ISBN: 978-0547896915

Read Five Little Monkeys and have students perform on the xylophones to the steady beat. On the last line “no more monkeys jumping on the bed”, have students mimic the wagging finger of the monkeys’ mom.

**MOVEMENT WITH MANIPULATIVES**

**In the Hall of the Mountain King – Age 3, 4**

Edvard Grieg

Use a variety of movements to demonstrate the change in tempo from slow to fast. Use a puppet as a manipulative to follow.

**Fun with Feathers – Ages 3, 4**

*Variations on Twinkle, Twinkle Little Star*

Mozart

**Feel the Beat (fabric strips) – Ages 3, 4**

Irish Washerwoman

Phyllis Weikart

Resources:

CD: Five Little Monkeys: Songs for Singing and Playing

[http://www.amazon.com/Five-Little-Monkeys/dp/B00004SVH2/ref=sr\\_1\\_1?s=music&ie=UTF8&qid=1423028696&sr=1-1&keywords=five+little+monkeys](http://www.amazon.com/Five-Little-Monkeys/dp/B00004SVH2/ref=sr_1_1?s=music&ie=UTF8&qid=1423028696&sr=1-1&keywords=five+little+monkeys)