

Musicplay PreK Part 1

by Denise Gagné

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Themes & Variations

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Musicplay PreK

Concepts, Themes, Songs, Poems, Storybooks

Lesson	Concept / Theme	Songs, Poems	Songs, Poems, Stories	Activities
1	beat high, middle, low	1. Time for Music 2. Three Little Monkeys 3. Alligator Alarm 4. Short Letter A 5. Monkeys 6. Shake it	7. Let's Play Instruments 8. Play the Instruments Quickly 9. Play and Stop 10. Brandenburg, Bach 11. Skinamarink Story: Alligator Al	Hello - pat beat Time for Music - count the beats between verses Melody the Elephant - solo singing
2	types of voices	12. 1 - 2 - 3 - 4 13. Alphabet Song - zee 14. Alphabet Song - zed	Pete the Cat and his White Shoes	- use singing, speaking, whispering, shouting and thinking voice to say a poem
3	beat / no beat theme: apples, fall	15. One Potato chant 16. Farmer Brown 17. Letter M 18. Morgan the Monkey 19. Autumn, Vivaldi	Story: Morgan the Monkey	- Hello with maracas (M) - movement to show beat / no beat - point to beats
4	beat, high-low theme: apples, fall	20. Counting Song 21. Fall Leaves		- types of voices - move to show high, low
5	loud / quiet theme: spiders, fall	22. Open Shut Them 23. Loud and Quiet Sounds 24. Way Up High in the Apple Tree	25. Letter T 26. Turkey Tango Story: Loud and Quiet or Erik Carle, Opposites	- Hello with triangle (T) - play tambourine (T) - echo patterns using ba ba ba baba ba
6	fast / slow theme: spiders, fall	27. Hey Everybody 28. Slowly Quietly 29. Fensy Fensy Spider 30. Letter D 31. Fance Doggie	32. Follow Me Game 33. Fast and slow sounds Story: Loud and Quiet or Erik Carle, Opposites	vocal development - slide whistle Hello - resonator bells Mystery Box
7	timbre of instruments theme: spiders, Halloween	34. Little Miss Muffet 35. Spider on the Floor 36. Letter C Cool Cat Story	37. Cool Cat 38. Bony Skeletons Story: Mortimer	vocal development - echo microphone ghost puppet Mystery Box
8	high / low timbre voices theme: spiders, Halloween	39. Criss Cross Applesauce 40. High Low Sounds 41. Five Little Pumpkins	Story: Up Up Down	Hello - high and low voices Mystery Box - high or low sound?
9	long short sounds theme: bears	42. I Like Puppies 43. Letter B 44. Bebop Bear	45. Bear Hunt Story: Bebop Bear	long short sounds - Lego long short - instruments echo patterns
10	long short sounds theme: bears, poppies	46. Poppies Red song 47. Teddy Bear Hoedown	48. Ring Around the Rosie	
11	long short sounds	49. Long and Short Sounds 50. Letter G	51. Grumpy Gorilla 52. African Drums	
12	quiet loud			move to show quiet loud

Musicplay PreK

Introduction

Teaching music to PreK students can be very challenging and very rewarding. This collection of songs, poems, and activities is intended for students aged three to five. The activities in this collection have been taught in several different PreK classrooms: a private preschool with children aged three and four, a Montessori school with children aged three to five and a daycare setting with the four year old class. Many of the activities have also been taught in parent-child classes with children aged one to five. This collection can be used by either the classroom teacher or a music specialist. The classroom teacher will like the letter songs, the poems and storybooks that connect to early literacy, the fun movement activities, and the songs to enhance themes and seasons. The music specialist will appreciate the sequencing of concepts and the lesson planning in the guide.

In the activities in this collection, children will experience chanting and dramatizing poems and storybooks, singing and developing their singing voice, moving, playing instruments, listening, dramatizing and responding to classical and world music. Children will develop understanding of key musical concepts: steady beat, loud/quiet, fast/slow, high/low, long/short and timbre. The children will be invited to make musical choices - the beginning stages of creating their own music. Imaginations will be stimulated through dramatization. Action songs to teach letters and letter sounds are included to help reinforce early literacy.

This collection includes a CD with recordings of all the poems, chants and listening examples. Twelve lessons are outlined in Musicplay PreK part one to be used in the fall months. Seasonal songs are included as well as songs and poems to teach musical concepts. Each lesson was planned for 30 minutes. There are 10-12 activities in each lesson which may seem like a lot, but many of the activities are very short. A quick pace and a variety of activities will help to keep young children engaged. The lessons include seated activities, movement activities, and activities with instruments. The early childhood teacher needs to be prepared to change a lesson as you're teaching if the children are not engaged. It's suggested in the lessons to repeat activities many times. The children will soon have favorite songs or activities, and will request them over and over again. The lesson plans are outlines, and the teacher using this guide is encouraged to adapt the outlines to include more repetition or alternate selections to meet the needs of their own students.

A disk of digital resources will be available to accompany this teacher's guide and CD. The digital resources will include the printables that are referred to in this guide. The digital resources will also include movies of each song and poem, and teaching demonstration videos of many of the songs and activities. The digital resources and many additional interactive activities will be available to use at www.musicplayonline.com. A free trial will be offered to teachers to use the online resources, so you will have access to the printables at musicplayonline.com without having to purchase the digital resource.

I'd like to thank the teachers and students of Lotsa Tots Childcare Services and Red Deer Montessori for allowing me to videotape the lessons. I hope you really enjoy Musicplay PreK!

Musicplay Preschool: wk 1

New Songs and Poems:

1. Time for Music
Hello Chant (not recorded)
2. Three Little Monkeys
3. Alligator Alarm
Count the Beat
4. Short Letter A
5. Monkeys
6. Shake it Together
7. Let's Play Instruments
8. Play the Instruments Quickly
9. Play and Stop
10. Brandenburg, Bach
11. Skinamarink

Objectives:

- The students will be able to keep the beat when moving to a song.
- The students will be able to use high, middle and low voices.

I Can Statements:

- I can keep a beat when I move to a song.
- I can use high, middle and low voices.

Materials:

- Toy elephant (Melody)
- Three little monkey and alligator puppets (optional)
- 8 beats printable
- Bach printable
- Class set of egg shakers
- Letter A poster

Purpose:	CD:	Activity:
opener	1	<u>Time for Music</u> - talk about beat
names		<u>Hello Chant: Preschool Beat Chant</u> - pat the beat
high-middle-low	2	<u>Three Little Monkeys</u> - use puppets to introduce, then teach fingerplay
vocal development		Melody the Elephant - solo singing
letter song	3	<u>Alligator Alarm</u> - make up new verses
letter song	4	<u>Short Letter A</u>
movement		<u>Beat, No Beat</u> - move when there's a beat, freeze when there's no beat
action song	5	<u>Monkey</u> - play recording and teach the actions
movement	6	<u>Shake it Together</u> - move the way the song says, make up new verses
concept		Count the Beat Poem Beat, beat, feel the beat. Everybody count the beat. tap the beat - 8 hearts - point to numbers on hearts say numbers out loud when there is a heart sound inside head when there is no heart
instruments	7	<u>Let's Play Instruments</u> - give each child an egg shaker
instruments	8	<u>Play the Instruments Quickly</u>
instruments	9	<u>Play and Stop</u>
instruments	10	<u>Brandenburg Concerto, Bach</u> - play the beat along with instruments
echo rhythm		Echo rhythm patterns with the instruments using the syllable ba. ba ba baba ba
goodbye	11	<u>Skinamarink</u>
assess		<i>steady beat movement through observation, non-locomotor in Time for Music, locomotor in the beat - no beat movement activity</i>

1. Time for Music

Denise Gagne

Time for mu - sic clap your hands! Clap your hands! Clap your hands! —
 pat your knees! Pat your knees! Pat your knees!
 tap your toes! Tap your toes! Tap your toes!

Time for mu - sic clap your hands! Clap your hands with me!
 pat your knees! Pat your knees with me!
 tap your toes! Tap your toes with me!

4. Time for music flap your arms! Flap your arms! Flap your arms!
 Time for music flap your arms! Flap your arms with me!
5. Time for music play the drum! Play the drum! Play the drum!
 Time for music play the drum! Play the drum with me!
6. Time for music sing out loud! Sing out loud! Sing out loud!
 Time for music sing out loud! Sing out loud with me!

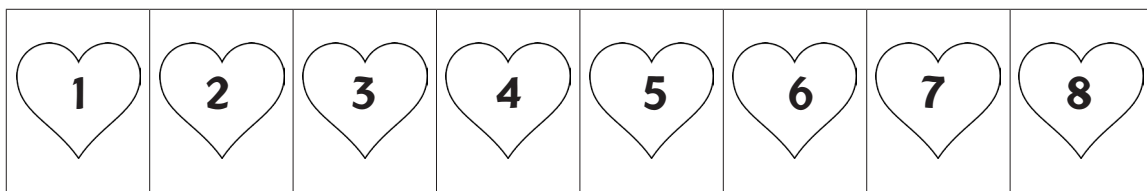
Substitute other instruments for drums, play the bass, play the sticks, play finger cymbals, play the shakers, etc.

Directions: This is an opening song that can be used for each music class throughout the year or throughout the first 12 lessons. In PreK, you can teach songs by rote or teach them by immersion. In rote teaching, you sing a phrase (or play a phrase in the recording) and the children echo. Then you combine phrases until children can echo the entire song. When you teach by immersion, you sing the song (or play the recording) and have the children do a movement while listening to the song. If teaching this song by immersion tell the students to copy your movements while they listen to the song. After doing the movements for several lessons, they will have “caught” the melody and can sing along.

When children know the song and are singing along, invite the children to create their own verses and movements.

At the end of each verse there is an eight beat interlude. During the eight beats continue the movement from the verse and count the beats. Tell the children that when they count to eight, they are counting the beats in the song and explain that beat in music is the steady pulse that you can feel, clap or dance to. I use hearts as a visual to show the beat, and print out 8 hearts to tap on to show the beat during the interlude.

Printables like the beats shown below are included in the digital resources disk and are available at musicplayonline.com.



Concepts to teach: steady beat, create movement

This song was inspired by a visit to Jan Scott's kindergarten music class in Bloomington-Normal, Illinois.

Preschool Beat Chant

D. Gagné

Beat, beat, feel the beat. Say hel - lo to those you meet.

Hel - lo — Hel - lo — Hel - lo — Hel - lo —

Concept: steady beat, timbre of voices, fast/slow, quiet/loud, high/low

Objective: students will perform a steady beat as they say a chant.
Students will classify the instruments as woods, metals, drums, shakes and scrapes.

Suggested Instruments: any classroom instrument

Process and Suggestions:

The beat chants are a great way to welcome your students to music class or music time. Some music teachers teach more than a thousand students each week and it can be very difficult to remember the names. Starting your class with a name chant establishes a routine, introduces the term “beat” and will help the teacher remember all of the names.

1. Say the preschool chant, patting a steady beat as you speak. Say hello to four students, then say the chant again. Say hello to them using high and low voices, quiet and loud voices, fast and slow. Also use speaking, whispering, shouting or calling and singing voices. When singing hello use a variety of solfa patterns: so-mi so-so-mi, so-la-so-mi-do or mi-re-do-do-do. In the chants where children say their own names, encourage them to use different voices.

2. In the next lesson, instead of patting the steady beat, play the beat on a non-pitched instrument. Ask the students questions about the instrument you’ve chosen to play.

* What is this instrument called?

* What is it made out of?

* How is the sound made on this instrument?

3. Demonstrate how to hold the instrument and how to play it before playing along with the chant. You may want to have the students play the instrument you use in this activity. If you have a tambourine or hand drum, you could hold it, but have the children tap it. This is an excellent way to introduce all of the unpitched instruments that you have in your classroom.

After 5-6 weeks you will have shown the students 5-6 instruments. I like to do an activity I call the Mystery Box (see page 51). I put 5-6 instruments in a box so the children can’t see what I’m playing. I play it, and they identify the instrument. It’s a great way to introduce them to the timbre of unpitched instruments, and to help build their vocabulary as they learn the names of all the instruments!



Melody the Elephant and Vocal Development



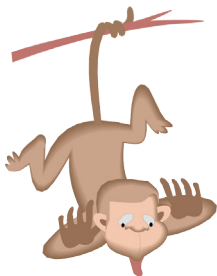
Practice distinguishing between speaking and singing voices by introducing a toy elephant named Melody. Melody the elephant will do what the children tell her, if they tell her in a “singing voice.” If they speak, she does nothing. Tell Melody to “jump up and down” using a speaking voice. Melody won’t move. Then sing to Melody to “jump up and down” and make your elephant jump. Invite the children to sing to Melody what to do. This activity helps the students to learn the difference between singing and speaking voices. It’s also great to encourage solo singing. You can soon tell who is matching pitch and who you need to work with when they sing to Melody.

Melody became a requested part of every music class. If I forgot to bring Melody out, they asked for her. They all wanted to give Melody hugs after class, so we developed a routine where if they were sitting nicely in their places, Melody would come and give them a hug.

Two other tools that were useful in helping children find their singing voices were the slide whistle and an echo microphone. The slide whistle can be purchased at most music stores. I played a pattern on the whistle and the children put their hands on their heads and made the same sound, moving their hands the way I moved the whistle.

The echo microphone can be purchased at many dollar stores. I sang “hello” in the microphone modelling for the students. Then, each of them in turn sang hello. Many of the PreK were doing a great job of matching pitch.

Three Little Monkeys



Three little monkeys swinging from a tree,
Along came a crocodile quiet as can be.
The low monkey said, “You can’t catch me!” Snap!

Two little monkeys swinging from a tree,
Along came a crocodile quiet as can be.
The middle monkey said, “You can’t catch me!” Snap!

One little monkey swinging from a tree,
Along came a crocodile quiet as can be.
The high monkey said, “You can’t catch me!”
Snap! Missed me! Missed me!
Now you’ve got to kiss me!



Directions: This is a favorite fingerplay. I’ve changed the words from “The first monkey said” to “The low monkey said” to teach high-middle-low sounds. Extend by creating high-middle-low sounds for the children to echo.

3. Alligator Alarm

Alligator Al lived in a swamp in Florida. Alligator Al was a very big alligator, and he was always hungry. All of the animals in the swamp were afraid of him. When Alligator Al was awake, none of the animals could walk through the swamp or swim in the river. The animals kept asking, “What should we do?”

The animals discovered that Alligator Al took a nap every afternoon. They asked the ants in the anthill nearby to keep watch, and sound an alarm when he woke up. The plan worked! Finally, the animals had a time when they could swim and walk through the swamp.

The ants kept watch on Alligator Al, and when he stopped snoring and awoke, they sounded the alarm!

Al - li - ga - tor a - larm! Ah! Al - li - ga - tor a - larm! Ah!

Al - li - ga - tor Al's a - wake and look - ing for my arm! Ah!
leg! Ah!
head! Gulp!

Alligator Alarm Actions:

- Alligator alarm! *Make an alligator mouth with your fingers flat, opening and closing against your thumb. Open and close three times.*
- Ah! *Throw your hands (jazz hands) fingers spread) up in alarm. (repeat action two more times)*
- Alligator Al's awake and looking for my arm! *Open and close hand, "looking" for your arm. Grab your own arm. Tuck your arm behind your back. (It's been eaten.)*
- and looking for my leg! *Tap the arm as above. Grab leg at the end, and then sit on it. (The leg's been eaten.)*
- and looking for my head! Gulp! *Make a gulping sound as you grab your head.*

4. Short Letter A

Short Letter A says, "a a a, a a a, a a a."

Short Letter A says, "a a a," like Alligator Al.

Teaching Suggestions: This is a favorite action song.

Read the story to the children along with some kind of visual - an alligator toy or puppet, or use the letter poster. (printables are found in the Digital Resources or at musicplayonline.com) Have the children identify the letter, then sing the Short Letter A song and sing and move to Alligator Alarm.

After teaching the song as written, invite the children to think up new body parts that Alligator Al should eat. For example: nose, elbow, tummy. This is a great way to teach body parts.

5. Monkeys

by Susan Marcus
arranged D. Gagné

Mon - key climb - ing in the tree. Mon - key climb - ing just like me.

Mon - key climb - ing to this song, and he bangs on the co - co - nut bong, bong, bong!

Bong it high! Bong it low! Grab an - o - ther co - co - nut a - round you go!

Directions: This is a favorite movement song, from the collection “Movement Songs Children Love.” Teach the song first as an action song. In the next lessons, students can play along with the song, and then learn the partner dance.

1. Monkey climbing in the tree

Monkey climbing just like me

Monkey climbing to this song

And he bangs on the coconut bong, bong, bong

Bong it high, bong it low

Grab another coconut around you go

reach up, RH, LH, RH, LH

RH, LH, RH, LH

RH, LH, RH, LH

hit fists together 3 times on each “bong”

reach fists up, reach fists down

pull fists into chest, turn around

2. Monkey hiding in the tree (boo!)

Monkey hiding just like me (boo!)

Monkey hiding to this song

And she bangs on the coconut bong, bong, bong

Bong it high, bong it low

Grab another coconut around you go

hide eyes, uncover suddenly on “boo!”

hide eyes, uncover suddenly on “boo!”

hide eyes

hit fists together 3 times on each “bong”

reach fists up, reach fists down

pull fists into chest, turn around

Make up your own verse! Example:

Monkey jumping in the tree

Monkey jumping just like me

Monkey jumping to this song

and he bangs on the coconut bong, bong, bong

jump up and down

3. Monkey scratching in the tree (ee ee)

Monkey scratching just like me (ee ee)

Monkey scratching to this song

And he bangs on the coconut bong, bong, bong

Bong it high, bong it low

Grab another coconut around you go

scratch like a monkey

hit fists together 3 times on each “bong”

reach fists up, reach fists down

pull fists into chest, turn around

Musicplay Preschool: wk 2

New Songs and Poems:

12. One, Two, Three, Four
13. Alphabet Song

Review Songs and Poems:

Time for Music, Hello Chant,
Three Little Monkeys,
Alligator Alarm, Short Letter A,
Monkeys, Shake it Together,
Let's Play Instruments,
Play the Instruments Quickly,
Play and Stop,
Brandenburg Play Along,
Skinamarink

Story:

Pete the Cat and His White Shoes

Objectives:

- The students will be able to identify and use different types of voices. (speak, sing, whisper, shout, think)

I Can Statements:

I can use a singing, speaking, whisper, and shouting voice.

Materials:

- Types of voices posters (printable)
- 8 numbered beats (printable)
- J.S. Bach printable
- Elephant toy, monkey, crocodile puppets
- Class set of rhythm sticks
- Pete the Cat and his White Shoes storybook (search for the story on YouTube if you don't have this)
- Letter A poster

Purpose:	CD	Activity:
opener	1	Time for Music
names		Hello chant: Preschool Beat Chant - accompany the chant with an unpitched instrument (sticks), show how to play them and classify them as a wood, metal, drum, or shake/scraps (wood)
vocal development		Melody Elephant - solo singing
beat		Count the Beat Poem - choose the number of beats to count at the end of the poem (1-8)
fingerplay	2	Three Little Monkeys - high-middle-low
types of voices	12	One, Two, Three, Four - teach poem, say with different types of voices: speak, whisper, shout, sing, think
letter song	3	Alligator Alarm - make up new verses
letter song	4	Short Letter A
letter song	13/14	Alphabet Song (use 13 zee in the USA, 14 zed in Canada)
movement		Beat, No Beat - move to the drum when there is a beat, freeze when there is no beat
action song	5	Monkeys - action song
movement	6	Shake it Together - move
instruments	7	Let's Play Instruments - give children sticks
instruments	8	Play the Instruments Quickly
instruments	9	Play and Stop
instruments	10	Brandenburg, Bach - play along
story		Pete the Cat and his White Shoes - read or listen to the recording of the story
goodbye	11	Skinamarink
assess		types of voices - can students correctly identify type of voice

Morgan the Monkey Story

Morgan the Monkey liked to watch a TV show called *Dancing with Famous Movie Stars*. When he watched the show, he'd try dancing just like the movie stars. When Marie the Movie Star performed the mamba, Morgan tried to do the mamba too. When Melissa did the macarena, Morgan learned how to macarena too. When Mark did a march, Morgan marched too.

Morgan got so good at his dancing that the TV show invited him to try out as the first monkey on the show. Morgan got to be the first monkey to dance on TV! The TV producers were so moved by Morgan's dancing, that they gave him his own TV show - *Dancing with the Monkey*!

17. Letter M

Letter M says, "m." Letter M says, "m."
 "M," like Monkey, Letter M says, "m."

18. Morgan the Monkey

Mor-gan the Mon-key likes to mam-ba. Mor-gan the Mon-key likes to dance.
 march.— march.
 ma-ca-re-nas. dance.

Mor-gan the Mon-key likes to mam-ba, Eve-ry time he gets a chance!
 march.—
 ma-ca-re-nas,

Morgan the Monkey Actions:

Morgan the Monkey likes to mamba.
 Morgan the Monkey likes to dance.
 Morgan the Monkey likes to mamba,
 Every time he gets a chance!

roll arms left, right, left
roll arms left, right, left
roll arms left, right, left
slow twist down - clap

Morgan the Monkey likes to march.
 Morgan the Monkey likes to march.
 Morgan the Monkey likes to march,
 Every time he gets a chance!

march in place 5x
march in place 5x
march in place 5x
slow twist down - clap

Morgan the Monkey macarenas.
 Morgan the Monkey likes to dance.
 Morgan the Monkey macarenas,
 Every time he gets a chance! (3x)

out out, up up, cross cross, head head
thigh thigh, butt butt, circle hips - jump, clap
out out, up up, cross cross, head head
thigh thigh, butt butt, circle - jump, clap

Movement to show Beat or No beat, mixing meters

Movement Activity 1 - Move and Stop

Objective: beat/no beat, same/different, quiet/loud, fast/slow

In this movement activity, the students will explore moving when the teacher plays the woodblock or drum. When the teacher stops playing, the students stop and freeze. Tell the students, "Make your feet do what the drum plays. When the drum stops, you freeze." Each pause should be a different length. Ask the students to tell you when there is a beat and when there is no beat.

Mix up the patterns. Sometimes play the same pattern twice. Vary the length of the patterns. Play the patterns at different tempos. Try playing with different dynamic levels and observe if the students respond with movement to show the different dynamics. Repeat this activity frequently. Later, try playing a piece of instrumental music and have students move when you play it, and stop when you pause.

1. Play ♪ ♪ | ♪ ♪ | ♪ ♪ | ♪ ♪ ♪ Pause, making sure that all students have stopped.
2. Play ♪ ♪ ♪ | ♪ ♪ ♪ | ♪ ♪ ♪ | ♪ ♪ ♪ Pause
3. Play ♪ ♪ | ♪ ♪ | ♪ ♪ | ♪ ♪ | ♪ ♪ | ♪ ♪ | ♪ ♪ Pause
4. Play ♪ ♪ ♪ | ♪ ♪ ♪ | ♪ ♪ ♪ | ♪ ♪ ♪ | ♪ ♪ Pause

Accent the first beat in each group. Play quieter and louder. Play faster and slower. Give individual students the opportunity to play the drum asking them to play and stop to show beat/no beat.

19. Autumn, Vivaldi

This selection is given for students to create movement to music and to play along with on unpitched instruments. The first time you introduce the selection, play the music and have the students copy your non-locomotor movements. I call this the Copycat Game. Vary the movements, changing the movements as the music changes. There will be a demo movie of the following actions for you to use at musicplayonline.com.

For example:

- | | |
|-------------------------|---|
| 0:00 - 0:16 - Tap head | 0:17 - 0:23 - Tap nose 6x with one pointer finger, 6x with the other (repeat) |
| 0:24 - 0:32 - Pat knees | 0:34 - 0:41 - Tap thumb and pointer finger together 6x on one hand, 6x on other |
| 0:48 - 0:56 - Flap arms | 0:56 - 1:18 - Make a peace sign and wiggle those two fingers up and down 6x.
Do first with the right hand and then with the left hand. |

1:19 - end - Tap head

In another lesson, dramatize raking leaves and playing in the leaves. During the part of the music where you did the large muscle movement (tap head, pat knees, flap arms) pretend that you're working hard and raking the leaves. The music seems to say, "Rake the leaves up, rake the leaves up, rake the leaves, hard work!" During the part of the music where you did the fine muscle movement pretend to play in the leaves tossing them into the air instead of working. In another lesson, do this dramatization with scarves. Bounce the scarves instead of raking, then toss the scarves in the air to represent tossing the leaves.

In another lesson, play along with the music keeping a beat. Change the way you play your instrument when the sections of the music change. For example, if you're using sticks, drum during the part of the music with the strong beat (where you tapped your head). When you get to the next section, quietly click sticks.

After actively listening to the music 3-4 times, ask the students questions about the music. Was the music fast, medium or slow? Was the music quiet or loud? Did it change from quiet to loud? Ask them to tell you how the music made them feel or what the music made them think of.

Musicplay Preschool: wk 4

New Songs and Poems:

- 20. Counting Song
- 21. Fall Leaves

Review Songs and Poems:

Time for Music, Hello Chant,
One Potato,
Three Little Monkeys, 1-2-3-4,
Alphabet Song, Alligator Alarm,
Short Letter A,
Morgan the Monkey, Letter M,
Monkeys, Shake it Together,
Let's Play Instruments,
Play the Instruments Quickly,
Play and Stop, Autumn Play Along,
Skinamarink

Objectives:

- The students will be able to identify high, middle and low sounds.
- The students will be able to identify different types of voices.
(speak, sing, whisper, shout, think)

I Can Statements:

- I can tell which are high, middle and low sounds.
- I can use a singing, speaking, whisper, and shouting voice.

Materials

- Types of voices posters
- 8 numbered beats
- Elephant, monkey, crocodile puppets
- Sticks
- 5 apples graphic, apples for kids
- Scarves

Purpose:	CD:	Activity:
opener	1	Time for Music - put out 8 beats during song
names		Hello Chant: Preschool Beat Chant - use drum
vocal development		Melody the Elephant - solo singing
simple song	20	<u>Counting Song</u>
theme - fall	16	Farmer Brown - give the students apples in zip-lock bags, students pretend to eat an apple each verse, count apples
fingerplay	15	Review: One Potato - try the chant fast/slow, high/low voices
fingerplay	2	Three Little Monkeys - use high-middle-low voices
fingerplay types of voices	12	Review: One, Two, Three, Four - say with different types of voices, magic lips
letter song	13	Alphabet song
letter song	3	Review: A - Alligator Alarm, Short Letter A
letter song	18	Morgan the Monkey, Letter M
instruments	7	Let's Play Instruments - maracas (M)
instruments	8	Play the Instruments Quickly - high/low
action song	5	Monkeys - with instruments
movement	6	Shake it Together - move with instruments
movement		Move to show: quiet/loud, fast/slow, high/low
instruments	19	Autumn, Vivaldi - dramatize raking leaves
melodic contour	21	<u>Fall Leaves</u> - teach song and move to the song with the scarves
goodbye	11	Skinamarink
assess		<i>assess pitch matching with Melody the Elephant</i>