



TEACHING MANUAL

EDITION 3
2006

INCLUDES:

LOOK AT ME I'M MOVING - VOLUME 1

LOOK AT ME I'M MOVING - VOLUME 2

LOOK AT ME I'M MOVING - VOLUME 3

LOOK AT ME I'M MOVING - PARACHUTES AND MORE

HE WAIATA TAMARIKI - VOLUME 1

WRITTEN BY TESSA GRIGG AND BRIAN RINGROSE



TESSAROSE

INTRODUCTION

WELCOME TO THE LOOK AT ME I'M MOVING TEACHING MANUAL.

This manual has been designed as a resource for people working with children, both in groups and on a one to one basis.

We are not expecting you to read this from cover to cover although you will find the General Notes section useful as an overall background to what we are doing. We expect that you will dip into the manual as the need arises and as part of your planning.

You will notice that some instructions are repeated. This is because similar principles apply to several songs. The words for all the traditional songs and our own material are included, but due to copyright issues we are unable to print the lyrics of songs written by other people.

Our website has information about us, who we are, our backgrounds, and a section about how Tessarose came to be, so visit www.tessarose.co.nz. We welcome any feedback you may wish to send us and any ideas you have as to how we could make our products meet your needs better.

We trust that this manual will help you as you present exciting music and movement programs for the children in your care.

Tessa M Grigg

Brian Ringrose

SONGS LISTED

ALPHABETICALLY

Song Name	CD	CD No.	Instructions		Lyrics Page No.
			Page No.	Page No.	
Alphabet Sticks	Look at Me I'm Moving - Volume 3	4	35	48	
Angels In The Snow - Beginner	Look at Me I'm Moving - Volume 3	25	41	42	
Angels in the Snow - Advanced	Look at Me I'm Moving - Volume 3	29	41	43	
An Upside Down World	Look at Me I'm Moving - Parachutes and more	16	68	80	
Around and Around	Look at Me I'm Moving - Volume 2	2	20	32	
Ball Balances	Look at Me I'm Moving - Volume 3	10	36	52	
Bean Bag Alphabet Rag	Look at Me I'm Moving - Volume 1	17	12		
Bean Bag Rock	Look at Me I'm Moving - Volume 2	1	20	32	
Beautiful Bowl	Look at Me I'm Moving - Parachutes and more	1	62	70	
Boanopstekker	Look at Me I'm Moving - Volume 1	7	12		
Body Bumps	Look at Me I'm Moving - Volume 2	11	23	30	
Body Matching	Look at Me I'm Moving - Volume 2	19	25	29	
Bouncing	Look at Me I'm Moving - Parachutes and more	3	65	74	
Bring Them Out	Look at Me I'm Moving - Volume 3	5	35	50	
Bring Them Out - No Instructions	Look at Me I'm Moving - Volume 3	28	35		
Brush That Fly Away	Look at Me I'm Moving - Volume 3	6	35	49	
Can Can	Look at Me I'm Moving - Volume 3	7	35		
Contemplating	Look at Me I'm Moving - Volume 2	18	25		
Cowboy Slap Dance	Look at Me I'm Moving - Volume 3	11	37		
Crocodile - Advanced	Look at Me I'm Moving - Volume 3	31	44		
Crocodile- Beginner	Look at Me I'm Moving - Volume 3	30	44	59	
Dancing the Dance-a-roo	Look at Me I'm Moving - Volume 2	12	23		
Differect Directions	Look at Me I'm Moving - Volume 2	15	24		
Dr Knickerbocker	Look at Me I'm Moving - Volume 1	11	12		
Farm Gates	Look at Me I'm Moving - Volume 2	7	21	26	
Follow Me	Look at Me I'm Moving - Parachutes and more	9	62	71	
Funky Bean Bag	Look at Me I'm Moving - Volume 3	8	36	50	
Gypsy Rover	Look at Me I'm Moving - Volume 2	21	25		

Song Name	CD	CD No.	Instructions Page No.	Lyrics Page No.
Happy as Larry	Look at Me I'm Moving - Volume 3	22	40	
Happy Sticks	Look at Me I'm Moving - Volume 1	1	13	
Hari Koa Ake Au	He Waiata Tamariki - Volume 1	6	86	86
He Hama a Hone ka Patu	He Waiata Tamariki - Volume 1	7	87	87
He Kori Kori te Paoro	He Waiata Tamariki - Volume 1	14	90	90
He Paoro Au	He Waiata Tamariki - Volume 1	5	96	96
Hoea te Waka	Look at Me I'm Moving - Parachutes and more	6	63	71
Hoea te Waka	He Waiata Tamariki - Volume 1	4	97	97
Hot Potato	Look at Me I'm Moving - Volume 3	13	37	
I'm Upside Down	Look at Me I'm Moving - Parachutes and more	12	69	81
Jibidi	Look at Me I'm Moving - Volume 1	4	13	
Jump Up High	Look at Me I'm Moving - Parachutes and more	2	63	72
Ka Hui Tatou Katoa	He Waiata Tamariki - Volume 1	8	91	91
Ka Kato Au Te Miro	He Waiata Tamariki - Volume 1	11	98	98
Ka Raarangi	He Waiata Tamariki - Volume 1	16	88	88
Kapo Kapo Nga Whetu	He Waiata Tamariki - Volume 1	18	92	92
Keep the Beat Alive	Look at Me I'm Moving - Volume 2	3	20	26
Lavender's Blue	Look at Me I'm Moving - Parachutes and more	19	66	77
Lightly Row	Look at Me I'm Moving - Volume 3	14	44	
Little Bug	Look at Me I'm Moving - Volume 3	15	38	53
Love is Blue	Look at Me I'm Moving - Volume 3	24	41	
Maaio Te Awa	He Waiata Tamariki - Volume 1	10	94	94
Making Bridges	Look at Me I'm Moving - Volume 2	14	23	28
Marching Fun	Look at Me I'm Moving - Volume 2	6	21	
Me Miraka Te Kau	He Waiata Tamariki - Volume 1	2	93	93
Meet In The Middle	Look at Me I'm Moving - Volume 3	16	38	54
Mexican Hat Dance	Look at Me I'm Moving - Volume 1	18	13	
Mihi Mai	He Waiata Tamariki - Volume 1	1		
Monkey Monkey	Look at Me I'm Moving - Parachutes and more	13	69	76
Moving is Fun	Look at Me I'm Moving - Volume 3	3	35	47
Moving Water	Look at Me I'm Moving - Volume 3	17	38	
Moving to the Beat	Look at Me I'm Moving - Volume 1	5	13	
Music Music Music	Look at Me I'm Moving - Volume 1	3	14	
Nga Wira O Te Pahi	He Waiata Tamariki - Volume 1	17	100	100
Number 21	Look at Me I'm Moving - Volume 3	18	38	55

Song Name	CD	CD No.	Instructions Page No.	Lyrics Page No.
Old Red Wagon	Look at Me I'm Moving - Parachutes and more	29	62	73
One Big Circle	Look at Me I'm Moving - Volume 2	20	25	29
Oodnadatta	Look at Me I'm Moving - Parachutes and more	28	64	
Oxo Reel	Look at Me I'm Moving - Volume 1	13	14	
Pakipaki	He Waiata Tamariki - Volume 1	9	84	84
Parachute Moves	Look at Me I'm Moving - Parachutes and more	20	66	78
Pass the Bean Bag	Look at Me I'm Moving - Volume 2	17	24	
Pass Them On	Look at Me I'm Moving - Volume 2	4	21	27
Person to Person	Look at Me I'm Moving - Volume 1	16	14	
Pick a Bale of Cotton	Look at Me I'm Moving - Parachutes and more	5	64	73
Pokarekare Ana	He Waiata Tamariki - Volume 1	12	97	97
Pop Corn	Look at Me I'm Moving - Parachutes and more	21	67	
Porotaka	He Waiata Tamariki - Volume 1	15	95	95
Pungawerewere	He Waiata Tamariki - Volume 1	13	85	85
Put A Little Colour On You	Look at Me I'm Moving - Volume 2	10	22	
Ra whanau	He Waiata Tamariki - Volume 1	3	84	84
Reg the Robot	Look at Me I'm Moving - Volume 3	19	39	56
Ring o' Roses	Look at Me I'm Moving - Parachutes and more	22	67	79
Rocking all about in a Boat	Look at Me I'm Moving - Parachutes and more	8	65	74
Rocking Ducks	Look at Me I'm Moving - Parachutes and more	7	65	75
Sea Colours	Look at Me I'm Moving - Volume 1	20	14	
See-Saw Margery Daw	Look at Me I'm Moving - Parachutes and more	23	67	78
Shaking Shakers	Look at Me I'm Moving - Volume 1	14	14	
Shoelaces	Look at Me I'm Moving - Volume 2	5	21	
Shoo Fly Don't Bother Me	Look at Me I'm Moving - Volume 3	2	34	46
Singing in the Rain	Look at Me I'm Moving - Volume 1	15	15	
Sleepy Crocodiles	Look at Me I'm Moving - Volume 2	9	22	31
Spinning Top	Look at Me I'm Moving - Parachutes and more	10	63	71
Sound Moves	Look at Me I'm Moving - Volume 3	12	37	
Stand Up Sit Down	Look at Me I'm Moving - Volume 1	9	15	
Stick Games	Look at Me I'm Moving - Volume 1	2	15	
Stick Rhythm 4	Look at Me I'm Moving - Volume 2	13	23	
Stick Tapping	Look at Me I'm Moving - Volume 1	21	15	

Song Name	CD	CD No.	Instructions Page No.	Lyrics Page No.
Tall Buildings	Look at Me I'm Moving - Parachutes and more	14	69	80
Tap Together	Look at Me I'm Moving - Volume 3	20	39	57
The Animals went in 2 by 2	Look at Me I'm Moving - Volume 3	21	39	
The Busy Circle	Look at Me I'm Moving - Volume 3	9	36	51
The Caterpillar Story	Look at Me I'm Moving - Volume 3	23	40	56
The Children Went To Sea	Look at Me I'm Moving - Volume 3	26	44	
The Country Dance	Look at Me I'm Moving - Volume 3	27	44	58
The Old MacMassage	Look at Me I'm Moving - Volume 1	10	16	
The Put It Song	Look at Me I'm Moving - Volume 1	8	15	
The Wheels on the Bus	Look at Me I'm Moving - Parachutes and more	24	67	81
Throw the Bean Bag	Look at Me I'm Moving - Volume 1	6	16	
Tumbling Down	Look at Me I'm Moving - Parachutes and more	15	69	
Turn Around Game	Look at Me I'm Moving - Parachutes and more	4	65	
Turn the Page	Look at Me I'm Moving - Parachutes and more	11	65	76
Up and Down	Look at Me I'm Moving - Parachutes and more	25	67	78
Upside Down	Look at Me I'm Moving - Parachutes and more	17	69	75
Waddley Archer	Look at Me I'm Moving - Volume 1	19	17	
Wet Washing	Look at Me I'm Moving - Parachutes and more	18	69	79
What Can the Parachute do?	Look at Me I'm Moving - Parachutes and more	26	66	
Wheels are Turning	Look at Me I'm Moving - Volume 2	8	22	27
Wiggle and a Waggle	Look at Me I'm Moving - Volume 3	1	34	45
Yoo Hoo	Look at Me I'm Moving - Parachutes and more	27	68	80

GENERAL NOTES

Music can provide fun times for parents and children, and offers excellent opportunities for learning. Children's songs generally encourage language development and often the grasp of concepts. You may notice that our songs include more advanced words than are used in everyday language; this is deliberate and is intended to extend the child's vocabulary. Music is a very effective means of doing this.

Many of the songs that Tessarose produces are designed to get children moving. Research shows that children who move well find learning easier. The notes that are part of this book have been written to offer ideas as to what you could do with a song, but don't feel bound by these suggestions; use them as a starting point and then make up your own actions/activities that you feel will meet the needs of a particular child better.

THE BEAT

One of the most important things you can do for a child is to teach them to keep the beat. This is vital for future learning in areas such as sport, writing, reading, dance, and music (see article "I've got Rhythm", page 7). When children feel confident in a range of skills, it is easier for them to join other children, thus creating opportunities to form friendships. And all this stems from a simple skill - keeping the beat. Adults instinctively know that babies enjoy a gentle rhythm and so they rock them, pat their backs, and bounce them on a knee. However, as the child gets older we need to create opportunities to practise keeping the beat (Western society does not have a drum beat as a central focus as people do in many other cultures).

Gather some basic instruments for your child to use. Maracas, bells, home-made shakers, drums, etc. are all excellent for helping children learn how to keep the beat. For babies, parents/caregivers should spend time creating a beat, so that as they gain strength the children can take over and do it themselves.

When a child can keep the beat, then keeping a rhythm will come as a natural progression.

'Body Percussion' is another way to keep the beat. Simple clapping, patting knees or other parts of the body, clicking fingers for older children, patting cheeks with the mouth open, beating the chest, etc. are all fun things to do. With babies, gentle massage or patting of different body parts gives the child a sense of the beat - as well as increasing their body awareness.

THE MOVEMENTS

Many of the songs include movements such as crossing the mid-line, having the head down, moving from side to side, or turning around. All of these activities are good for stimulating the brain to make sense of what is happening. By getting children to move you are also helping them to improve their muscle tone, which is essential for future learning. It is difficult to write when the muscles in your hand get tired and reading is more of a challenge when the muscles in your eyes are exhausted at the end of the first page. So at Tessarose, we have developed songs that include finger movements and eyes having to move around.

The brain has two hemispheres, left and right, and for the body to move well the brain needs to be able to give information to the body from one side or the other with ease. For example, when you crawl, the right brain hemisphere tells the left leg to move and the left brain hemisphere tells the right leg to move, as well as the hands, head, and eyes all being told what to do at the same time. This is the beginning of the child being able to "cross the mid-line" and with practice they become very efficient at co-ordinating both sides of their bodies. Reading, writing, and many sports and activities involve limbs crossing the mid-line of the body (e.g. the right arm crossing over to the left side of the body - to turn a page, scratch an itch, or throw a ball), which also means crossing the mid-line of the brain. So we need to provide opportunities for children to cross limbs from one side of their body to the other - dances and action songs are perfect for this.

Children love to move and it is through movement that the child develops their nervous system. They usually like

to roll, jump, run and swing. We have songs that include large movements (gross motor) for the whole body and songs that include small movements (fine motor) for feet and hands.

The sensory system is also providing the child with much information while they move. The ears, eyes, nose, mouth and skin give additional feedback to the brain while the child is moving. However the most important feedback is coming from the inner ear where the sense of balance is housed. The vestibular system is responsible for the sense of balance and it has two parts: a set of fluid-filled canals which respond to movement and a change of direction, and a sac-like structure that responds to change of head position and the pull of gravity.

As mentioned previously, caregivers very quickly work out that most children will settle easily by rocking, swaying or given any other soothing movement. These movements stimulate the vestibular system of the child (and the caregiver), and seem to have a calming effect. As the baby grows stronger they are delighted by the bouncing, lifting and giggling that people (particularly men) like to do and then later on the child will initiate climbing, spinning, rolling and swinging activities. All these activities send messages to the brain through the vestibular system and then the brain tells the body how to respond.

Posture is maintained by good muscle tone and, as has been mentioned previously, stimulating the vestibular system helps the body to maintain good muscle tone. "Where am I in relation to other things?" is a question which the vestibular system helps us make sense of. Spatial awareness is developed by moving through space and around objects. Co-ordination and general movements are affected by the vestibular system, "How big does this movement need to be?", and a child's ability to balance is determined by the vestibular system. (A child with an ear infection will find balancing a real challenge as they are not getting the feedback they are used to.)

Vestibular stimulation activities include:

Rolling, swinging, swaying, bouncing, rocking, tumbling, moving on a scooter board, going upside down, jumping, hopping, skipping, running, and spinning (slow and controlled, or child-initiated and controlled).

Some children seem to crave vestibular activities (the child who likes to swing for 20 minutes at the park) and other children may not tolerate such activities at all. It is an important part of development and providing the right opportunities is essential. Children need to be encouraged to do vestibular activities, but NEVER FORCE such activities on a child. An enjoyable reaction will encourage the children to extend themselves.

Be guided by the child as to how much of each activity they like to do and if the child has any existing medical conditions check with the health providers as to the appropriateness of such activities.

With this information in mind, dances and action songs are a fun way for children to develop physical skills which will be useful in the school setting and in later life.

If you are interested in further reading on this topic, a reading list is included.

CREATING YOUR OWN DANCE:

When you are making up dances for a child, mostly use movements that they can do but put in some things that will challenge them as well. Make a pattern and then keep to that pattern so that the child can gain confidence in the range of skills the dance includes. By repeating the pattern the child is being exposed to simple mathematical concepts.

If the song has a verse then a chorus, you may decide to jump, run, pat your knees or similar for the verses and then do another pattern for the chorus, say clapping and stamping, or going around in a circle. As you work your way through our dances you will recognise this pattern - it is very effective with children.

When you change an activity always do it when there is a change in the music so that the children can begin to anticipate as they become more familiar with the actions and the music.

THE MUSIC

You may notice that Tessarose music has been recorded at a slightly slower speed than you might prefer. This is so that young children can achieve greater success when attempting actions and when singing the words.

We have also accommodated research findings that children respond to higher pitches than adults by raising the key of songs that have been recorded by others in the past.

Our musical arrangements have been developed to incorporate a wide variety of sounds, along with more traditional instruments.

I'VE GOT RHYTHM!!

Written by Tessa Grigg

October 2001

Tessa Grigg and her business partner Brian Ringrose make the Tessarose Productions music (Sing a Song series, Dancing to the Beat, etc.) and they also travel throughout New Zealand and Australia presenting educational workshops to parents and teachers and performing children's music shows with Colin the Kiwi.

A baby's first sound is the rhythmic sound of the mother's heart beating. For many children that beat was continued after they were born through the sounds of their family going about their daily chores, grinding, milling, sweeping, the live music they played, drums, instruments, etc. and the dances they danced. Western babies hear their mother's heart but after they are born they are more likely to hear mechanical noises and commercial radio. Very few families sit around at night playing live music, dancing and singing. If there is music in the house it will most likely come from a stereo or radio.

Children need to develop a strong sense of the beat. As the way we live our lives has changed from those earlier times when a beat was supplied by a variety of sources, we need to make some adjustments so that our children have opportunities to learn to keep the beat.

HOW DOES BEING ABLE TO KEEP THE BEAT HELP A CHILD?

Many physical activities have a beat; walking, running, skipping, hopping, jumping, kicking, etc., and these activities allow the child to play more sophisticated games

with other children, which then gives them opportunities to make friends, which encourages them to develop social skills, which increases their enjoyment of life. And all because they could keep the beat. It all sounds simple, but think about the children that you know who found sport a real challenge. They were not included in the lunch-time games, they were the last to be picked for teams, and their self image took a real battering.

For many of these children there will be a range of issues but if you test a group of children who are challenged by sport you will find that many of them can not keep the beat.

Another benefit of being able to keep the beat is that the child can then follow a rhythmic pattern. This happens quite naturally when the child is able to keep the beat. You do not need to teach the rhythm - they can just do it!!

SO WHAT CAN WE DO FOR CHILDREN TO HELP THEM LEARN TO KEEP THE BEAT?

BABIES:

Ever found yourself in the bank queue swaying from side to side without your child? That shows that you have naturally been keeping the beat with your child. Mothers usually work out that the child will remain more settled if their back is patted or if the mother gently sways from side to side.

These are good things to do.:

Whenever you are listening to music gently pat the child's body in time to the music (just keep the beat), or dance with your child in time to the music. They thoroughly enjoy a good waltz, jive or foxtrot!!

Use instruments such as maracas, rhythm sticks or bells and keep the beat for the child.

They need to hear lots of music and be made aware of the beat.

Sing little songs to your child, make up the words, use other tunes - whatever you can think of. There is nothing nicer for a child than the sweet sound of a mother singing

(you do not have to have had singing lessons to do this, the vibration of love for your child that is passed on is as important as the sound of the voice). This is great for language development as well.

Choose the music you listen to carefully. Heavy metal and music where the sounds are muddled up more do not provide a very rich experience for the child. Choose music where there is a strong beat, the type of music that makes you want to tap your toes.

TODDLERS:

Still keep the beat at every opportunity and do all of the baby activities as well.

Encourage some independence in the use of instruments – for example, let the child hold the sticks and you and the child tap together.

With a good range of experience many children will be able to keep the beat at this age for some of the time and eventually all of the time.

3+ YEARS:

For these children, focus on the ability to keep the beat with a variety of instruments and do a variety of activities.

Can they shake in time with their arms crossed? Can they tap in time on the floor, up high, in front, behind? Can they tap in time and balance? Can they tap in time and sing? By being able to do two things at once, keeping the beat being one of the activities, the beat becomes “automatic”. Rhythm then follows.

The main thing with music is to have fun. If children are having fun they will find learning easy and music has so many opportunities for learning.

ENJOY IT!!!

LOOK AT ME I'M MOVING

VOLUME 1

Most of these songs are more suitable for children 3 years and older, and many of them work well in group settings.

	Song Name	Composer Name
1.	Happy Sticks	R Hallum/J Capon
2.	Stick Games	Grigg/Ringrose
3.	Music Music Music	Baum/Weiss
4.	Jibidi	Traditional
5.	Moving to the Beat	Henshaw
6.	Throw the Bean Bag	Hap Palmer
7.	Boanopstekker	Traditional
8.	The Put It Song	Combe
9.	Stand Up Sit Down	Butcher,Wright,Reid
10.	The Old MacMassage	Traditional
11.	Dr Knickerbocker	Traditional
12.	Oxo Reel	Traditional
13.	Shaking Shakers	Grigg/Ringrose
14.	Singing in the Rain	Reed, Brown
15.	Person to Person	Florrie/Palmer
16.	Bean Bag Alphabet Rag	Hap Palmer
17.	Mexican Hat Dance	Traditional
18.	Waddley Archer	Traditional
19.	Sea Colours	Butcher,Wright,Reid
20.	Stick Tapping	Grigg/Ringrose

BEAN BAG ALPHABET RAG

Each child needs a bean bag for this song. Place the bean bag on the body parts as indicated in the words of the song.

Note: For the letter 'U' - 'Undulate' means to go up and down, so go up and down under the bag!

BOANOPSTEKKER

Cymbals in the music indicate changes. Have the children stand in a circle holding hands.

Take 16 steps to the left, 16 to the right, in for 4 counts, out for 4 counts. Repeat the in and out again.

Then pat something on the ground, e.g. foot, hand, elbow, knee, head. It is an ABC pattern, which is different to the normal ABAB patterns in many children's dances.

DR KNICKERBOCKER

Doctor Knickerbocker knickerbocker number nine

Well I just got back and I'm feeling fine

Now let's get the rhythm of the hands

clap, clap

Now we've got the rhythm of the hands

clap, clap

Now let's get the rhythm of the feet

stamp, stamp

Now we've got the rhythm of the feet

Now let's get the rhythm of the head

nod, nod

Now we've got the rhythm of the head

Now let's get the rhythm of the hips

whoo-wee

Now we've got the rhythm of the hips

Now let's get the rhythm of the number nine

crouch down

One two three four five six seven eight nine

jump up

HAPPY STICKS

All children need a set of sticks for this song. Follow the words of the song.

JIBIDI

You can do the Jibidi dance or adapt it to meet the needs of the children. It is an instrumental piece of music.

Stand in a circle, hands free, with a few dancers in the middle (ideal ratio is 1:7).

Section A: Dancers in the middle skip round. Come face to face with someone in the circle as the melody ends.

Section B: The two greet by doing the bleking step in the rhythm indicated by the music. Flip the palm of the hand (like making a stop gesture). Change hands as you change feet. When finished form a train with the person. Repeat and add people to the line.

For younger children do not make trains but rather have everyone skip round.

Bleking Step: Hop on one foot while placing the other heel on the floor, toe up. Change feet.

ADAPTATION FOR YOUNG CHILDREN

Section A: have everyone skip around in a circle.

Section B: have everyone do the Bleking step.

Doing the dance like this means that all children are involved all of the time.

MEXICAN HAT DANCE

There are a variety of ways of doing this dance, but using the approach of all children being involved at all times, then following the instructions below works well for young children.

Give each child an object to dance around (they could make hats).

For the first section, have the children do scissor jumps, then skip around the object for the second section.

MOVING TO THE BEAT

This dance has the instructions included in the words. Children enjoy the strong beat.

MUSIC MUSIC MUSIC

Each child needs a set of sticks for this song. Follow the actions indicated in the words of the song. The children stand up to do the movements and this adds a balance component to a song that asks children to keep the beat.

For the more confident children, add in extra movements during the verse so that they are having to do two things at once, e.g. up high and stand on one leg, down low and stand on the other leg, lean to the front with one leg out and the other leg behind as if about to throw a ball, lean back with the weight on one leg.

OXO REEL

While this is not a good dance to begin your form dancing career, it is excellent for children who have had some experience with this type of dance.

The instructions are included at the beginning of the dance so that the children can learn the actions. The children start facing each other in two lines. For the second section the children make a circle. You can put the children in groups of eight, as is suggested in the instructions, or the dance works well if you have everyone in the same set. The instructions say to hold hands at the start but for young children you may decide to ignore that instruction.

PERSON TO PERSON

Follow the instructions. For the " Shuffle", have the children dance freely.

SEA COLOURS

Good for all children to do the actions as per the song.

Cut out coloured fish of the colours and give each child a fish. Then stand and sit as instructions indicate. You can use the chorus for rhythm or the children could do swimming actions. Patterns for the older children are also good, e.g. knees knees clap clap and repeat the pattern. For groups of young children put all the red fish in one area; for older children muddle them up.

SHAKING SHAKERS

Follow the instructions. This is another standing up shakers song so that balance is also involved.

SINGING IN THE RAIN

Walk in a small circle for the 'singing in the rain' section.

The next section is an answer-back song. The teacher/parent can do the action first and the children copy.

'Hold it' - hand up in a "stop" action.

'Thumbs up, elbows together, feet apart, knees together, bottoms out, chins up, tongues out.'

Then do as the lyrics indicate with the various parts of the body.

For the 'Choo cha na na' section, still hold the pose from the verse section: 'thumbs up, elbows together', and wiggle from side to side, in time with the music.

STAND UP SIT DOWN

Start by sitting on the ground.

Follow the instructions that are contained in the words of the song.

STICK GAMES

Tap sticks for the introduction and then listen for the patterns to then repeat. Have a go at making up your own patterns for the children to follow.

This is a simple introduction to patterning and rhythm.

STICK TAPPING

As above

THE PUT IT SONG

This song is easier to do while sitting down. Follow the instructions as indicated in the words of the song.

THE OLD MACMASSAGE

This is a song that can be used as a massage.

Have the child (or adult) lie on the ground, face down. They are a table in the restaurant.

Smooth out the tablecloth with your hands flat on the person's back for the chorus part "Old MacDonald had a restaurant ..."

Chef: When the words "With a chop, chop ..." start, make a chopping action by using the sides of both hands and chopping one after another, lightly and quickly. Remember to chop the arms and the legs.

Chorus: repeat smoothing action on the back.

Baker: For the section "With a roll, roll ..." squeeze/knead the muscles over the shoulders.

Chorus: repeat smoothing action on the back.

Dishwasher: "With a swish, swish ..."

Dangle the hands over the person's back and swish them back and forth so that the fingertips lightly touch the person.

Cleaner: "With a wipe, wipe ..."

Use both hands together and wipe the person down the sides of the body, starting at the armpits and going down to the ankles.

Chorus: for the final chorus, lightly sweep the body from the head/shoulders to the ankles a couple of times.

THROW THE BEAN BAG

Each child needs a bean bag and then follow the instructions, as indicated in the words of the song.

WADDLEY ARCHER

There are a variety of ways people do this action song, most involve patting knees, hand clapping, crossing the hands backwards and forwards over each other (hedgecutter sort of movement). For older children, touching the nose with one hand and the ear with the opposite hand. See words for suggested movements.

Waddley Archer, Waddley Archer	uncrossed hands pat knees, cross arms and pat knees
Doodley do Doodley do	pat knees, touch nose, (one hand then the other)
Waddley Archer, Waddley Archer	repeat knee patting
Doodley do Doodley do	repeat nose and knee patting
It's just a simple song and there's nothing much to it	hands flat above knees cross twice and then change the top hand
All you've got to do is doodley do it	repeat knee patting and nose touch
I like the rest but the part I like best is	repeat crossed and uncrossed knee patting
Doodley Doodley do	repeat nose and knee patting
Quack, quack	making duck bill with hands and quack

LOOK AT ME I'M MOVING

VOLUME 2

	Song Name	Composer Name
1.	Bean Bag Rock	(Grigg/Ringrose)
2.	Around and Around	(Grigg/Ringrose)
3.	Keep the Beat Alive	(Connell/Ringrose)
4.	Pass Them On	(Grigg/Ringrose)
5.	Shoelaces	
6.	Marching Fun	(Ringrose)
7.	Farm Gates	(Connell/Ringrose)
8.	Wheels are Turning	(Connell/Ringrose)
9.	Sleepy Crocodiles	(Connell/Trad)
10.	Put A Little Colour On You	(Hap Palmer)
11.	Body Bumps	(Connell/Ringrose)
12.	Dancing the Dance-a-roo	(Ian Bunston)
13.	Stick Rhythm 4	(Grigg/Ringrose)
14.	Making Bridges	(Connell/Ringrose)
15.	Differect Directions	(Trad/Ringrose)
16.	Pass the Bean Bag	(Trad/Ringrose)
17.	Contemplating	(Ringrose)
18.	Body Matching	(Connell/Ringrose)
19.	Gypsy Rover	(Traditional)
20.	One Big Circle	(Grigg/Ringrose)

BEAN BAG ROCK

Follow the actions as indicated in the words of the song. Each child will need a bean bag.

This song has an excellent range of skills that include throwing and catching, balancing, muscle control in the neck and body awareness. Also, the head is lower than the rest of the body. This stimulates the vestibular system.

AROUND AND AROUND

Have the children turn around slowly as indicated in the words of the song, first to the left then to the right.

Then they lie on the ground. These actions become progressively more complicated.

1st time on the ground: There are several variations in each set of actions

A: The right hand touches the ground near the left shoulder, then the left hand touches the ground near the right shoulder.

B: Repeat the above actions with the feet.

C: Repeat the actions above using the arms and legs at the same time. This could be using the same leg and arm or cross left leg and left arm to touch the floor on the right side. Change to the right leg and arm.

D: Alternatively use the leg on one side and the arm on the other so that the action becomes a cross patterning exercise.

2nd time on the ground: Left hand and right foot in the air.

3rd time on the ground: Squiggle on the ground, (tummy on the ground and wriggle around on the spot)

The turning around is a vestibular activity and while the children are lying on the ground they are working the brain in a different way than the normal standing position and are crossing their mid-lines.

KEEP THE BEAT ALIVE

This song encourages the children to follow the beat in different styles of music. Each child needs an instrument or a set of Rhythm Sticks. The following tempos are used:

Rock, Waltz, March, Tango (Tap a tango beat, 3 crochets and 2 quavers at the end, 3 beats and 2 half beats)

PASS THEM ON

Sit the children in a circle, each child with a set of rhythm sticks, or similar.

When you introduce this activity it is a good idea to do it without the music first so that you can ensure that the children have the required skills to pass the sticks on and know which direction they travel. They can then use the additional skill of keeping up with the music

The children tap their sticks and when the song indicates they pass their set of sticks to the child next door, and they pick up the sticks from the person on the other side.

SHOELACES

This has a very catchy melody and it asks the children to walk around, hop, jump, skip and kick. Change the way you get the children to walk for the walking sections, eg walk backwards, cross walking, tip toe or heel walking.

MARCHING FUN

Marching is an excellent activity for brain integration. Remember to have the children lift their legs up and swing their arms so that the actions are quite deliberate.

Follow the instructions as indicated in the words of the song.

FARM GATES

Opening and shutting arms and legs This is excellent for the brain as well as for muscle tone. Sit the children on the ground and ask them to open and shut their legs as indicated in the music. Start by making the movements simple eg. just the arms or just the legs and then progress to more complex movements.

For the instrumental section have the child open the top gates and shut the bottom gates, then change them both at the same time to then have the top gates shut and the bottom gates open (as in cross pattern star jumps).

The "sheep gates" = arms

The "cow gates" = legs

The last two verses are useful for older children.

This activity makes the brain work in a "Whole Brain" way as both arms and legs are working but they are doing different things.

WHEELS ARE TURNING

This song can be used with streamers or scarves. The child could have just one streamer or scarf, but one in each hand would work well too. A suggestion is to have a streamer in one hand and a scarf in the other.

Another action is to have the children doing a bicycle action with their legs, either standing or lying on the ground. These types of actions are excellent for left and right brain integration as they make both sides of the brain work in quick succession. Include something like this in each music session.

SLEEPY CROCODILES

Children perform the crocodile movement while lying with their stomachs on the ground.

The child lies with the head turned to the right side, the right arm is bent and placed near the face, and the right leg is bent and placed on the ground. The left leg and arm are down and straight. On the tambourine or clap cues the child changes the head, arm and leg to the other side, ie bent left arm and bent left leg with head turned to the left.

The cues to change are a tambourine or a “clap”. Tell the children which one they are to change on. The tambourine taps are slower and may be easier to begin with. There is also an opportunity to either rest or do quicker changes when the song says “flick”.

Once the children are completing this movement well, the progression is to leave the head and arm to the right and change the leg so that the left leg is bent. This is called the “cross pattern crocodile” and is a great “whole brain” activity as there is movement on both sides of the body at the same time.

They change again on the cue as instructed.

Because there is the music and two sets of cues, auditory discrimination is a big factor here so it may be useful to have already introduced the activity prior to using this. Use this as something different as the children become used to one way of doing an activity and it is important that they can perform the task in a variety of ways to become proficient.

PUT A LITTLE COLOUR ON YOU

Give each child four things, one red, one blue, one green, one yellow. (Paper, sticks etc work well).

For the chorus use some body percussion, knee patting etc to keep the beat.

The words of the verses say which colour to pick up and where to put it. When doing this song for the first time it is a good idea to get the children to practise some of the colours before they start so that when the music is going they have a higher chance of success.

BODY BUMPS

Make the body into different shapes etc as indicated in the words of the song. These types of games are good for body awareness, body control and body image.

DANCING THE DANCE-A-ROO

Hop, bop and twist for the chorus. Make your own age-appropriate actions for the instrumental. These could be free form or a group activity/action that you do where they are all doing the same thing. If the song is too long just hit the stop button. The actions get progressively more difficult.

STICK RHYTHM 4

Stick Rhythm 2 has a set of rhythm patterns for the children to copy. They need to listen and then they repeat the pattern back. For the chorus have the children tap the sticks. This is an excellent activity to enhance auditory completion and short term memory. It is also great for developing body rhythm.

MAKING BRIDGES

The children make a bridge by putting their feet/ knees and hands on the ground, with their front down. Alternatively have the children put their hands and feet on the ground and their fronts up. It may be easier to start with the front down type of bridge. The additional actions as a bridge are contained in the words of the song.

During the instrumental sections have the children rest as they are developing shoulder strength. Reduce the resting time as they become stronger.

This activity is great for balance as well as muscle tone and upper body strength.

DIFFERENT DIRECTIONS

This song requires children to listen and follow the instructions as well as moving in different directions, thus requiring good muscle control, especially when the moving changes to jumping etc.

The verbal instructions are as follows:

Hand under foot, thumb beside your ankle, elbow on top of your thigh, knuckles on your calf, heel on your knee, chin on your shoulder. These body parts are the lesser known ones, thus increasing body awareness.

Chorus:

Move forward, move back,

Move left move right

Move forward, move back,

Move left move right

Stand to move and stand or sit to do the instructions.

The moving section can be steps, jumps, hops etc depending on the age and skill level of the children.

PASS THE BEAN BAG

Have two children stand facing each other. They each have a bean bag which they hold in their right hand.

Verse 1: Raise the hands to just below shoulder height and when the instructions indicate the children change hands and then change bean bags with their partner. This makes the bean bag go round in a circle between the two children.

Chorus: Have each child pass their bean bag around their own waist from one hand to the other.

Verse 2: Get the children to hold their hands up high above their head and repeat verse 1. It is a good idea if they can keep their eyes on their partner's bag so that the eyes are tracking side to side across the midline.

Chorus:

Verse 3: Pass the bean bag under the leg. Do this at 1/2 speed to begin with and as the skill level increases, so can the speed.

CONTEMPLATING

This is a quiet song useful for feathers, scarf, and bubble type activities.

BODY MATCHING

The actions are contained in the words of the song. Match the part of the body that is suggested with another person, eg. hands and then do the actions.

Another excellent song for stimulating the vestibular system and for using both sides of the brain in a variety of ways.

GYPSY ROVER

This is a useful piece of music with a strong beat and a good melody. You could use it for movement activities, instruments, ribbons, scarves etc.

ONE BIG CIRCLE

Have the children stand in a big circle without holding hands. Follow the instructions that are contained in the words of the song.

For older children make the adjustments to the way they move. For example, the children could slowly sink and slowly move up, thus making muscles work in a slow sustained way. They could cross walk around, move in and out

KEEP THE BEAT ALIVE

Our sticks are tapping
They're keeping the beat
We feel the rhythm right down to our feet
Whether it's waltz time or doing a jive
The beat keeps on changing
Help keep it alive.

FARM GATES

Verse 1:

Open the top gates, open them wide
Let the sheep out, keep the cows inside.
Open the bottom gates, open them wide
Let the cows out, keep the sheep inside.

Verse 2:

Open the left gates, open them wide
Let some sheep out, keep the others inside
Open the right gates, open them wide
Let some cows out, keep the others inside

Verse 3:

Open the right gate, open the left
Close the left gate, close the right
Open the right gate, open the left
Close the left gate, close the right

WHEELS ARE TURNING

The wheels of the bike are spinning round and round

They spin so fast they barely touch the ground

Biking up the hill, the wheels are going slow

Getting to the top, we'll get there soon I know.

Now we're going downhill, the wheels are turning fast

In no time at all...we'll get to the bottom – it's a blast!

The air is rushing past my face, I'm riding with no fear

I hope there are no cars coming and the road is clear.

Let's make the right wheel turn, while the left is still

Like the water wheel turning, at the flour mill.

Now the right wheel will stop, while the left wheel moves

Our feet are going just as fast as galloping horse's hooves.

Holding both arms out, we start to spin around

Look up to the sky and don't watch the ground

Spin the other way, gently unwind

Spinning 'round slowly, will exercise your mind!

PASS THEM ON

Pass your sticks to the left

Put your sticks on the floor

Pick up your sticks

From the person next door

MAKING BRIDGES

Make a bridge and you will see
The part that's the underneath of me
Lift my bottom in the air
And look around and see who's near

Can you wave one hand around
And take it right off the ground
Smile and balance carefully
And have a rest then get ready

Make a bridge and you will see
The part that's the underneath of me
Lift my foot up in the air
And look around and see who's near

Can you wave both hand and foot
If you can just take a look
Careful as you might fall down
Hit your nose smack on the ground!!!

Make a bridge and you will see
The part that's the underneath of me
Move my bottom this way and that
Be careful please don't fall and land splat!!!!

BODY MATCHING

Hands, hands, turn around
Hands, hands, touch the ground
Hands, hands, bend your knees
Hands, hands, jump high please!

Feet, feet, turn around
Feet, feet, touch the ground
Feet, feet, bend your knees
Feet, feet, jump up please!

Elbows...
Hips...
Shoulders...
Back...

ONE BIG CIRCLE

We go around, we go around
One big marching circle

We go down, we go down
One big sinking circle

We go up, we go up
One big rising circle

We go in, we go in
One big stretching circle.

BODY BUMPS

Let's make bumps in our bodies

Let's make bumps in our bodies

Body bumps are funny

When you stick out your tummy

Let's make bumps in our bodies

Let's make our bodies look really wide

Let's make our bodies look wide

Wide bodies take lots of space

So for fun let's pull a face

Let's make our bodies look wide

Let's make our bodies really wiggly

Let's make our bodies really wiggly

Wiggly bodies are like trees

With really knobbly knees

Let's make our bodies really wiggly

Let's make some sharp bits on our bodies

Let's make some sharp bits on our bodies

Sharp bits do have points

Just like our body's joints

Let's make some sharp bits on our bodies

SLEEPY CROCODILE

The sleepy, spiky crocodile was lazing by the stream

His eyes were bright, his teeth were sharp

He looked a little mean

He waited and he waited till a slippery fish swam by

Then flicked his tail and flashed his teeth

And with his mouth did smile.

Flick went his long tail, flick, flick

It is hard to see when he moves so quick

The fish swam away, and escaped from the croc

Who flicked his tail and moved himself onto another rock.

The crocodile went back to sleep and basked in the sun

Hoping that the juicy fish was back to have some fun

Through one eye he noticed that the water gave a shimmer

He hoped that fish was tired and a very slow swimmer

Flick went his long tail, flick, flick

It is hard to see when he moves so quick

The fish swam away, and escaped from the croc

Who flicked his tail and moved himself onto another rock

BEAN BAG ROCK

Chorus:

Throw the bean bag in the air

Catch the bean bag put it on your hair

Walk around the room

Walk around the room

Nod your head 'till the bean bag falls on the floor

Pick it up

Put it on your leg

Put it on your head

Tap it on your toes

Tap it on your nose

Put it on your neck

Put it on your foot

Put it on your spine

Put it on your behind

Put it under your arm

Now wiggle, wiggle, wiggle, wiggle

Chorus

AROUND AND AROUND

I'm turning, turning, turning

I'm turning 'round and 'round

I'm turning, turning, turning

And now I'm on the ground

LOOK AT ME I'M MOVING

VOLUME 3

Most of these songs are more suitable for children 3 years and older, and many of them work well in group settings.

	Song Name	Composer Name
1	Wiggle and A Waggle	Connell/Ringrose
2	Shoo Fly Don't Bother Me	Traditional
3	Moving is Fun	Grigg/Ringrose
4	Alphabet Sticks	Brian Ringrose
5	Bring Them Out	Grigg/Ringrose
6	Brush That Fly Away	Brian Ringrose
7	Can Can	Offenbach
8	Funky Bean Bag	Brian Ringrose
9	The Busy Circle	Connell/Ringrose
10	Ball Balances	Connell/Ringrose
11	Cowboy Slap Dance	Traditional
12	Sound Moves	Brian Ringrose
13	Hot Potato	Field/Page
14	Lightly Row	Traditional
15	Little Bug	Jean Smith
16	Meet In The Middle	Connell/Ringrose
17	Moving Water	Brian Ringrose
18	Number 21	Brian Ringrose
19	Reg the Robot	Brian Ringrose
20	Tap Together	Connell/Ringrose
21	The Animals Went in Two By Two	Traditional
22	Happy as Larry	Peter Combe
23	The Caterpillar Story	Grigg/Ringrose
24	Love is Blue	Andrea Popp
25	Angles In The Snow- Beginner	Grigg/Ringrose
26	The Children Went To Sea	Traditional Adapted
27	The Country Dance	Brian Ringrose
28	Bring Them Out- No Instructions	Brian Ringrose
29	Angels in the Snow - Advanced	Grigg/Ringrose
30	Crocodile- Beginner	Traditional Adapted
31	Crocodile - Advanced	Traditional Adapted

WIGGLE AND A WAGGLE

The words of the song contain the actions. When wiggling and waggling encourage the children to move their heads as well. For the “relax and let yourself go” you can have the children bend over and look through their legs.

Swing your hips.... Put your arms out wide and move them around while moving your hips.

Tap your elbows.... Adjust this cross-pattern activity to suit the age of the children. For example: for young children, use 8 beats to tap left hand on right knee, then change to the other side for 8 beats. For slightly older children tap the opposite hand to the knee.

Elbow to knee is the aim, take small steps to get there.

SHOO FLY DON'T BOTHER ME

This song encourages lots of mid-line crossing which is useful when developing physical skills. There is also an opportunity to use it as a massage or as a gross movement song.

Shoo... brush the fly off your nose, making sure that the action takes you across the mid-line.

Wiggly worm.... Make a worm with one hand and wiggle it up the other arm.

Alternatively: lie on the ground and wiggle around.

Kangaroo jump.... Jump the fingers of one hand up the other arm.

Alternatively: kangaroo jumps.

Slippery fish..... join hands together and swim around.

Black spider... creep fingers up the other arm.

Alternatively: tummy up spider crawling.

Mouse: very light touching on arm.

Alternatively: tip toeing around.

Elephant... stamp fists on arm and leg.

Alternatively: big stamping with feet.

MOVING IS FUN

The words of the song contain the suggested actions.

For the chorus turn in small circles or do an action that you wish to develop with the children.

ALPHABET STICKS

This stick song is another way to keep the beat for children while adding interesting actions. Children aged 4+ will be able to follow the rhythm after the letter “p”, younger children can just follow the basic beat for that section.

BRING THEM OUT

This song requires children to visualize the fingers they will stand up when their hands are behind their backs. The version with the words has a range of ideas from simple (same finger on each hand) to more complex (two fingers on one hand and three on the other).

However the most useful track will be the one with no instructions as the teacher can tailor this to the age and stage of the children in the group. From doing all the verses as very simple actions, to doing them all in a more complex way (stand up your left thumb and your right pointer).

BRUSH THAT FLY AWAY

This song can be completed with scarves using them to brush the fly away and then using the scarf to fly around and be the fly. Alternatively the fingers can be used as the fly for the chorus and then that hands used to brush the fly off the body parts. Encourage children to follow the fly with their eyes.

CAN CAN

This is an instrumental and has many uses. Movement, rhythm or dance are all possibilities.

FUNKY BEAN BAG

Throwing, mid-line crossing and nervous system stimulation are central to this bean bag song. The children tap the bean bag down one side and up the other. The tapping is good for the nervous system and at the same time there is a strong mid-line crossing activity.

Encourage the children to catch the bean bag with both hands.

THE BUSY CIRCLE

As a form dance, this song has some interesting actions that can be adapted to suit the age of the children.

The first three verses are straight forward and if you are using this dance with younger children you may choose to stop the CD at this point.

For the fourth verse initially just get the legs doing scissor jumps in time. Then add the arm forward, opposite arm to leg. Finally add a clap. When doing the clap do the jump first and then clap. (Have a small practice on your own before you teach this as it can take a minute to create the pathway in your brain.)

BALL BALANCES

Each child will need a ball. For younger children a rhythm stick works better while they are learning to balance on one foot for a length of time.

You may choose to leave the body balancing initially as the ball/stick balancing is quite challenging for the children.

The body balancing is excellent for muscle tone and well as balance.

COWBOY SLAP DANCE

This is an instrumental that lends itself well to a line dance.

Choose four movements/actions and then repeat. Examples are below:

Walk to the middle then walk back

Pat knees

Cross from one side to the other

Dose doe

Meet in the middle and link arms.

Turn in small individual circles

For ideas the dance "Meet in the Middle" talks/sings you through this type of dance. Then with the Cowboy Slap Dance you can make your own movements.

SOUND MOVES

This music is useful for stamping the beat/rhythms, using instruments or rhythm sticks. Include some turning around as well.

Make movements that look like the sounds. The cymbals indicate a change.

HOT POTATO

This music is fun and provides opportunity for a good range of vestibular stimulation activities.

Hot Potato = jump about, and make the fists go one on top of the other.

Cold Spaghetti = wiggle arms and legs

Mashed Banana = squeeze parts of the body, arms, legs

Chorus: Oowww Cheeky Cheeky..... Turn in a circle

Gimme that gimme that..... pat knees

Second time through turn in the opposite direction for the "Opwww Cheeky cheeky...) section.

LITTLE BUG

As a play with words this is a fun song that can be used as a rhythm activity.

MEET IN THE MIDDLE

As a line dance this provides many good opportunities for skill development. Pattern and sequence, spatial awareness, time and rhythm.

1: Meet in the middle, tap hands with partner

Walk back, tap knees (or turn around)

2: Side skip past partner

Repeat

3: Meet partner and link elbows and twirl around

4: follow the leader of the line and peel off.

MOVING WATER MASSAGE

Choose three actions and repeat them. Examples are sweeping the fingers over the back, making rain drops, kneading the shoulders.

The person being massaged can lie on their tummy or sit so that the person massaging can get access to their back.

NUMBER 21

A fun play with numbers. Use as a rhythm song.

REG THE ROBOT

The purpose of this piece of music is to get children to move in short jerky robot type movements. There are several ways this can be achieved.

- 1: Copying a leader and moving in a pattern that is repeated, as in an assembly line.
- 2: Isolating specific body parts to move in robot ways.
- 3: Free form robot movements
- 4: Children divided into groups so that they can make their own robots.

TAP TOGETHER

The children sit in pairs facing one and other. There is a mixture of tapping each others sticks and doing individual movements.

For the chorus when they tap together adjust the type of tapping to suit the age. Young children can just make contact however they can. Older children can tap the sticks as in a Maori Rakau game where the sticks are upright and they are tapped long ways.

THE ANIMALS WENT IN TWO BY TWO

Instrumental music that can be used in a variety of ways, however it is in “children” march time. Marching is an excellent activity for increasing skills relating to brain development. Make sure that the actions of the arms and legs are exaggerated, knees up and big swings of the arm. This ensures that the brain is working well.

HAPPY AS LARRY

Dance for the chorus sections and then follow the words of the song. There is an interesting range of actions in this song which helps maintain interest in movement songs.

1: Snap fingers

Slap knee

Stamp your feet

Blink your eyes

2: Clap your hands

Click your tongue

Ringing noise

Whisper

THE CATERPILLAR STORY

The actions of this song can be done as a finger/hand action song or a full body action song.

1: Creep the caterpillar up an arm

Or lie on the ground and commando crawl around on the ground. (This action is excellent for the brain and muscle tone.)

2: Roll the forearms around each other

Or stand and spin around. (This is an excellent vestibular activity.)

3: Make a butterfly by linking thumbs and using fingers as wings

Or fly around using arms as wings.

LOVE IS BLUE

This is an instrumental that can be used for scarves, feathers etc or used as a “Mirror Game”. Have the children form pairs and face each other. One child is the person and the other is the mirror. Encourage the “person” to make slow movements so that the mirror has the chance to follow. Slowly wiping in front of the “mirror” with flat hands is a useful way to start.

ANGELS IN THE SNOW

This activity where children lie on the ground and copy an adult or child standing is excellent for body awareness and spatial awareness, (where are my body parts in relation to what I can see the person doing it and how can I make my body do that!?!).

As the teacher, a small group is easier to start with so that they can see you easily. Stand with your toes near their toes (when they are lying down). The song talks you through, but once you have the process sorted in your mind it is better to do this with slow instrumental music playing in the background. Be unpredictable about your movements when they children have mastered the exercise. Move one limb, 2 the same side, 1 limb, cross pattern limbs, 1 limb, cross pattern, 2 limbs.

The aim is not to do different actions, but to get the limbs moving fluidly and changing quickly from 1 to 2 to cross etc without the child needing to think about it too much.

ANGELS IN THE SNOW (BEGINNER)

“Lie on your back with your arms down beside your body, legs straight and together. It works well if you can have a person standing that you can copy. Keep your legs still while you move your arms”

Open your arms, stretch above your head

Close your arms, relax like you're in bed

Open your arms stretch above you're in head

Close your arms, relax like you're in bed

Lift your right arm stretch above your head

Lower your right arm tuck it back in bed

Lift your left arm stretch above your head

Lower your left arm tuck it back in bed

“Now keep your arms by your side and just move your legs

Open both legs, open them wide

Stretch out your toes, arms beside your side

Shut both legs no longer wide

Stretch your toes, arms beside your side

Open your right leg, stretch it out wide

Close the right leg, arms beside your side

Open your left leg, stretch it out wide

Close the left leg, arms beside your side

ANGELS IN THE SNOW (ADVANCED)

“Lie on your back and move both your arms and your legs”

Arms and legs together, open them wide
Arms and legs close, go slow and let them glide
Arms and legs together, open them wide
Arms and legs close, go slow and let them glide

“Now move your left leg and arm”

Just move your left arm, and your left leg
Right arm and leg are held down with a peg
Just move your left arm, and your left leg
Right arm and right leg held still with a peg

“Now move your right arm and leg”

Now move your right arm and your right leg
Left leg and arm are held down with a peg
Now move your right arm and your right leg
Left leg and arm are held down with a peg

“Now it is opposites – copy the person standing”

Open your left arm and your right leg
That’s very tricky, lets do it one more time
Open your left arm and your right leg
That’s very tricky, ----- (but I know you can do it!)

Open your right arm and your left leg
That’s very tricky, lets do it one more time
Open your right arm and your left leg
That’s very tricky, ----- (but we did it!!)

THE CHILDREN WENT TO SEA

This action song gets the brain going!

See = hand across eyebrows and looking all around

Chop = chop arms, one side then the other

Knee = pat knees

Foot = stamp foot

Timbucktoo = wiggle bottom

Last verse do one of each of the above actions

THE COUNTRY DANCE

This dance uses animal actions, cow (pointed fingers on head as horns and bend over), lamb (frisky and do little jumps), horse (gallop) and frog (frog jumps, legs 90 degrees bent, and 45 degrees splayed.)

For the chorus, dance in circles with 2-3-ish children, have partners and link arms as the words suggest.

CROCODILE

This activity is excellent for helping children to integrate infant reflexes; it is good for muscle tone and for brain integration. Start by getting the children to lie on their tummies on the ground.

Progress to the beginner track where it talks everyone through the movement. (Start with a small number of children if you are in a group setting.) The beginner crocodiles are homolateral movements; the arm and leg on the same side of the body are bent. Use the music, but progress to the instrumental called "Lightly Row" so that the children change sides when they hear a clap, a specific word (e.g. change on 'red" and then as the teacher you say all sorts of colours putting red in every so often), the tap of a drum or similar.

When children can confidently do the homolateral crocodile progress to the cross-pattern crocodile which is on the advanced track. The head is turned to the bent arm side and the leg on the opposite side is bent. For changing cues progress as suggested for the beginner crocodiles.

WIGGLE AND A WAGGLE

Wiggle and a waggle your body
Shake from your head to your toe
Wiggle and a waggle your body
Relax and let yourself go.

Shake your head and your shoulders...
Shake them fast and now slow
Shake your head and your shoulders
Relax and let yourself go

Swing your hips and your arms now
Like a bird you can fly
Swing your hips and your arms now
Bring your arms down to your side

Tap your elbows on your knee
While you're stamping your feet
Tap your elbows on your knees
Tap them in time to the beat

SHOO FLY DON'T BOTHER ME

Shoo fly don't bother me
Shoo fly don't bother me
Shoo fly don't bother me
Coz I belong to somebody

I wiggle I wiggle
I wiggle like a wiggly worm (2x)
I jump I jump
I jump like a like a kangaroo (2x)

I swim I swim
I swim like a slippery fish (2x)
I crawl I crawl
I crawl like a black spider (2x)

I tip toe I tip toe
As quiet as a mouse (2x)
I stamp I stamp
I stamp like an elephant (2x)

MOVING IS FUN

Chorus:

Moving is fun
Moving is smart
It's good for your brain
And your heart

Verse:1

Slide and tap your thighs
Slide and tap your thighs
Slide and tap your thighs
Tap tap tap
Kick and tap your toes
Kick and tap your toes
Kick and tap your toes
Here we go

Chorus

Verse: 2

Marching marching marching marching
Marching marching here we go
Marching marching marching marching
Marching marching low and slow

Walking backwards tap your shoulders
Walking backwards tap them so (Repeat)

ALPHABET STICKS

- A Is for air, tap your sticks in the air
B Beat, keep the beat
C Clack
D Dance, clack and dance around
E Ear, listen to the beat
F Our sticks are fun
- G Great, the beat has changed
H High, tap up high
I In, turn your sticks in, tap them in a line
J Jump, tap and jump, keep the beat alive
K Kick and tap
L Lean, to the front, reach as far as you can
- M March
N Now, march and tap and move around
O Over, walk over the floor, alphabet sticks are fun
- P Practice, the beat has changed
Q Quick, find the beat
R Rest, hold your sticks up high, not a sound to hear
S Start, start again, tap your sticks in the air
- T Time, the beat has changed, can you keep in time
U Under, tap up high, you'll be under but keep in time
V Veer from side to side, tap to the left now, tap to the right
- Tap to the left, tap to the right, once more left, now once more right
- W Walk, listen to the beat, walk and tap the beat
X Extra, extra good, you are really neat
Y Yell, yell "Hooray" yell "Hooray" yell "Hooray"
Z Zany, this has been a zany song

Alphabet sticks are great

BRUSH THAT FLY AWAY

Out in the country on a hot day

See those flies get in the way

Buzz buzz land on you

Brush those flies away

Brush that fly off your shoulder shoo shoo

Brush that fly off your toes shoo shoo

Brush that fly off your elbow shoo shoo

Brush that fly off your nose shoo shoo

Flies are flying see them go

Where they come from I don't know

Brush that fly off your lips shoo shoo

Brush that fly off your hips shoo shoo

Brush that fly off your every place shoo shoo

Brush that fly off your face shoo shoo

Flies are flying see them go

Where they come from, I don't know

Out in the country on a hot day

See those flies get in the way

Buzz buzz land on you

Brush those flies away

BRING THEM OUT

You've got your fingers behind your back

You've got to think about that

Think about the fingers you will show me

Listen to the call, your fingers sort them all

Now get ready here we go

1 2 3 4 Show me

FUNKY BEAN BAG

Funky bean bag, throw and catch

Funky bean bag, throw and catch 2x

Put the bean bag in your right hand and tap your left side

From your ear to your shoulder

From your shoulder to your hip

From your hip to your knee

From your knee to your foot

Change hands

From your foot to your knee

From your knee to your hip

From your hip to your shoulder

From your shoulder to your ear

THE BUSY CIRCLE

Instrumental – circle left 16 counts and circle right 16 counts

Kick your knees up, step in time
Lift them high, you're doing fine
Stretch your legs up really high
See if you can reach the sky

Heel then toe, tap on the ground
Tap tap, without a sound
Shuffle left, hands by your side
Shuffle right, small steps not wide.

Bend your knees keep your back straight
Stand so tall, you're looking great
Keep on bending and tap your tummy
Two things at once is really funny

Left hand up and right foot back
Jump and change, can you clap?
Jump and change, stay in your place
And see the smile on your face

BALL BALANCES

Balance on your left foot, stand straight and tall

Then place your right foot, on top of the ball

Roll the ball up, roll the ball down

Tap your foot on top, then put two feet on the ground

Balance on your right foot, stand straight and tall

Then place your left foot, on top of the ball

Roll the ball up, roll the ball down

Tap your foot on top, then put two feet on the ground

Make a bridge with your body that covers the ball

Balance quite carefully, do not fall

Balance on your right foot, and your left hand at the same time

Balancing is good for you, and good for your mind

Balance on your left hand and your right hand

At the same time, isn't this grand!

Lower down carefully, you're doing fine

LITTLE BUG

Today I think I'll be alert
A lively little bug
And waken in the morning light
While other bugs are snug

I wiggle waggle all my legs and scuttle to and fro
A spying life beneath the leaves and what goes on below
I'll scritch and scratch and shove and push
'Till all the bugs come out
To see why I am such alert and what it's all about

Today....

And then by nine when I am still and Samuel pokes the dirt
He'll smile and softly say to me "we learned you were a lert"

Last week I was a little lert and dashed about all day
With frazzled, frizzled, frozzled legs that thought it fun to play
The other bugs were sluggish and crept and crawled about
And made such nice slimy trails before the sun came out

And now I'm tired and need a rest today I'm not alert
I'm poofed and lazy full of sleep I think I'll be inert

If Samuel should come by today please walk on tippy toes
And do not bump the sleeping bug that's snoring in the rose

Today

MEET IN THE MIDDLE

Walk to meet your partner now

Tap their hands show them how

Backwards to your place you go

Not too fast and not too slow

This time skip to the other side

Turn your body as you slip by

Then return back to your place

Glide on past with lots of grace

Meet your partner in the middle

Link right arms and twirl around

Change to the left arms do the same

Isn't this a great fun game

Turn your team into a line

Peel off and stay in time

Back to your place just like the start

This is fun you're all so smart

NUMBER 21

1 2 3 4 5

6 7 8 9 10

11 12

13

14 15 16 17

18

19 20

We made it

We got there

All the way to 21

We only made it to 20

So what comes next 21

20 19

18

17 16 15 14

13

12 11

10 9 8 7 6

5 4 3 2 1

We made it

We got there

All the way 21

And back

REG THE ROBOT

I'm Reg the Robot

That's who I am

I do not run on bread and jam

I'm Roberta the Robot

That's who I am

A shiny and mechanical woman

Move like me

THE CATERPILLAR STORY

The caterpillar creeps along

The caterpillar creeps along

The caterpillar creeps along

Eating lots of leaves

The caterpillar spins and spins

The caterpillar spins and spins

The caterpillar spins and spins

Making its cocoon

It turns into a butterfly

It turns into a butterfly

It turns into a butterfly

With brightly coloured wings

TAP TOGETHER

Chorus

Tap right together 1 2 3

Tap left together 1 2 3

Tap right together 1 2 3

Tap left together 1 2 3

Tap to the Left Tap 1 2 3

Tap to the right Tap 1 2 3

Tap to the Left Tap 1 2 3

Tap to the right Tap 1 2 3

Chorus

Cross your arms and Tap

Change your arms and Tap

Cross your arms and Tap

Change your arms and Tap

Tap sticks behind your back

Tap sticks in front of you

Tap sticks behind your back

Tap sticks in front of you

Chorus

THE COUNTRY DANCE

Spoken: "Well come on everybody
you've got to join in
to this very fine country dance"

Walk like a cow, don't ask me how
You've got to bend low, walk very slow
We are off to the milking shed
Make horns with your fingers and put them on your head
Then we'll all say MOOO

Chorus

Spoken: Link your arms or hold your hands and circle to the left
Now circle to the right

Run like a lamb I know you can
A frisky lamb run as fast as you can
Run run run around the room
Jump as you run you'll get there soon
Then we'll all say BAAA

Chorus

Gallop like a horse, it's tricky of course
Your horse could race or gallop with grace
Gallop round the edge of the room
No matter where you're going you'll get there soon
Then we'll all say Brrrrr

Chorus

Jump like a frog, jump off a log
Jump into the bog, just like a frog
You can jump on a leaf in the pond that's green
And sun yourself 'cause you'll never be seen
Then we'll all say CROOOAAK

CROCODILE

Lie with your tummy on the ground

Turn your head to the left side

Put your left hand flat on the ground

near your nose,

Keep your left leg on the ground and slide your knee towards your hand

Put your right hand top side down on the small of your back.

Lie very still

Now turn your head to the right

Straighten your left leg

Bend your right arm and put your hand flat on the ground near your nose

Keep your right leg on the ground and slide your knee towards your hand

Put your left hand top side down on the small of your back

Lie very still

Now change everything over

Your head, your hand and your knee

Now change everything over

Your head, your hand and your knee

Now change when you hear a clap

LOOK AT ME I'M MOVING

PARACHUTES AND MORE

Most of these songs are more suitable for older children 3 years plus but there are suggestions for "Babies" where appropriate. Otherwise you can adapt the general instructions

	Song Name	Composer Name
Brain Food Songs		
1.	Beautiful Bowl	Grigg Ringrose
2.	Follow Me	Grigg Ringrose
3.	Spinning Top	Ringrose
4.	Hoea te Waka	Traditional
5.	Jump Up High	Grigg Ringrose
6.	Old Red Wagon	Traditional
7.	Oodnadatta	Epstein
8.	Pick a Bale of cotton	Traditional
9.	Rocking all about in a Boat	Traditional
10.	Bouncing	Grigg Ringrose
11.	Turn Around Game	Scruggs
12.	Rocking Ducks	Ringrose
13.	Turn the Page	Ringrose
Parachute Songs		
14.	Lavender's Blue	Traditional
15.	Parachute Moves	Grigg Ringrose
16.	What can the Parachute do?	Ringrose
17.	Pop Corn	Cavoukian/Pike/Raffi
18.	Ring o' Roses	Traditional
19.	See Saw Margery Daw	Traditional
20.	The Wheels on the Bus	Traditional
21.	Up and Down	Grigg Ringrose
22.	Yoo Hoo	Traditional
Upside Down Songs		
23.	An Upside Down World	Grigg Ringrose
24.	Monkey Monkey	Traditional
25.	I'm Upside Down	Grigg Ringrose
26.	Tall Buildings	Ringrose
27.	Wet Washing	Ringrose
28.	Upside Down	Grigg Ringrose
29.	Tumbling Down	Epae

BRAIN FOOD SONGS

This set of songs is excellent for the movement of children's heads, thus stimulating the vestibular system (see General Notes for more information on the vestibular system). The songs include movements such as, turning around, going up and down, bending over, jumping etc. It is an excellent idea to include a song from this group in each music session that you take.

BEAUTIFUL BOWL

BABIES

Hold the baby and dance with him/her.

Adapt the general instructions so that the child moves about in different ways.

GENERAL

This dance encourages the children to tip their heads from one side to the other, making it an excellent "vestibular" activity.

Chorus: Walk in a circle, swaying from side to side with each step..

Verse 1: Stand in one place and jump like popping Rice Bubbles.

Verse 2: Stand in one place and wobble like jelly

Verse 3: Stand in one place and bend the knees quickly while flopping towards the ground like gluggy porridge landing on the plate

FOLLOW ME

This song is great for anything like bean bags or balls where you would like the children to copy what you are doing, but they need a reasonable length of time to practise/master the skill.

OLD RED WAGON

This is a song that uses instruments, rhythm sticks or similar. The actions are contained in the words of the song.

SPINNING TOP

BABIES

Hold the baby and walk around, slowly, in a small circle. Walk one way for the winding up section then the other way for the unwinding. Then move them towards the ground for the 'falling over' bit. Remember to bend your own knees. The movements in this song stimulate the vestibular system.

GENERAL

The movements in this song stimulate the vestibular system.

It is fine for children to spin themselves in the way the song encourages, but never spin a child (unless under specialist care) on something (swing, swivel chair, etc.) as you will not be aware of how much spinning the child is receiving - too much can result in the child having a seizure.

However, gentle spinning that the child controls (doing it to themselves) is fine.

Have the children spin (maybe you may need to walk around with them) one way to wind up and then the other way to unwind, and then they fall over.

HOEA TE WAKA

BABIES

Sit the child in your lap and rock backwards and forwards

GENERAL

Either sit with a child and row them backwards and forwards or sit opposite each other and row the canoe, or they can paddle one side then the other.

JUMP UP HIGH

The actions are contained in the words of the song. Modify the actions to suit the age of the children. For example, while older children are jumping get them to do something with their arms.

OODNADATTA

This is an excellent rhythm song that can be used with instruments, or you could use it as a massage accompaniment. Contrast gentle tapping with stroking. Instrumental introduction: gently place your hands on the child's body as a way of introduction to the activity that is to follow.

Oodnadatta...	tap the head very gently
Perth, Darwin..	stroke the head
Oodnadatta...	tap the arms
Perth..	stroke the arms
Oodnadatta..	tap the back
Perth...	stroke the back
Oodnadatta..	tap the legs
Perth ..	stroke the legs

Final instrumental - Very lightly (hardly touching) stroke the child from the head to the toes. This is a way of gently finishing off the massage for the child. You may like to use this or something similar to end all your massages as the body then knows what to expect and that the massage is about to finish. A similar principle applies for the start of the massage. Placing your hands gently on the body is a good way to let the body know that something is about to happen.

PICK A BALE OF COTTON

Verses: as indicated in the words of the song

Verse 1: Jump Down (jump)

Turn around (turn around)

Pick a bale of cotton (bend down and gather the "cotton" off the ground)

Repeat...

Verse 2: Clap my hands, shake my hips

Verse 3: Tap my shoulders, pat my knees

Verse 4: Blink my eyes and flap my wrists

Chorus: Dance in a small circle with elbows linked or holding hands and facing each other

ROCKING ALL ABOUT IN A BOAT

Sit opposite the child (adult/child or child/child) and row the boat to begin with.

Change to rocking around, in circles or side to side as indicated by the music.

BOUNCING

This is a great song for young children. Sit the child on your knee and bounce them with the music.

Then tip the child from side to side as indicated in the words of the song.

Match your enthusiasm for bouncing and tipping with the age of the child, very small gentle movements for a young baby and more vigorous movements for an older child.

TURN AROUND GAME

Have the children stand and turn around. Encourage them to go one way and then the other.

While they are lying on the ground they can do the actions that are suggested in the words of the song.

ROCKING DUCKS

Lots of rocking and waddling in this song. Have the children down 'pecking seeds' off the ground. The words give clues as to what the ducks are doing.

"Duck walking" with children squatting is considered unsafe for their young joints, so get them to walk on their knees when they are being ducks, or stand and bend the knees no further than 90 degrees.

TURN THE PAGE

Get the children to lie on the floor and every time they hear the words "turn the page" they all need to roll over - first roll to the right, then roll to the left on the next "turn the page" – repeat. Listening for the words "turn the page" is a useful skill.

PARACHUTE SONGS

Parachutes are a fabulous addition to any music session. The keys to a good parachute for an Early Childhood setting are as follows:

- 1: Strong durable material with “sail quality” stitching (this will extend the range of possible activities).
- 2: Handles are very limiting. The parachute without handles is best, so remove them if there are any. Children can perform a wider range of activities when there are no handles. They will move easily, pass the parachute easily and the number of children using the parachute is not limited to the number of handles (persuading a 3 year old that it is OK not to have a handle when everyone else has one, is a challenge!).
- 3: No hole in the middle of the parachute. The parachute floats, throws up in the air and contains things on top better with a solid centre.
- 4: A good range of colours is not essential but does increase the learning opportunities for children.

SAFETY:

Have children take their shoes off when you are using the parachute so that the fabric won't get torn on buckles and children are not hurt by shoes standing on them.

When children are going under the parachute, put an adult under with them so that everyone stays safe.

Contact us for details of where you can purchase the type of parachute that fits the description above. They are more expensive than some of the parachutes around, which may be a limiting factor for some groups (you are better to have one and modify activities, than not have one at all), but if you are looking for a really good quality parachute, this manufacturer knows what they are doing.

LAVENDER'S BLUE

A very peaceful song.

Have the children lie under the parachute and bring the parachute up and down slowly. They can “tickle” the parachute with their fingers or their toes. If you are going to let them do this make sure that they are all lying with their heads in the middle and their feet towards the edges (like a cut circular pie) so that the “tickling feet” do not land on someone else's head.

PARACHUTE MOVES

WHAT CAN THE PARACHUTE DO?

The music suggests what to do with the parachute. Have the children hold on to the edges and then shake it, making it go up and down or pass it round.

POP CORN

You put the oil in the pot
And you let it get hot
You put the popcorn in
And you start to grin
Sizzle, sizzle sizzle sizzle
Sizzle, sizzle sizzle sizzle
Pop!

Pretend to pour oil from a bottle
little, gentle shaking
throw corks, ping pong balls, bean bags on
bigger shaking
Big throw of all the things on top

RING O' ROSES

Have the children hold the edges of the parachute and walk around, falling over as the rhyme suggests, holding on all the time.

SEE SAW MARGERY DAW

Have the children hold the edges of the parachute. You will need an adult at the two "ends" of the see saw. Then the children at one end lift the parachute up while the others hold their end down and then they change. Once you have this worked out it is fun for some children to be under the parachute while it is see-sawing.

THE WHEELS OF THE BUS

Put children on the top of the parachute for this, and then get the parents/teachers to walk the parachute around in a circle with the children on the top. The adults do not lift them off the ground, just move them around. Children love it, but the type of parachute you have will determine your ability to do this.

Alternatively, have the children pass the parachute around for the chorus, as a wheel.

UP AND DOWN

Have the children hold the edges of the parachute and follow the words of the song. They can also go under the parachute for this song.

Yoo Hoo

Have some of the children go under the parachute. Instruct them to call out “Yoo Hoo” when you lift the parachute up. Have everyone on the outside of the parachute hold the parachute down so that the children inside make it look like a hill.

When the song says “Yoo Hoo” lift up the parachute and let the ones underneath call out as an echo.

UPSIDE DOWN SONGS

All of these songs encourage children to go upside down somehow. For young, light children you may feel like tipping them upside down yourself. Do this very carefully. This is a general guide for babies over 3 months, who have good neck control and good muscle tone. Hold the child facing you with their legs around your waist, support their neck with one hand and move your body forward so that the baby will go backwards and nearly upside down a little. If the child is unsure or unhappy stop. Try again later and make the movement smaller. Usually what will happen is very quickly the child will start to push back to make you put them upside down, so make sure you hang on to them well.

As they get older and stronger you can find other ways to hold them upside down. Holding them by the thighs, or bent in half and holding them by the waist are two very safe ways to hold the child. Holding them over a bar, the back of the sofa etc is easier at home. When they are finishing being upside down get them to put their hands on the ground and then roll them round gently as if they are doing a forward roll. Never let the child rock on the top of the head. They need to land on the top of the neck/back of the head.

CAUTION: If you have a child with a medical condition check with your health professionals before doing this activity with the child. Children with Downes Syndrome are an example where there may be some instability in the neck area and such an activity should not be attempted without professional supervision.

Also do not tip children upside down when they are unwell, especially with ear infections or a heavy cold. You will not damage the child but they will be very uncomfortable and you could create an unpleasant impression of being upside down. Let the child be your guide, if they are happy upside down then they will be feeling comfortable enough to do it.

For older children get them to bend down and look through their legs and move from side to side.

Upside down is an excellent vestibular activity. See the general notes for more details.

AN UPSIDE DOWN WORLD

A general upside down song.

MONKEY MONKEY

Make actions to fit the song words and the ages of the children. The upside down part is the last line when it says “but don’t fall down on your little pink nose”.

I’M UPSIDE DOWN

Follow the suggestions in the words of the song.

TALL BUILDINGS

A general upside down song. Hold the child upside down and move them up and down, round and round and in and out as each line indicates.

WET WASHING

A general upside down song.

UPSIDE DOWN

Follow the instructions in the words of the song.

TUMBLING DOWN

A combination massage and upside down.

Building blocks: press fists on the child like building blocks

Sand castles: squeeze the “sand” (child’s body)

Walking: tickle the child to make them laugh

Go upside down for the “Tumbling down” chorus. We usually only do one verse and chorus during a session.

BEAUTIFUL BOWL

Chorus:

Here is our beautiful bowl

Round as round can be

Here is our beautiful bowl

Round as round can be

Verse 1:

Rice bubbles go pop pop pop

Pop pop pop in our bowl

Rice bubbles go pop pop pop

Pop pop pop in our bowl

Verse 2:

See the jelly wobble away

Wobble away in our bowl

See the jelly wobble away

Wobble away in our bowl

Verse 3:

Porridge goes glug glug glug

Glug glug glug in our bowl

Porridge goes glug glug glug

Glug glug glug in our bowl

FOLLOW ME

Look at what I'm doing

Can you do it too?

Look at what I'm doing

Follow me follow me

Look at what I'm doing

Now it's time to choose

Something else for us to do

Now it's time to choose

Something else for us to do

SPINNING TOP

Winding up the string on my spinning top

Winding up the string on my spinning top

Now I'm spinning, spinning

Whoops I've fallen over

HOEA TE WAKA

Hoea te waka tamariki ma

Hoea te waka tamariki ma

Hoea te waka tamariki ma

Ki a piki ai ki runga

JUMP UP HIGH

Jump jump jump up to the sky

Jump jump jump way up high

Jump jump jump up to the sky

Jump jump jump way up high

Hop hop hop all around the room

Hop hop hop all around

Hop hop hop all around the room

Hop hop hop all around

Creep creep creep very quietly

Creep creep creep all around

Creep creep creep very quietly

Creep creep creep all around

Gallop gallop gallop like a horse

Gallop gallop gallop like a horse

Gallop gallop gallop like a horse

Gallop gallop gallop like a horse

OLD RED WAGON

Tap to the left, old red wagon

Tap to the right, old red wagon

Tap to the left, old red wagon

Tap to the front ...

Tap to the back ...

Tap to one side...

Tapping on the floor...

PICK A BALE OF COTTON

I'm going to jump down turn around pick a bale of cotton

I'm going to jump down turn around pick a bale a day (2x)

Oh lordy pick a bale of cotton

Oh lordy pick a bale a day

I'm going to shake my hips and clap my hands...

I'm going to tap my shoulders, pat my knees...

I'm going to blink my eyes and flap my wrists...

ROCKING ALL AROUND IN A BOAT

All together row your boats

Rowing rowing

Over the water row your boats rowing all

Rocking all around in a boat on the sea

Rock rock rock rock rock along with me

And we're rocking and we're rocking in a boat on the sea

Rocking rocking rocking all around

BOUNCING

Bouncing bouncing bouncing on my knee

Bouncing bouncing bouncing on my knee

Bouncing up and down upon my knee

Bouncing bouncing bouncing on my knee

Oops we're going from one side to the other

Oops we're going from one side to the other

Oops we're going to this side then to that side

Oops we're going from side to side

ROCKING DUCKS

5 ducks walking and a waddling round the pond

5 ducks walking and a waddling round the pond

5 ducks walking and a waddling round the pond

When they should have been rocking along

4 ducks quacking and running round the pond

3 ducks stretching and flapping their wings by the pond

2 ducks pecking and scratching the ground by the pond

1 duck sleeping, her eyes shut by the pond

All the ducks waddling and rocking round the pond

UPSIDE DOWN

Walking all around right way up

Feet are down and head on top

The sky is up above

The grass is down below

Until we have to stop

And we go upside down

Now we are upside down

TURN THE PAGE

A fox was walking round here and there
He met a rabbit who thought he was a hare
The fox said he wanted to find a bear
The rabbit said "You don't find them round here"

Maybe if we ask that goat over there
By that donkey with the caterpillar on her hair
We might find a bear

The donkey said "You'll have to catch a train"
Find the tiger standing outside in the rain
By the giant with the really clever brain
Who knows an owl, who knows where there's a bear
And the fox and the rabbit said thank you

MONKEY MONKEY

Monkey monkey in the tree
I see you but do you see me?
Booo
Tickle on your fingers
Tickle on your toes
But don't fall down on your little pink nose

LAVENDER'S BLUE

Lavender's blue dilly dilly

Lavender's green

When I am King dilly dilly

You'll be my Queen

Who told you so dilly dilly

Who told you so?

I told myself dilly dilly

I told me so

I love to dance dilly dilly

I love to sing

When I am Queen dilly dilly

You'll be my King

Who told you so dilly dilly

Who told you so?

I told myself dilly dilly

I told me so

PARACHUTE MOVES

The parachute's out it's time to have some fun

Fingers on top underneath is your thumb

Shake the parachute make lots of noise

Shake the parachute boys and girls

Up and down up and down

Lift the parachute up and down

Up and down up and down

Lift the parachute up and down

Round and round, round and round

Move the parachute round and round

SEE-SAW MARGERY DAW

See-saw Margery Daw

Johnny will have a new master

He will work for a penny a day

Because he can't work any faster

UP AND DOWN

Up and down, up and down

My parachute goes up and down

Up and down, up and down

Up and down it goes.

RING O' ROSES

Ring a ring o' roses

A pocket full of posies

A tishoo a tishoo

We all fall down

The bird is on the steeple

High above the people

A tishoo a tishoo

We all kneel down

The King has sent his daughter

To fetch a pail of water

A tishoo a tishoo

We all bow down

The cows are in the meadow

Eating all the grass

A tishoo a tishoo

Who's up last?

Not me!!!!

WET WASHING

Wet washing hanging on the line

Drying very quickly when the weather's fine

Along comes the wind and blows it all about

Flip flap, flip flap blowing in and out

Yoo Hoo

There's someone standing on a big high hill

There's someone looking at me

There's someone standing on a big high hill

I wonder who it can be

Yoo hoo (echo) Yoo hoo

Yoo hoo (echo) Yoo hoo

I wonder who it can be

Yoo hoo (echo) Yoo hoo

I wonder who it can be

Yoo hoo

AN UPSIDE DOWN WORLD

The world looks different when you're upside down

Upside down, upside down

The world looks different when you're upside down

Ooowwww

TALL BUILDINGS

Tall buildings in the town

Lifts going up and down

Doors swinging round about

People going in and out

I'M UPSIDE DOWN

Wave your hands up in the air

Then you put them down

Now get ready here we go

Upside down

Upside down

THE WHEELS ON THE BUS

The wheels on the bus go round and round

Round and round, round and round

The wheels on the bus go round and round

All day long

The lights on the bus go blink blink blink

The horn on the bus goes toot toot toot

The wipers on the bus go swish swish swish

The people on the bus go up and down

HE WAIATA TAMARIKI

VOLUME 1

This is a collection of songs that have a mixture of action songs, dances and rhythm games. There are suggested actions for the songs beside the English words where appropriate.

	Song Name		Composer Name
1.	Mihi Mai	The Hello Song	Grigg/Ringrose
2.	Me Miraka Te Kau	Dairy Dance	Grigg/Ringrose
3.	Ra whanau	Happy Birthday	Traditional
4.	Hoea te Waka		Traditional
5.	He Paoro Au	I'm a Ball	B Ringrose
6.	Hari Koa Ake Au	If You're happy	Traditional
7.	He Hama a Hone ka Patu	Johnny Taps with One Hammer	Traditional
8.	Ka Hui Tatou Katoa	Oh The More We Are Together	Traditional
9.	Pakipaki		Traditional
10.	Maaio Te Awa	Peace Like a River	Traditional
11.	Ka Kato Au Te Miro	Pick a Bale of Cotton	Traditional
12.	Pokarekare Ana		Tomoana
13.	Pungawerewere	Spider	Hirini Melbourne
14.	He Kori Kori te Paoro	Rock'n Roll Ball Dance	B Ringrose
15.	Porotaka	Spining Top	B Ringrose
16.	Ka Raarangi	Standing in a Queue	B Ringrose
17.	Nga Wira O Te Pahi	The Wheels on the Bus	Traditional
18.	Kapo Kapo Nga Whetu	Twinkle Twinkle Little Star	Traditional

RA WHANAU (HAPPY BIRTHDAY)

Ra whanau ki a koe	Happy Birthday to you
Ra whanau ki a koe	Happy Birthday to you
Nga mihi ki a	Greetings to.....(name of person)
Ra whanau ki a koe	Happy Birthday to you

PAKIPAKI

Have the children do the actions as indicated in the words of the song.

Pakipaki pakipaki	clap
Tamariki ma	children
Pakipaki pakipaki	clap
Tamariki ma	children
Kanikani	dance
Hurihuri	turn around
E peke	jump
E oma	run
E hula	hula
Takahia	stamp
E Haka	
haka!	

PUNGAWEREWERE

Pungawerewere	Spider
Pungawerewere	Spider
Pungawerewere	Spider
Mahia to whare e	Making your house
Mahia to whare e	Making your house
Haere atu hoki mai	Go out - come in
Haere atu hoki mai	Go out - come in
Haere atu hoki mai	Go out - come in
Mahia to whare e	Making your house
Mahia to whare e	Making your house
Honohonotia ra	Join the web
Honohonotia ra	Join the web
Honohonotia ra	Join the web
Mahia to whare e	Making your house
Mahia to whare e	Making your house
Haere atu ki te huna	Go out and hide
Haere atu ki te huna	Go out and hide
Haere atu ki te huna	Go out and hide
Kua oti to whare e	Your house is finished
Kua oti to whare e	Your house is finished

HARI KOA AKE AU

Hari koa ake au paki paki

Hari koa ake au paki paki

Hari koa ake au maku tohu kia mau

Hari koa ake au paki paki

...pane ru

...takahi

...kia "ha ha"

...mahi katoa

IF YOU'RE HAPPY & YOU KNOW IT

Do the actions as indicated in the words of the song.

If you're happy and you know it clap your hands

If you're happy and you know it clap your hands

If you're happy and you know it then you'll really want to show it

If you're happy and you know it clap your hands

...nod your head

...stamp your feet

...say "Ha ha"

...do all four

HE HAMA A HONE KA PATU

Ka patu a Hone te hama, te hama, te hama

Ka patu a Hone te hama

Ka paatua e rua

Ka patu e rua, e rua, e rua

Ka patu e Hone e rua

Ka paatua e toru

Ka patu e toru, e toru, e toru

Ka patu e Hone e toru

Ka paatua e wha

Ka patu atu e wha, e wha, e wha

Ka patu e wha

Ka paatua e rima

Ka patu atu e rima, e rima, e rima

Ka patu a Hone e rima

Ka noho ki te moe

JOHNNY TAPS WITH ONE HAMMER

Johnny taps with one hammer

Tap with one fist

One hammer one hammer

Johnny taps with one hammer

Then he taps with two

Two

Tap with both fists

Three

Two fists and one foot

Four

Two fists and both feet

Five ...

Two fists, both feet and nod head

Then he goes to sleep

KA RAARANGI

Verse 1:

Hikoi ki te toa kai
Hoko hoko mai
Hikoi ki to toa kai
Tangohia mai nga kai
Ka kii mai to wakena
Hikoi ki waho
Ka raarangi atu koe

Chorus:

Ka raarangi
Ka tu atu
Ka taatari koe

Verse 2:

Rere i te whenua
He kori pai
Ka rere ka matewai
Ko tahi ano te taapu
Me tu me raarangi

Verse 3:

Peke peke taatari mo te pahi
Titiro ki te rori
Ka tae mai te pahi
Te kuuwaha kotahi
Ka raarangi atu koe

STANDING IN A QUEUE

Walking round the supermarket

Walk around as if shopping, with a trolley

Shopping to the beat

Walking round the supermarket

Getting things to eat

When your trolley's full

You walk towards the door

Where you have to wait in line.

You form a queue

Form a queue behind a person

That's what you do

Waiting in line is a queue

Running round the park

Little running around the park

Having lots of fun

Running round the park getting thirsty

But there's only one tap where you can have a drink

So you have to wait in line.

Hopping on the spot waiting for a bus

Hopping or jumping, depending on
age and stage of children

Looking up and down the road

The bus comes along

With only one door

So you have to wait in line.

HE KORI KORI TE PAORO

Puritia te paoro me korikori

Whai mai ki ahau

Puritia te paoro me korikori

Whai mai ki ahau

Puritia te paoro me korikori

Whai mai ki ahau

Puritia te paoro i to kaokao....

Puritia te paoro waenganui 'ou turi....

Waiho te paoro i raro i to kauae

ROCK'N'ROLL BALL DANCE

Each child needs at least one ball to dance with. When the children know the dance well add in extra balls, or maybe a ball, a beanbag, a koosh ball etc for each child so that by the end of the dance they are holding three or four items. Great fun, and it provides lots of laughs.

Hold the ball and move around

Show me how you move

Hold the ball and move around

Show me how you move

Hold the ball under your arm.....

Hold the ball between your knees.....

Put the ball under your chin.....

KA HUI TATOOU KATOAA

Ka hui tatou katoa, katoa, katoa
Ka hui tatou katoa, ka koa te katoa

To hoa taku hoa tatou katoa
Ka hui tatou katoa, ka koa te katoa

OH THE MORE WE ARE TOGETHER

This song could be used as a rhythm song or a very simple dance with two different actions. Eg, "Oh the more.." go around in a circle, "For your friends.." swing the arms.

Oh the more we are together, together, together
Oh the more we are together, the happier we'll be

For your friends are my friends
And my friends are your friends
Oh the more we are together, the happier we'll be

KAPO KAPO NGA WHETU

Kapo kapo nga whetu

Hei whaakaaro ki a u

He rangi o te ao

Penei i te taimana

Kapo kapo nga whetu

Hei whaakaaro ki a u

TWINKLE TWINKLE LITTLE STAR

Twinkle twinkle little star

How I wonder what you are

Up above the world so high

Like a diamond in the sky

Twinkle twinkle little star

How I wonder what you are

ME MIRAKA TE KAU

Me miraka te kau

Me miraka te kau

Ha he hi ho hau

Me miraka te kau

Me huri au ka kau.....

Me patu au ka tau.....

Me miti au ka pau.....

A MILKING WE WILL GO

A milking we will go

Milking action with hands

A milking we will go

Hi ho the dairy oh

A milking we will go

A churning we will go

Roll forearms over one another

A patting we will go

Pat body all over (patting the butter)

A licking we will go

Lick an ice cream

MAAIO TE AWA

Maaio te awa, maaio te awa

Maaio te awa me te wairua

Ka rere te awa, ka rere te awa

Ka rere te awa me te wairua

Ma te puna mai te koa, ma te puna mai te koa

Ma te puna mai te koa i te wairua

Ka rere te puna, ka rere te puna

Ka rere te puna me te wairua

Mai te moana te aroha, te moana te aroha,

Te moana te aroha, me te wairua

Ka rere i te moana, ka rere i te moana,

Ka rere i te moana, me te wairua

PEACE LIKE A RIVER

I've got peace like a river

Peace like a river

Peace like a river in my soul

And it flows like a river

Flows like a river

Flows like a river in my soul

I've got joy like a fountain ...

I've got love like an ocean.....

POROTAKA

Pokai ana kei runga porotaka

Pokai ana kei runga porotaka

Tahurihuri au

Inaianei

Aue! Tutuki au ki runga

“Ka tu au”

SPINNING TOP

Winding up the string on my spinning top

Have children turn in a small circle

Winding up the string on my spinning top

Now I’m spinning, spinning

Stop and turn the other way

Whoops I’ve fallen over

Fall over onto the ground

HE PAORO AU

Kei te rora te paoro

Kei te rora te paoro

Kei te rora te paoro

He paoro ka rora au

Ka whana au te paoro

Ka whana au te paoro

Ka whana au te paoro

He paoro ka whana au

Ka whiu au te paoro

Ka whiu au te paoro

Ka whiu au te paoro

He paoro ka whiu au

Ka patu au te paoro

Ka patu au te paoro

Ka patu au te paoro

Kei au te paoro ka patu

I'M A BALL

Have the children make actions that fit the words of the song.

I'm a ball and I'm rolling

I'm a ball and I'm rolling

I'm a ball and I'm rolling

Rolling around the room

I've got a ball and I'm kicking

I've got a ball and I'm throwing

I've got a ball and I'm batting

POKAREKARE ANA

Pokarekare ana nga wai o Waiapu

Whiti atu koe hine, marino ana e

E hine e, hoki mai ra

Ka mate au e, te aroha e

HOEA TE WAKA

Hoea te waka tamariki ma

Row the canoe children

Hoea te waka tamariki ma

Hoea te waka tamariki ma

Kia piki ai ki ruinga

That you may attain fulfillment

Kia piki ai ki ruinga

KA KATO AU TE MIRO

Ka peke au ka huri au

Ka kato au te miro

Ka peke au ka huri au

Ka kato au te hei

Matua, katohia te miro

Matua, katohia te hei

Ka hopehope ringa paki

Ka kato au te miro

Ka hopehope ringa paki

Ka kato au te hei

Ka pokohiwi pa te turi

Ka kato au te miro

Ka pokohiwi pa te turi

Ka kato au te hei

Ka keko au porowhiiri atu

Ka kato au te miro

Ka keko au porowhiiri atu

Ka kato au te hei

PICK A BALE OF COTTON

Actions: as indicated in the words of the song

Verse 1: Jump Down (jump), Turn around (turn around), Pick a bale of cotton (bend down and gather the "cotton" off the ground), Repeat...

Verse 2: Clap my hands, shake my hips

Verse 3: Tap my shoulders, pat my knees

Verse 4: Blink my eyes and flap my wrists

Chorus: Dance in a small circle with elbows linked or holding hands and facing each other.

I'm going to jump down turn around pick a bale of cotton

I'm going to jump down turn around pick a bale a day(2x)

Oh lordy pick a bale of cotton

Oh lordy pick a bale a day

I'm going to shake my hips and clap my hands

I'm going to tap my shoulders, pat my knees

I'm going to blink my eyes and flap my wrists

NGA WIRA O TE PAHI

Nga wira o to pahi

The wheels on the bus

Huri huri huri (3x)

Go round and round

Nga wira o to pahi

Huri huri huri

Ki te taone e

All the way to town

Te haone o te pahi

The horn on the bus goes

Tangi ana e (3x)

Toot toot toot

Te haone o te pahi

Tangi ana e

Ki te taone e

Nga iwi o te pahi

The people on the bus go

Tupeke ana (3x)

Up and down

Nga iwi o te pahi

Tupeke ana

Ki te taone e

BOOK LIST

There are many excellent books that describe the developmental sequences children go through. *The Developing Child* by Helen Bee, or *The Young Child* by J Black and M Puckett are good places to start. The books listed below relate specifically to the issues of moving and learning, and the importance of this. At Tessarose we use music to encourage children to move so that they can then learn well.

Goddard, Sally **A Teacher's Window Into A Child's Mind**
Fern Ridge Press, Eugene, Oregon, USA. 1996

Children are born with their infant reflexes present (they can suck, they get frights, etc.). This book identifies those reflexes and discusses what happens if the reflexes do not turn themselves off as they would normally do.

Hannaford, Carla. **Smart Moves: Why Learning Is Not All In Your Head**
Great Ocean Publishers, Virginia, USA. 1995

This book examines the brain and some of the ways to make learning easier. Carla Hannaford uses Brain Gym movements. The movement difficulties that children experience may be part of why they do not learn effectively. Tessarose music works to encourage children to be effective movers using music.

Sasse, Margaret **If Only We'd Known**
Toddler Kindy GymbaROO, Australia. 1979, Revised 1990, 2000.

This book is a general description of the essential aspects of movement that children need to go through to enhance brain development.

Ward, C. and Daley, J. **Learning to Learn**
Ward & Daley, Christchurch, New Zealand. 1993

Getting a learner into the best state for learning is the focus of this book.

Sasse, Margaret **Tomorrow's Children**
Toddler Kindy GymbaROO, Australia. 2002

Connell, Gill & Crowe, Robyn **Moving to Learn**
The Caxton Press, Christchurch NZ. 2003

Kernahan, Prue **Daily Perceptual Motor Activities**
McLaren Brown, New Zealand 1987, 3rd ed 2003

