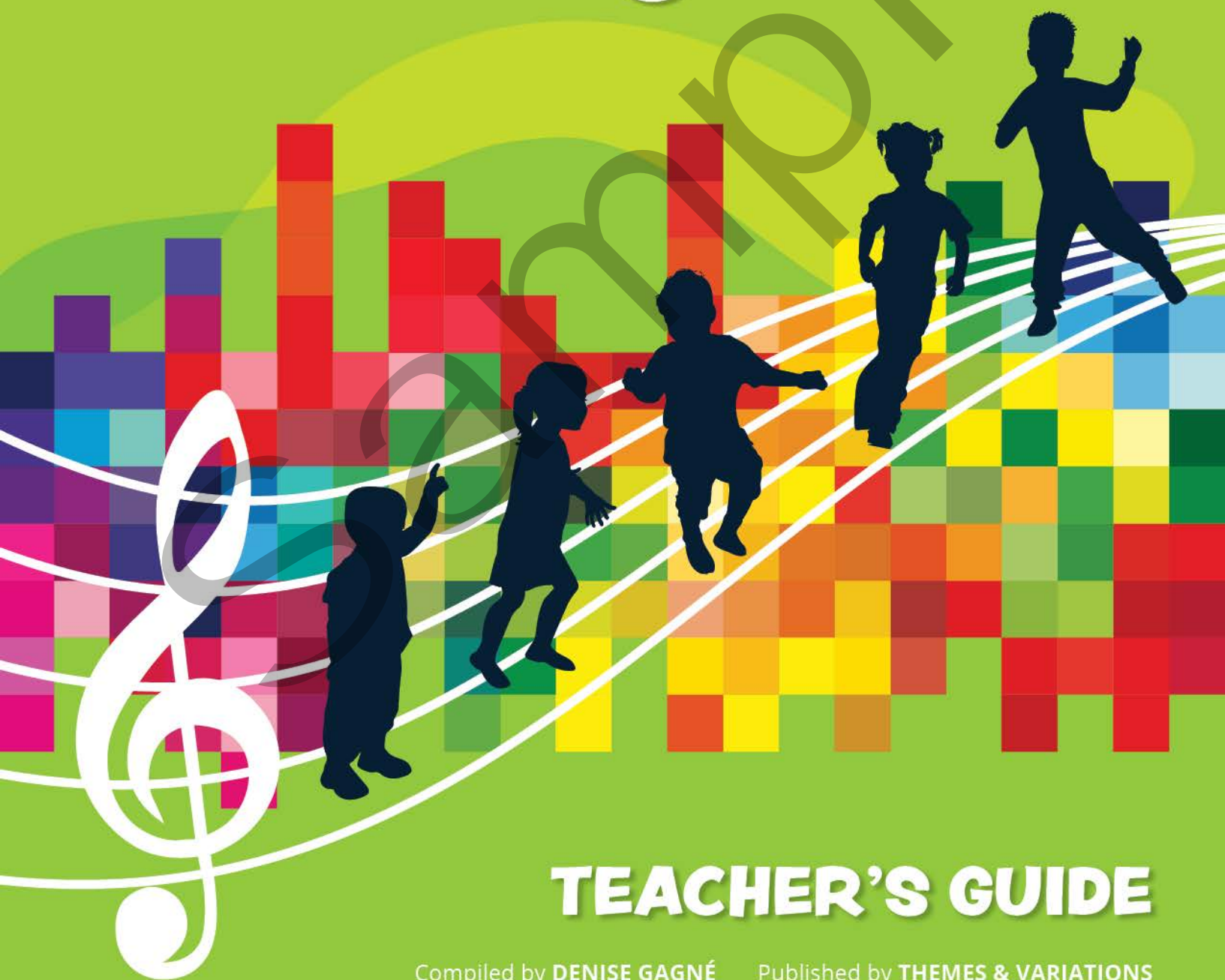


THEMES & VARIATIONS

# MUSICPLAY

## Kindergarten



**TEACHER'S GUIDE**

Compiled by DENISE GAGNÉ

Published by THEMES & VARIATIONS

# Musicplay Kindergarten

## Teacher's Guide - New Edition

### Song List

#	Title
1	Welcome to School
2	Put Your Finger
3	Count and Go
4	Listen As I Play
5	Join into the Game
6	You've Got to Sing
7	This Is My Speaking Voice
8	Cookie Jar Chant
9	Follow, Follow Me
10	A Smile Goes
11	Vivace, Handel
12	Hickety Tickety
13	Loud - Quiet Voice
14	Do You Want
15	Walk to School
16	Andy Pandy
17	Dr. Knickerbocker
18	Gingerbread Man
19	Color Song
20	I Am a Pizza
21	Autumn Leaves
22	Shape Song
23	Hey! Hey! Look at Me
24	We Cook Turkey
25	Air, J.S. Bach
26	Badinerie, J.S. Bach
27	I'm Glad I Have a Nose
28	London Bridge
29	I Get a Happy Feeling
30	Stop! Look and Listen
31	October Is Here
32	Pumpkin Stew
33	Alphabet Action
34	Brush Your Teeth
35	Halloween Looby Loo
36	Costume Fun
37	Pumpkin Fat
38	Grumpy Grizzly
39	Can't Wait
40	Tommy Thumb
41	Sambalele
42	Kumbayah
43	Gavotte, J.S. Bach
44	Take My Little Car

### Song List

#	Title
45	Days of the Week
46	Old Navy
47	Rainbow World
48	Old King Glory
49	Bear
50	Teddy Bear
51	Wheat in the Wind
52	Phony Baloney
53	Barnacle Bill
54	ABC Blues
55	Put the Beat in Feet
56	I'd Go Dancing
57	One Little Candle
58	Germs
59	The Parade of the Wooden Soldiers
60	Curly Joe
61	S-A-N-T-A
62	Rock Around
63	Christmas Is Here
64	Play the Bells to Celebrate
65	Jolly, Jolly Santa
66	He'll Be Comin' Down
67	Let's Get on Board
68	The Sewing Machine
69	Ha Ha This-A-Way
70	Snowman Joe
71	Bogannin' Hill
72	Old Mother Brown
73	Penguin Polka
74	Months of the Year
75	Jubilee
76	Who Has the Pencil?
77	Sailor Song
78	Fiddledeedee
79	Button Factory
80	Pretty Princess
81	Cheer for 100!
82	It Takes One
83	Arroz con leche
84	Page's Train
85	Chew Chew
86	Down by the Station
87	Groundhog

### Song List

#	Title
88	Willowbee
89	The Musical Priest
90	Little Airplane
91	Three Wheeled Car
92	Listen to Me Play
93	I Like Valentines
94	As Friends We're Two
95	Kangaroo
96	Wallaby Hop
97	Hey There Friend
98	Head and Shoulders
99	If You're Happy
100	We Don't Put Up
101	Alice the Camel
102	A-Tisket, A-Tasket
103	San Severino
104	Dinosaurs
105	Dinosaur Ditty-wa
106	I Wanna Be a Dog
107	The Proud Horseman
108	The Connaughtman's Rambles
109	Burnie Bee
110	A' Me Limbo
111	Purple Stew
112	Leprechaun March
113	Michael Finnigan
114	Mr. Troll
115	Nanny Goats
116	Don't Throw Your Junk
117	Move to the Drum 1
118	Me and My Kite
119	Knees Up Mother
120	Tingalayo
121	Four in a Boat
122	Pass the Shoe
123	Hugs and Grugs
124	Bubble Gum
125	Kids Are Cool
126	Easter Bunny Hops
127	Easter Is Here
128	German Dance
129	Color the Eggs
130	Old Mr. Rabbit
131	Spaceworms

### Song List

#	Title
132	Five Green Men
133	Rain, Rain Go Away
134	Six Inch Boots
135	If All the Raindrops
136	Ame Ame
137	We've Got the World
138	Bluebird
139	Grandma Moses
140	Grandma and Grandpa
141	Wear a Helmet
142	Debajo del boton
143	Moms Are Special
144	Frog in My Pocket
145	On a Log
146	Scie le bois
147	The Great Gate of Kiev
148	Symphony No. 4
149	Chickamy
150	Old MacDonald
151	Welcome to Bermooda
152	Peanut Butter
153	Farmer in the Dell
154	Move to the Instruments
155	Los pollitos
156	Watch Our Garden
157	Listen to the Water
158	Go Round and Round
159	See Saw
160	Uptown Zoo
161	Fireman
162	Circus Parade
163	Naughty Kitty Cat
164	The Humpback Whales
165	A Boy and a Girl
166	Miss Polly
167	The Mill
168	Hotaru Koi
169	Sammy the Salmon
170	What Shall We Do?
171	Tambourin, J.C. Bach
172	Let Your Light Shine
173	Draw a Bucket
174	She'll Be Comin' Round
175	Move to the Drum 2

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# Kindergarten Music Curriculum

	MOVING	SPEAKING SINGING	PLAYING	LISTENING	READING NOTATING	CREATING
R H Y T H M	* Beat - experience, label *short-long patterns, rest experience * accent	* Sing songs with a steady beat in 2/4 4/4 6/8  * Patterns ♪ ♪	* Beat - experience and label when playing unpitched instruments	* Beat - experience and label when listening	* Experience and label beat. Tap a beat on a beat chart. * label patterns ♪ ♪	* Play a beat on a variety of instruments * create patterns on unpitched instruments
M E L O D Y	* experience and label melodic direction * experience and begin to label high-low	* develop voice * melodic direction *high-middle-low * tone match: songs with limited range * repertoire songs	* melodic direction * play high or low notes on pitched instruments	* melodic direction * high-low * size of sound source = pitch	* show high-low with arm motions (so-mi) * respond to so-mi hand signals	* create answers to teacher questions * create new verses alone or within the group
H A R M O N Y	* move to music that is major/minor and ask how it makes them feel	* major/minor experience * sing a song with teacher accompanied ostinato	* play a rhythm with teacher accompanied ostinato	* listen to major/minor and ask how it makes them feel or what it makes them think of		* experience moving and creating to minor "October is Here" "Halloween Looby Loo"
F O R M	* experience phrase through movement, teacher labels with shapes	* sing songs with sections that may be repeated (same) or different. (AB)	* recognize that a section can be repeated or different when playing instruments	* recognize that a section can be repeated or different when listening	* teacher labels and shows form with shapes	* As a class, decide on the final form of performances
E X P R E S S I O N	* move to show fast-slow, loud-soft, different moods e.g. create movement to "Spaceworms"	* sing music that is loud - soft, fast - slow * sing songs with expression to show the meaning of the song	* play the beat on instruments to show fast - slow, loud-soft	* recognize that music may express our feelings * loud - soft * fast - slow * timbre - instruments u/p classify by sound * timbre - voices	* Teacher can label songs as fast-slow, loud-soft	* create movements that show fast-slow, loud-soft e.g. Take My Little Car for fast-slow, Grumpy Grizzly for loud-soft
C U L T U R E	* perform singing games and simple dances from a variety of cultures e.g. Ame Ame, Arroz con leche, Kumbayah, Tingalayo, Sambalele	* sing songs from a variety of cultures * sing simple songs in languages other than English	* play instruments representative of many cultures	* listen to music from a variety of historical periods and a variety of cultures e.g. Connaughtman's Rambles - Irish Tambourin - Bach	* Teacher should show the location of the country or culture on a world map or on a globe	* create movements to songs from other cultures e.g. Firefly, Japan Little Airplane, China

## RELATE MUSIC TO OTHER ARTS AND OTHER SUBJECT AREAS

- Learn songs that reinforce or relate to topics, skills and subjects that are learned in kindergarten.
- Have students draw pictures that show the way music makes them feel, or what it makes them think of.
- Have students dramatize songs.
- Create dances and movements to music.
- Learn many poems and chants.

MONTH	BEAT/RHYTHM EXPRESSION	MELODY - HARMONY	LISTENING CREATING	FORM/CULTURE MOVEMENT	TEACHING SONGS	ACTION/GAME SONGS	THEME/REPETOIRE SONGS
SEP	<ul style="list-style-type: none"> <li>Beat - experience</li> <li>loud - soft</li> <li>Listen as I Play the Beat</li> </ul>	<ul style="list-style-type: none"> <li>vocal exploration</li> <li>This is My Speaking Voice</li> <li>Loud - Quiet Voice</li> </ul>	<ul style="list-style-type: none"> <li>experience phrase</li> <li>Gingerbread Man</li> </ul>	<ul style="list-style-type: none"> <li>define open space</li> <li>imitation - action songs</li> <li>Andy Pandly</li> <li>Dr. Knickerbocker</li> </ul>	<ul style="list-style-type: none"> <li>Color Song</li> <li>Put Your Finger on Your Lip</li> <li>Count and Go</li> </ul>	<ul style="list-style-type: none"> <li>Hickety Tickety</li> <li>Follow, Follow Me</li> <li>Cookie Jar</li> </ul>	<ul style="list-style-type: none"> <li>Welcome to School</li> <li>You've Got to Sing</li> <li>Do You Want to be My Friend?</li> <li>A Smile Goes a Long Way</li> </ul>
OCT	<ul style="list-style-type: none"> <li>Beat- experience</li> <li>loud - soft</li> <li>fast - slow</li> <li>short-long patterns</li> <li>I Get a Happy Feeling</li> </ul>	<ul style="list-style-type: none"> <li>experience high-low</li> <li>tone match</li> <li>Autumn Leaves</li> <li>Hey! Look at Me</li> </ul>	<ul style="list-style-type: none"> <li>phrase</li> <li>high/low</li> <li>timbre - voices</li> </ul>	<ul style="list-style-type: none"> <li>experience phrase</li> <li>free movement, imitation</li> <li>high/low</li> </ul>	<ul style="list-style-type: none"> <li>Shape Song</li> <li>Stop! Look Listen Alphabet Action</li> <li>Brush Your Teeth</li> </ul>	<ul style="list-style-type: none"> <li>October is Here</li> <li>Costume Fun</li> <li>Pumpkin Fat</li> <li>Halloween Looby Loo</li> </ul>	<ul style="list-style-type: none"> <li>I'm Glad I Have a Nose</li> <li>We Cooked Turkey</li> <li>Pumpkin Stew</li> <li>It Takes One to Know One</li> </ul>
NOV	<ul style="list-style-type: none"> <li>Beat - label</li> <li>loud - soft</li> <li>fast - slow</li> <li>short-long patterns</li> <li>Grumpy Grizzly (I-s)</li> <li>Take My Little Car (f-s)</li> </ul>	<ul style="list-style-type: none"> <li>high-low, tone match</li> <li>Teddy Bear</li> <li>Old King Glory</li> </ul>	<ul style="list-style-type: none"> <li>experience phrase</li> <li>high/low</li> <li>explore instruments</li> <li>timbre - voices</li> </ul>	<ul style="list-style-type: none"> <li>experience phrase</li> <li>free movement, imitation</li> <li>Sambalele - Brazil</li> <li>Barnacle Bill</li> </ul>	<ul style="list-style-type: none"> <li>ABC Blues</li> <li>Days of the Week</li> </ul>	<ul style="list-style-type: none"> <li>Tommy Thumb</li> <li>Phony Baloney</li> </ul>	<ul style="list-style-type: none"> <li>Bear</li> <li>Kumbayah - Peace</li> <li>Rainbow World</li> <li>Wheat in the Wind</li> </ul>
DEC	<ul style="list-style-type: none"> <li>Beat - label</li> <li>loud - soft</li> <li>fast - slow</li> <li>Put the Beat in Your Feet</li> </ul>	<ul style="list-style-type: none"> <li>high-low, tone match</li> <li>Curly Joe - guess</li> </ul>	<ul style="list-style-type: none"> <li>create sound effects</li> <li>timbre voices</li> <li>5. Join into the Game (with instr)</li> </ul>	<ul style="list-style-type: none"> <li>mime animals</li> <li>free movement, imitation</li> </ul>	<ul style="list-style-type: none"> <li>Germes</li> </ul>	<ul style="list-style-type: none"> <li>Christmas is Here</li> <li>Button Factory</li> </ul>	<ul style="list-style-type: none"> <li>Rock Around Christmas Tree</li> <li>S-A-N-T-A</li> <li>He'll be Comin' Down</li> <li>Jolly Jolly Santa</li> </ul>
JAN	<ul style="list-style-type: none"> <li>loud - soft</li> <li>fast - slow</li> <li>Get on Board</li> </ul>	<ul style="list-style-type: none"> <li>show high-low with arm motions (so-mi)</li> <li>Old Mother Brown</li> </ul>	<ul style="list-style-type: none"> <li>create sound effects</li> <li>timbre voices</li> <li>76. Who Has the Pencil?</li> <li>80. Pretty Princess</li> </ul>	<ul style="list-style-type: none"> <li>free movement, imitation</li> <li>mime</li> <li>Barnacle Bill</li> </ul>	<ul style="list-style-type: none"> <li>Months of the Year</li> <li>Cheers for 100!</li> </ul>	<ul style="list-style-type: none"> <li>Ha Ha This-A-Way</li> </ul>	<ul style="list-style-type: none"> <li>Bogannin' Hill</li> <li>Penguin Polka</li> <li>Sailor Song</li> </ul>
FEB	<ul style="list-style-type: none"> <li>loud - soft</li> <li>fast - slow</li> <li>Head and Shoulders</li> <li>Label: patterns ♪ ♫</li> </ul>	<ul style="list-style-type: none"> <li>music can express feelings</li> <li>show high-low</li> <li>Kangaroo</li> </ul>	<ul style="list-style-type: none"> <li>create sound effects</li> <li>timbre voices</li> <li>99. If You're Happy (with instr)</li> </ul>	<ul style="list-style-type: none"> <li>mime animals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Months of the Year</li> <li>Dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>We Don't Put Up With Putdowns</li> <li>A Tisket, A-Tasket</li> </ul>	<ul style="list-style-type: none"> <li>Groundhog</li> <li>As Friends We're Two</li> <li>I Like Valentines</li> <li>I Wanna Be a Dog</li> </ul>
MARCH	<ul style="list-style-type: none"> <li>loud - soft</li> <li>fast - slow</li> <li>Page's Train</li> <li>Chew Chew</li> <li>Down By the Station</li> </ul>	<ul style="list-style-type: none"> <li>respond to so-mi hand signals</li> <li>Burnie Bee</li> </ul>	<ul style="list-style-type: none"> <li>Mr. Troll</li> </ul>	<ul style="list-style-type: none"> <li>singing games</li> <li>Willowbee</li> <li>Purple Stew</li> <li>Tingalayo - Caribbean</li> </ul>	<ul style="list-style-type: none"> <li>A me Limbo</li> </ul>	<ul style="list-style-type: none"> <li>Leprechaun March</li> <li>Mr. Troll (colors)</li> <li>Four in a Boat</li> </ul>	<ul style="list-style-type: none"> <li>Don't Throw Your Junk</li> <li>Me and My Kite</li> <li>Hugs and Grugs</li> <li>Michael Finnigan</li> </ul>
APRIL	<ul style="list-style-type: none"> <li>accent</li> </ul>	<ul style="list-style-type: none"> <li>respond to so-mi hand signals</li> <li>Bubble Gum</li> <li>Rain Rain</li> </ul>	<ul style="list-style-type: none"> <li>free movement, imitation, mime</li> <li>singing game</li> <li>Bluebird</li> </ul>	<ul style="list-style-type: none"> <li>Color the Eggs (colors)</li> <li>Wear a Helmet</li> </ul>	<ul style="list-style-type: none"> <li>Old Mr. Rabbit</li> <li>Easter Bunny</li> <li>Easter is Here</li> <li>Grandma Moses</li> </ul>	<ul style="list-style-type: none"> <li>If All the Raindrops</li> <li>I'd Go Dancing</li> <li>Grandma and Grandpa</li> </ul>	
MAY		<ul style="list-style-type: none"> <li>respond to so-mi hand signals</li> <li>161. Fireman</li> <li>Prepare: la</li> <li>The Mill</li> </ul>	<ul style="list-style-type: none"> <li>Music can be organized into sections (phrase)</li> <li>Spanish: Los Pollitos</li> </ul>	<ul style="list-style-type: none"> <li>Watch Our Garden</li> <li>Grow</li> </ul>	<ul style="list-style-type: none"> <li>On a Log</li> <li>Old Navy</li> </ul>	<ul style="list-style-type: none"> <li>Circus Parade</li> <li>Chew Chew</li> <li>Moms are Special</li> <li>Old MacDonald</li> <li>Uptown Zoo</li> <li>Frog in My Pocket</li> </ul>	
JUNE	<ul style="list-style-type: none"> <li>Prepare: la</li> <li>Naughty Kitty Cat</li> </ul>	<ul style="list-style-type: none"> <li>classify by sound</li> </ul>	<ul style="list-style-type: none"> <li>beat, mime, imitate</li> <li>A section can be same/different</li> </ul>	<ul style="list-style-type: none"> <li>What Shall We Do?</li> </ul>	<ul style="list-style-type: none"> <li>Miss Polly</li> <li>Pass the Shoe</li> <li>Draw a Bucket</li> </ul>	<ul style="list-style-type: none"> <li>Let Your Light Shine</li> <li>A Boy and a Girl in a Little Canoe</li> </ul>	

# Musicplay Kindergarten Song List

#	Song	Melodic	Rhythmic	Other	Song Type	Theme
1	Welcome to School				echo	welcome
2	Put Your Finger				action	following directions
3	Count and Go		beat		counting song	counting
4	Listen As I Play the Beat		beat	timbre of u/p	chant	
5	Join into the Game			types of voices	action song	action song
6	You've Got to Sing			body percussion	sing along	sing along
7	This Is My Speaking Voice			dynamics, types of voices	echo	types of voices
8	Cookie Jar Chant		beat	types of voices	chant	names
9	Follow, Follow Me		beat		movement song	following directions
10	A Smile Goes a Long Way	melody	long and short sounds		composed	SEL
11	Vivace, Handel		beat		instrumental	listening
12	Hickety Tickety	melody		timbre of voices	nursery rhyme	names, bees
13	Loud - Quiet Voice	timbre of voices, loud/quiet, high/low, fast/slow			concept	concept
14	Do You Want?			composer intent	composed	SEL
15	Walk to School		♪ ♪		movement song	movement
16	Andy Pandy		experience ♪	high/middle/low	traditional	basic skills
17	Dr. Knickerbocker		beat	dramatize	counting song	basic skills
18	Gingerbread Man	prep so-mi		dramatize	nursery rhym	nursery rhyme
19	Color Song		beat		action song	basic skills
20	I Am a Pizza	melodic direction			echo song	food
21	Autumn Leaves	melodic direction		high/low	scale song	fall
22	Shape Song		beat/rhythm		concept song	shapes
23	Hey! Hey! Look at Me	prep so-mi	♪ ♪	non-locomotormotor	movement	
24	We Cook Turkey			expression, fast-slow	composed	Thanksgiving
25	Air, J.S. Bach		beat	slow (and fast)	instrumental	listening
26	Badinerie, J.S. Bach		beat	slow (and fast)	instrumental	listening
27	I'm Glad I Have a Nose				composed	Thanksgiving, SEL
28	London Bridge			phrase - same/different	singing game	nursery rhyme
29	I Get a Happy Feeling		beat/rhythm		movement song	concepts
30	Stop! Look and Listen			timbre of voices	basic skills	basic skills
31	October Is Here		beat/rhythm	body percussion	movement song	Halloween, Fall
32	Pumpkin Stew			verse-chorus	movement song	Halloween, Fall
33	Alphabet Action		beat/rhythm		basic skills	basic skills
34	Brush Your Teeth			sound effects	action song	health (teeth)
35	Halloween Looby Loo		experience ♪	major/minor	movement song	Halloween
36	Costume Fun	prep so-mi			singing game	Halloween
37	Pumpkin Fat	prep so-mi	♪ ♪ ♪	respond to music	singing game	Halloween, Fall
38	Grumpy Grizzly			dramatize, loud-quiet	singing game	bears
39	Can't Wait to Hibernate			types of voices	verse/chorus	bears
40	Tommy Thumb		beat	non-locomotormotor	action song	basic skills
41	Sambalele		beat		folk song	Brazil
42	Kumbayah			phrase, non-locomotor	Spiritual	peace
43	Gavotte, J.S. Bach		beat	loud/quiet	instrumental	listening
44	Take My Little Car		beat	tempo, non-locomotor	action song	cars, transportation
45	Days of the Week	melody		body percussion, effects	basic skills	basic skills
46	Old Navy		beat	non-locomotor	action song	military
47	Rainbow World	melody		verse/chorus	choral perform	SEL
48	Old King Glory	melody	beat	high/low	singing game	fairy tale
49	Bear			respond to music	composed	bears
50	Teddy Bear	prep so-mi	♪ ♪	non-locomotor	action song	bears
51	Wheat in the Wind			respond to music	composed	SEL
52	Phony Baloney		experience ♪	create movement	movement song	movement
53	Barnacle Bill	melody	experience ♪		action song	counting, sea song
54	ABC Blues			echo	call and response	basic skills
55	Put the Beat in Your Feet		beat	create movement, instrument	substitution	
56	I'd Go Dancing			loud/quiet	movement song	animals
57	One Little Candle	melody			traditional	Hanukkah
58	Germes		beat	expression, create move	action song	health

#	Song	Melodic	Rhythmic	Other	Song Type	Theme
59	The Parade of the Wooden Soliders		beat		instrumental	listening
60	Curly Joe	prep so-mi	♪ ♪	high/low, timbre of voices		
61	S-A-N-T-A			rhythm (same/different), clapping a rhythm		Christmas
62	Rock Around			same/different, non-locomotor		Christmas
63	Christmas Is Here		beat/rhythm			Christmas
64	Play the Bells		beat/rhythm		instrument	holidays
65	Jolly, Jolly Santa			solo, echo	call and response	Christmas
66	He'll Be Comin'			sound effects	action song	Christmas
67	Let's Get on Board		beat	tempo	repetitive	transportation
68	The Sewing Machine, Bonis		beat	tempo	instrumental	listening
69	Ha Ha This-A-Way		beat	AB form	singing game	movement
70	Snowman Joe	melodic direction		high/low	scale song	winter
71	Bogannin' Hill	melodic direction			composed	winter
72	Old Mother Brown	prep so-mi	♪ ♪ ‡	form (same/different)	singing game	transportation
73	Penguin Polka		beat	AB form (same/different)	movement song	penguins
74	Months of the Year		beat/rhythm		basic skills	basic skills
75	Jubilee	melody		create new verses	movement song	transportation
76	Who Has the Pencil?			timbre of voices	singing game	school
77	Sailor Song				work song	sea song
78	Fiddledeedee		experience 6	AB form	singing game	SEL, friends
79	Button Factory		beat	timbre of voices	action song	work
80	Pretty Princess			dramatize, sound effects		
81	Cheer for 100!		beat	echo	call and response	
82	It Takes One to Know One			echo	echo song	
83	Arroz con leche			create movement		Spanish
84	Page's Train			fast/slow	singing game	transportation
85	Chew Chew			fast/slow	fun song	food, health
86	Down by the Station			sound effects, fast/slow	action song	transportation
87	Groundhog			echo, minor	echo song	Groundhog Day
88	Willowbee	drm sl		creat movement, form	singing game	movement
89	The Musical Priest		beat	fast/slow, violin	instrumental	listening
90	Little Airplane		♪ ♪	form, create movement	traditional	China
91	Three Wheeled Car			create movement		China
92	Listen to Me Play			timbre, u/p instruments	instrument	instruments
93	I Like Valentines			loud/quiet, create actions	performance	Valentine's Day
94	As Friends We're Two			expression, echo	call and response	friends, SEL
95	Kangaroo	prep so-mi	♪ ♪	timbre of voices	singing game	kangaroo, Australia
96	Wallaby Hop		beat	create movement/dance		
97	Hey There Friend		beat	dance, types of voices	singing game	friends
98	Head and Shoulders			tempo, body parts	action song	basic skills
99	If You're Happy			form, aa'ba, same/different	action song	SEL
100	We Don't Put Up			form, lyrics	SEL	SEL
101	Alice the Camel			timbre, creat effects	counting song	animals
102	A-Ticket, A-Tasket	melody	beat/rhythm		singing game	spring
103	San Severino			create accompaniment	traditional	Spanish
104	Dinosaurs		same/different, loud/quiet, sound effects		action song	dinosaur
105	Dinosaur Ditty-wa		beat		movement song	dinosaur
106	I Wanna Be a Dog			lyrics	fun song	dogs
107	The Proud Horseman		beat	timbre, ABA form	instrumental	listening
108	Connaughtman's Rambles		beat	violin/fiddle, create dance	instrumental	
109	Burnie Bee	m sl	♪ ♪	high/low, phrase form	singing game	nursery rhyme
110	A me Limbo		beat		movement song	basic skills
111	Purple Stew	melodic direction		speaking/singing voices	action song	food
112	Leprechaun March		beat	AB, dynamics (loud/quiet)	movement song	St. Patrick's Day
113	Michael Finnigan			expression	traditional	Irish
114	Mr. Troll			solo singing, call-response	singing game	fairy tale
115	Nanny Goats	high/middle/low		timbre of voices, dramatize	rap	fairy tale
116	Don't Throw Your Junk		¾ beat		fun song	families
117	Move to the Drum 1		beat	fast/slow, create movement	instrumental	movement
118	Me and My Kite			mood in music	composed	spring

#	Song	Melodic	Rhythmic	Other	Song Type	Theme
119	Knees Up Mother Brown		beat	fast/slow	movement song	movement
120	Tingalayo			play instruments	folk song	West Indies
121	Four in a Boat		beat/rhythm	fast/slow	singing game	sea songs
122	Pass the Shoe		beat, rhythm	patterns, strong/weak beats	singing game	shoes
123	Hugs and Grugs			interpret intent	SEL	SEL
124	Bubble Gum	so-mi	beat		singing game	treats
125	Kids Are Cool			call-response, movement	movement song	SEL
126	Easter Bunny Hops Along		rhythm	phrase form, same/different	singing game	spring, Easter
127	Easter Is Here		beat/rhythm		movement song	spring, Easter
128	German Dance, Beethoven		$\frac{3}{4}$	create movement	instrumental	listening
129	Color the Eggs		beat/rhythm		instrument	spring, Easter
130	Old Mr. Rabbit	melody	$\downarrow$ $\uparrow$		traditional	rabbits
131	Spaceworms			major/minor, mood, listening	composed	space
132	Five Green Men			actions, dramatize	counting song	space
133	Rain, Rain Go Away	so-mi	beat	sound effects, story	nursery rhyme	rain
134	Six Inch Boots			verse/chorus, timbre, effects	composed	rain
135	If All the Raindrops		beat/rhythm		traditional	rain
136	Ame Ame		long-short	timbre	traditional	Japan, rain
137	We've Got the Whole World			phrase (same/different)	campfire	Earth Day
138	Bluebird	melodic contour		phrases (same/different)	singing game	birds
139	Grandma Moses			singing/speaking voices	singing game	grandparents
140	Grandma and Grandpa		experience $\frac{6}{8}$	expression	performance	grandparents
141	Wear a Helmet			AB form, voice timbre	composed	safety
142	Debajo del boton			dynamics, tempo, effects	traditional	Spanish
143	Moms Are Special			phrase (same/different)	repetitive lyrics	Mother's Day
144	Frog in My Pocket			types of voices (adult male)	fun song	frogs
145	On a Log	melody	$\downarrow$ $\uparrow$	smooth/bumpy	singing game	frogs
146	Scie le bois	melody	beat, $\downarrow$ $\uparrow$ $\uparrow$ $\uparrow$ $\uparrow$	tempo	action song	French
147	The Great Gate of Kiev		long/short	tempo (fast/slow)	instrumental	listening
148	Symphony No. 4			tempo (fast/slow)	instrumental	listening
149	Chickamy		experience $\frac{6}{8}$	timbre (instruments/voices)	singing game	instruments
150	Old MacDonal			timbre, sound effects	traditional	farms
151	Welcome to Bermooda	d m sl		genre/style	silly song	cows
152	Peanut Butter			singing/speaking, expression	action song	food
153	Farmer in the Dell		experience $\frac{6}{8}$	timbre	singing game	farms
154	Move to the Instruments		beat	timbre	instrumental	instruments
155	Los pollitos	melody	$\downarrow$ $\uparrow$		traditional	Spanish, chicks
156	Watch Our Garden Grow		beat		repetitive	gardens
157	Listen to the Water	so-mi		tempo	performance	rivers
158	Go Round and Round			phrase form (same/different)	singing game	communities
159	See Saw	mi-so-la	$\downarrow$ $\uparrow$	high/middle/low, effects	nursery rhyme	playground
160	Uptown Zoo			expression, fermata, style	composed	zoo
161	Fireman	so-mi			singing game	firemen
162	Circus Parade		beat			circus
163	Naughty Kitty Cat	drmfsl	$\downarrow$ $\uparrow$ $\uparrow$ $\uparrow$		singing game	cats
164	The Humpback Whales				composed	whales
165	A Boy and a Girl				action song	summer, outdoors
166	Miss Polly			timbre of voices	action song	dolls, toys
167	The Mill	mi-so-la	$\downarrow$ $\uparrow$	melodic contour		
168	Hotaru Koi		$\downarrow$ $\uparrow$ $\uparrow$ $\uparrow$		traditional	Japan
169	Sammy the Salmon				composed	salmon
170	What Shall We Do?			verse	traditional	school, playground
171	Tambourin, J.C. Bach		beat	loud/quiet	instrumental	listening
172	Let Your Light Shine	melody			performance	SEL
173	Draw a Bucket of Water		beat/rhythm		singing game	numbers
174	She'll Be Comin' Round			effects, audience behavior	campfire song	sing along
175	Move to the Drum 2		beat	create movement	instrumental	movement



# Sample Lesson

## **GREETING: WELCOME TO SCHOOL #1**

This is an echo song. The students listen to the teacher and echo what they hear.

### **Specific Expectation:**

- Students will hear and model pitches.

## **LISTEN AS I PLAY THE BEAT #4**

\* The teacher chooses a non-pitched percussion instrument and plays a beat on the instrument. The teacher discusses with the students what the instrument is made of and demonstrates correct playing technique. As part of the chant, each child says their name in turn.

### **Specific Expectation:**

- Students will keep a steady beat by patting as the class chants.
- Students will be able to identify the unpitched instrument used and describe how it is played.

### **Evaluation Opportunities:**

- Can the students keep a steady beat? (Have children tap the beat on the beat chart that follows on page xi)
- Advanced: Can the students identify the instrument? Can they identify the instrument without seeing it?

## **ROTE SONG: SHAPE SONG #22**

This is a teaching song to reinforce the teaching of various shapes. Give each child one of the following shapes: circle, square, triangle, rectangle. When the shape they are holding appears in the song, they stand up and tap their shape. Substitute rhythm instruments in those shapes if you wish.

### **Specific Expectation:**

- Students will keep a steady beat tapping their shape or instrument.
- Students will sing a song with a greater melodic range.

### **Evaluation Opportunities:**

- Can the students keep a steady beat?
- Are the students singing in tune within the class? (Assess this by having the entire class sing with the CD and listen to each child 2-3 seconds. If you have the class stand in alphabetical order, it's easy to assess everyone in just a few minutes.)

## **CONCEPT: HIGH-LOW, MELODIC DIRECTION AUTUMN LEAVES #21**

This is a scale song to practice using the voice high to low.

### **Specific Expectation:**

- Students will show with body movements how the melody moves.

### **Evaluation Opportunities:**

- Can the students show the correct body movements with their eyes closed?

## **GAME: HEY! HEY! LOOK AT ME #23**

This is a simple action game in which children create new movements that the class copies.

### **Specific Expectation:**

- Students will show how the notes go with arm motions. (so-mi)
- Students will sing the so-mi melody alone, in tune.

### **Evaluation Opportunities:**

- Can the students sing the melody in tune by themselves?
- Can the students show how the melody goes with their eyes closed?

## **CLOSING: READ THE BOOK "SO-ME AND THE SPIDER"**

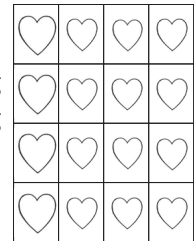
This is a sound story. You could substitute any "musical story." See the list of supplementary resources at the end of this guide (page 218) for information on this book, or for a list of other musical storybooks.

### **Specific Expectation:**

- Students will develop listening skills by listening to song-storybooks.

## EXTRAS:

**Beat Chart:** Copy this and have one to give to each child. When the children are proficient at patting a beat in their lap, transfer this to tapping the beat on the beat chart. You can do this while they sing a simple reading song such as “Naughty Kitty Cat,” or while they are listening to one of the classical music selections.



**Picture/Word Cards:** Samples of picture/word cards are given. These are to reinforce the idea that rhythm in music is “the way that the words go.” You can enlarge and use these, or you can create your own to reinforce sight words that are used in your language program. A word that is one syllable is the equivalent to a quarter note (♩) in music. If a child says bear bear bear bear, it’s the same rhythm as ♩ ♩ ♩ ♩. Two syllable words are the equivalent to eighth notes (♪) in music. If a child says hippo hippo hippo it is the same rhythm as ♪ ♪ ♪ ♪. The teaching of rhythm in K begins with the rhythm found in words.



## VOICE CARE

Every year I have colleagues who lose their voice. Some of the things you can do to prevent damage to your voice include the following:

- Drink a lot of water during the day. Avoid drinking beverages with caffeine. It dries the vocal chords.
- Use more recorded music.
- Use a microphone when singing.
- If you need cough drops, use fishermen’s friends, not sweet cough drops.
- Don’t sing with the kids all the time. They actually sing better when you stop singing!!!
- Don’t cough or clear your throat all the time. Doing that slams your vocal chords together.
- Try some relaxation techniques such as yoga or meditation.
- Get lots of sleep.
- Try Echinacea when you feel trouble coming on.
- Never delay seeing a specialist when your voice is your livelihood.

## ASSESSMENT

Assessment in kindergarten shouldn’t be for purposes of giving a grade. Assessments should be for the teacher to be able to better plan lessons. For example, if you assess pitch matching, that information will help you to know how much time you need to spend on vocal exercises. If many of your students are out of tune, you’ll spend more time on vocal exercises and less time on repertoire. If most of your students are matching pitch, you can teach more repertoire. If many of the students cannot keep a beat, you will need to focus more on keeping a beat, instead of clapping the rhythm of a poem.

### **Denise Tips:**

I have found that short assessments of a single concept frequently gives me a much better picture of the students achievement, than leaving assessment till the end of the term and giving a test. I try to assess at least one concept each week.

### **For example:**

- Week 1: assess pitch matching through singing hello attendance (2-3 minutes of class time)
- Week 2: assess ability to keep a beat by watching children move to music (2-3 minutes of class time)
- Week 3: assess ability to clap the words of a poem or chant through observation (2-3 minutes of class time)
- Week 4: assess pitch matching singing a longer song (7-10 minutes of class time)

To assess singing in tune I assess the solo pitch matching, but I also like to hear the children during a longer song. I played a familiar song with the accompaniment, had the children sing along, and then listened to each one for about 5 seconds and recorded observations. I had to play the song twice for some large classes, but felt that it was well worth the time spent to hear the children in this way. It was less threatening for some than singing all by themselves. If you line the children up in class list order, it is really easy to mark this directly onto your class list. A sample checklist is given at the end of this guide or on [MusicplayOnline](#).

# Monthly Lessons

## CONCEPTS AND THEMES

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<p><b>Lesson 1</b> Concept: following directions</p> <p><b>Lesson 2</b> Concept: speaking/singing voice Theme: getting along with others</p> <p><b>Lesson 3</b> Concept: singing a response (solo) Theme: making friends</p> <p><b>Lesson 4</b> Concept: imitate/create movement Theme: The Gingerbread Man, food</p>	<p><b>Lesson 1</b> Concept: high-low Theme: fall, shapes</p> <p><b>Lesson 2</b> Concept: fast-slow Theme: Thanksgiving</p> <p><b>Lesson 3</b> Concept: beat (experience) Theme: October, traffic safety</p> <p><b>Lesson 4</b> Concept: mime animals Theme: Halloween, dental health</p>	<p><b>Lesson 1</b> Concept: loud-quiet Theme: bears, peace</p> <p><b>Lesson 2</b> Concept: fast-slow Theme: peace</p> <p><b>Lesson 3</b> Concept: high-low Theme: bears, peace</p> <p><b>Lesson 4</b> Concept: create movement Theme: alphabet, sailors</p>	<p><b>Lesson 1</b> Concept: beat (label) Theme: Hanukkah, health (germs)</p> <p><b>Lesson 2</b> Concept: timbre - voices Theme: Christmas</p> <p><b>Lesson 3</b> Concept: timbre - unpitched instruments Theme: Christmas</p>	<p><b>Lesson 1</b> Concept: fast-slow (practice) Theme: winter, trains</p> <p><b>Lesson 2</b> Concept: high-low (practice) Theme: months, trains, penguin</p> <p><b>Lesson 3</b> Concept: timbre-voices Theme: jobs</p> <p><b>Lesson 4</b> Concept: fast-slow (practice) Theme: 100 Day, fairy tales</p>
FEBRUARY	MARCH	APRIL	MAY	JUNE
<p><b>Lesson 1</b> Concept: fast-slow (practice), u/p instrument Theme: trains, Groundhog Day</p> <p><b>Lesson 2</b> Concept: music from China Theme: China, Valentine's Day, friends</p> <p><b>Lesson 3</b> Concept: ta titi (prepare) Theme: Australia, friends</p> <p><b>Lesson 4</b> Concept: play unpitched instruments Theme: friends, instruments</p>	<p><b>Lesson 1</b> Concept: mime animals Theme: dinosaurs, animals</p> <p><b>Lesson 2</b> Concept: high-low (prepare so-mi) Theme: St. Patrick's Day, bees</p> <p><b>Lesson 3</b> Concept: sing a solo Theme: Three Billy Goats Gruff, families, kites</p> <p><b>Lesson 4</b> Concept: music of the Caribbean Theme: Caribbean, families</p>	<p><b>Lesson 1</b> Concept: high-low (so-mi) Theme: Easter</p> <p><b>Lesson 2</b> Concept: make an instrument Theme: space</p> <p><b>Lesson 3</b> Concept: add an Orff accompaniment Theme: rain</p> <p><b>Lesson 4</b> Concept: speaking/singing voice Theme: grandparents, helmets</p>	<p><b>Lesson 1</b> Concept: music can express feelings Theme: Mother's Day, frogs</p> <p><b>Lesson 2</b> Concept: timbre of unpitched instruments Theme: farms, farm animals</p> <p><b>Lesson 3</b> Concept: sing a Spanish song Theme: gardens, water</p> <p><b>Lesson 4</b> Concept: read ta and titi Theme: zoo, circus</p>	<p><b>Lesson 1</b> Concept: read ta and titi Theme: cats, whales, beach/ocean</p> <p><b>Lesson 2</b> Concept: rest Theme: beach/ocean, insects</p> <p><b>Lesson 3</b> Concept: music can express feelings Theme: Kindergarten graduation</p> <p><b>Lesson 4</b> Concept: request and review</p>

This chart shows the core concept that is the focus of the lesson, and the theme for each week from September until June. Actual lesson planning will depend on the amount of time that the music specialist or kindergarten classroom teacher has with the class. A suggested format for a kindergarten music lesson follows.

# August Month Outline - Kindergarten

## Week 1 Back to School Lesson 1

<p><b>Songs List</b>  <i>Welcome Welcome</i> song            Storybook - <i>All Are Welcome Here</i>            - accompany with C-G bordun            - find this in Modules-General-Storybooks-All Are Welcome            Wash Your Hands            150. Twinkle, Twinkle Little Star (<i>melodic contour, short/long notes</i>)            Skinnamarink (<i>action song, goodbye song</i>)</p>	<p><b>Learning Modules</b></p> <ol style="list-style-type: none"> <li>Welcome to School - learn Practice rhythms Wash Your Hands - learn Print and draw words</li> <li>150. Twinkle, Twinkle Little Star Skinnamarink - sing, learn the actions</li> </ol>	<p><b>Additional Options</b></p> <p><u>Units</u> - Back to School (Hello Beat Chant)</p> <p><u>Modules-General</u> No Touch Games - Name Game (get to know your students)</p> <p><u>Modules-General</u> Movement Fun songs</p>
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## Week 2 Back to School Lesson 2

<p><b>Songs List</b>  <i>Welcome Welcome</i> song            Storybook - <i>All Are Welcome Here</i>            - accompany with C-G bordun            - find this in Modules-General-Storybooks-All Are Welcome            Wash Your Hands            170. What Shall We Do? (<i>create verses</i>)            175. Move to the Drum 2 (<i>create movement</i>)            Skinnamarink</p>	<p><b>Learning Modules</b></p> <ol style="list-style-type: none"> <li>Welcome to School - learn Do a warm up rhythm, draw or color instrument pictures Wash Your Hands - sing</li> <li>170. What Shall We Do? - learn</li> <li>175. Move to the Drum 2 - create movement Skinnamarink - sing, learn actions</li> </ol>	<p><b>Additional Options</b></p> <p><u>Units</u> - Back to School <u>Rhythm Practice</u> - prepare rhythm activities <u>Solfa Practice</u> - prepare solfa activities</p> <p><u>Modules-General</u> Movement Fun songs</p> <p>Storybook Module - Listening Walk, All are Welcome</p>
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## Week 3 Back to School Lesson 3

<p><b>Songs List</b>  <i>Welcome Welcome</i> song            Storybook - <i>All Are Welcome Here</i>            - accompany with C-G bordun            - find this in Modules-General-Storybooks-All Are Welcome            Wash Your Hands            170. What Shall We Do? (<i>create verses</i>)            175. Move to the Drum 2 (<i>create movement</i>)</p>	<p><b>Learning Modules</b></p> <ol style="list-style-type: none"> <li>Welcome to School - sing Practice rhythms Wash Your Hands - sing, create movements How to be a Friend Storybook - listen</li> <li>170. What Shall We Do? - sing, create new words Draw and color a picture</li> <li>175. Move to the Drum 2 - create movement</li> </ol>	<p><b>Additional Options</b></p> <p><u>Units</u> - Back to School <u>Rhythm Practice</u> - prepare rhythm activities <u>Solfa Practice</u> - prep solfa activities</p> <p><u>Modules-General</u> Movement Fun songs</p> <p>Storybook Module - Listening Walk, All are Welcome</p>
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## Week 4 Back to School Lesson 4

<p><b>Songs List</b>  <i>Welcome Welcome</i> song            Storybook - <i>All Are Welcome Here</i>            - accompany with C-G bordun            - find this in Modules-General-Storybooks-All Are Welcome            Wash Your Hands            170. What Shall We Do? (<i>create verses</i>)            175. Move to the Drum 2 (<i>create movement</i>)            163. Naughty Kitty Cat (♪ ♪♪)</p>	<p><b>Learning Modules</b></p> <ol style="list-style-type: none"> <li>Welcome to School - sing Do a rhythm warm up, echo Bobo Wash Your Hands - sing, create movements</li> <li>170. What Shall We Do? - sing</li> <li>175. Move to the Drum 2 - move to music</li> <li>163. Naughty Kitty Cat, learn, play chase game Skinnamarink - sing</li> </ol>	<p><b>Additional Options</b></p> <p><u>Units</u> - Back to School <u>Rhythm Practice</u> - prepare rhythm activities <u>Solfa Practice</u> - prep solfa activities</p> <p><u>Modules-General</u> Movement Fun songs</p> <p>Storybook Module - Listening Walk, All are Welcome</p>
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# September Week 1 at a Glance

## Sing

### New Songs:

- |                                |                        |
|--------------------------------|------------------------|
| 1. Welcome to School           | call and response      |
| 2. Put Your Finger on Your Lip | action song            |
| 3. Count and Go                | count/move to the beat |
| 4. Listen As I Play the Beat   | names, beat            |
| 5. Join into the Game          | create new verses      |
| 6. You've Got to Sing          | create new verses      |

## Teaching Tips and Extras

- 6a.a Open Them, Shut Them
- 6a.b Movement Activity 1: Move and Stop
- 6a.c Rhythm Instruments
- 6a.d Developing Steady Beat and Beat Charts
- 6a.e Rote Teaching Process

## Lesson 1 Module

1. Welcome to School – sing  
echo word rhythms  
Do a fun warm up
3. Count and Go – sing and move
5. Join Into the Game – sing and move
6. You've Got to Sing – sing  
Sing our closing song, "Skinnamarink"

## Move

### Non-locomotor:

2. Put Your Finger on Your Lip
3. Count and Go
5. Join into the Game

### Locomotor:

## Listen

3. Count and Go - listen and move the way the recording says to move.
- 6a.b Movement Activity 1: Move and Stop

## Interactive Activities

### Games/Tools:

- Ways to Move Activity (Song 6)
- Beat or No Beat (Song 3, 4)

### Song List:

4. Listen As I Play the Beat - sort the Instrument Families

## Create and Play

2. Put Your Finger on Your Lip - create new verses
5. Join into the Game - create new verses
6. You've Got to Sing - create new verses
4. Listen As I Play the Beat - use an instrument to keep the beat.

## Read/Write - Printables

1. Welcome to School - Vocal Exploration Cards
4. Listen As I Play the Beat - Beat Strips;
6. You've Got to Sing - Ask Me Worksheet;

## Assess

Observe students' ability to keep a beat when playing 3. "Count and Go" or 4. "Listen As I Play the Beat".

## Tip from a Musicplay Teacher:

Start the year with songs that have kids following directions. Kids are naturally mimcs, so if you model actions while you sing, they will naturally copy what you're doing, even if they aren't singing yet. Play name games! Learning the names is really important.

# 1. Welcome to School

September Week 1  
Lesson 1

<b>RHYTHM</b> Rote	<b>TONE SET</b> Rote
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## Concepts

- echo

## Skills

- Sing
- Play
- Move
- Create
- Listen
- Read/Write

## Core Arts Standards

- Create
- Perform
- Respond
- Connect

**Uke/Guitar: C G7 F**

## Arrangements

- Piano
- Uke/Guitar
- Orff
- Recorder
- Boomwhacker

## I can

- sing an echo.

## Printables

- Solfa
- Beat/Rhythm
- Note
- Vocal Cards

## Interactives

- Solfa/Note/Tone Ladder
- Beat/Rhythm

**Type:** echo song

**Theme:** Welcome

Leader: Wel-come to school \_\_\_\_\_ ev - 'ry - one. (Wel-come to school \_\_\_\_\_ ev - 'ry - one.)  
mu - sic mu - sic

class echoes

Leader: Hope you have a lot of fun. (Hope you have a lot of fun.)

class echoes

Leader: Now is the time to sing and play. (Now is the time to sing and play.)

class echoes

Leader: Hope you have a (clap) great day! (Hope you have a (clap) great day!)

class echoes

D. Gagné

## TEACHING PURPOSE/SUGGESTIONS

The classroom Kindergarten teacher can use this song to welcome the students to school. For the music specialist that sees the Kindergarten students only 1-2 times a week, this is a song to welcome the students to the music classroom. In either case, echo songs are a good way to have students hear and model a singing voice. You could say to the students, "I will sing, and then you echo me." An alternate way might be to have a pop-up puppet in your classroom. Tell the students, "I will sing, and then you sing with Pop-up." When it's the student's turn, bring the pop-up puppet out of its cone. If you give the pop-up puppet a name such as "Melody" or "Sammy the Singing Puppet," the puppet becomes a friend to the students. Students who are shy will often sing to a puppet even if they won't sing to their teacher!

## Following Directions:

The concept to teach for the first week of school is that of following directions. If your students have had experience with playschool or a structured daycare, they may already be used to following directions and listening to a classroom teacher or a music teacher. However, it isn't unusual to have Kindergarten students without any prior classroom experience. These students really need to learn to listen to and follow directions. All of the songs in this first week include lyrics that give the student directions. The first song is an echo, so the student learns to listen and repeat. The other songs give the student an action to perform. This concept is crucial to success in school, and will

be reviewed in many songs throughout the school year. The music specialist may want to consider purchasing or making colored dots for students to sit on. A formal seating plan is hard to implement for Kindergarten, but it's easy for them to understand when you say "Sit on a dot."


**MUSIC READING AND WRITING**

Sing the way the card shows. Have students make their own vocal exploration cards!



# 2. Put Your Finger on Your Lip

September Week 1  
Lesson 1

<b>RHYTHM</b> Rote	<b>TONE SET</b> Rote	<b>Concepts</b> • melody	<b>Skills</b> <input checked="" type="checkbox"/> Sing <input type="checkbox"/> Play <input type="checkbox"/> Move <input checked="" type="checkbox"/> Create <input type="checkbox"/> Listen <input type="checkbox"/> Read/Write	<b>Uke/Guitar: G D C</b>
			<b>Core Arts Standards</b> <input checked="" type="checkbox"/> Create <input checked="" type="checkbox"/> Perform <input type="checkbox"/> Respond <input type="checkbox"/> Connect	<b>Arrangements</b> <input checked="" type="checkbox"/> Piano <input checked="" type="checkbox"/> Uke/Guitar <input type="checkbox"/> Orff <input type="checkbox"/> Recorder <input type="checkbox"/> Boomwhacker
<b>I can</b> • sing and move to music.	<b>Printables</b> <input type="checkbox"/> Solfa <input type="checkbox"/> Beat/Rhythm <input type="checkbox"/> Note <input checked="" type="checkbox"/> Staff Lesson	<b>Interactives</b> <input type="checkbox"/> Solfa/Note/Tone Ladder <input type="checkbox"/> Beat/Rhythm	<b>Type:</b> action  <b>Theme:</b> following directions	

As sung by Barb Leslie/arr. C.C.

**TEACHING PURPOSE/SUGGESTIONS**

This song is to teach students how to walk through the hallways of the school. With one finger on their lip indicating "sh" or quiet, they should remember not to talk in the hallway. The other hand on their hip is so they remember not to touch the walls or poke another student as they walk through the hallways. If this is your expectation, practice the behavior until the students have the behavior mastered. Reteach and practice if the students get forgetful as the year goes on. If you are walking down the hall and students don't meet your expectations, take them back to the classroom and explain that since they forgot the correct way to walk down the hall, they need to practice it. The music specialist might see 25 different classes in a week. Each of these classes has a classroom teacher with a little different expectation. It is the specialist's job to teach their expectations to all 25 classes.

# Assessment Strategies

<b>Identify sounds in the environment</b>	Assess via a checklist. yes/no
<b>Identify examples of beat</b> <b>Strategies Used: move to the beat, step beat, count beats and show with felts, tap beats as you sing</b>	Simplify by doing this on your class list. Assess via a checklist. yes can keep a beat, no. not yet. Do this on class list as you observe the class moving to one of the songs listed. To simplify, mark the students who cannot keep a beat.
<b>Identify rhythms in language</b>	Assess: ask individual students to clap the words of one short phrase of a song. Use a checklist. yes/no. Use the songs listed. Class assessment: (later in grade 1) Clap and say the words to one of the simple reading songs listed. Mark this. 4 examples is sufficient. 4: all correct 3: 3 correct 2: 2 correct 1: 1 correct
<b>Distinguish between beat and rhythm in a simple song.</b>	Assess via observation and a checklist. (yes/no) Prepare beat/rhythm cards. Switch between beat and rhythm and observe who switches at the appropriate time. <b>Marking Scale A:</b> 4: always accurate 3: usually accurate 2: sometimes accurate 1: not accurate at all
<b>Identify higher and lower pitched sounds in their environment and in music.</b>	Assess via observation using one of these strategies: show high/low sounds with arm motions, stand up for high, sit for low, in a circle, raise hands for high, lower for low, show with fuzzies, visuals, felts. Observe who successfully shows high and low. (It may be easier to mark those who don't) Checklist. yes/no
<b>Identify different tempi in their environment and in music</b>	Choose songs from Musicplay that are fast and slow and ask the students to put hands up if the song is fast (or slow) Use marking scale A.
<b>Reproduce specific pitches in group call and response activities or in short simple songs</b>	Assess by playing the song and listening to each child individually for 2-3 seconds. (Call/Response Songs) If you line your students up in class list order, you will be able to quickly record on your class list if they are responding accurately or not. You may need to play the song 2-3 times, depending on how quickly you move from child to child.
<b>Express responses to music by moving</b>	Assess by observing how the children move. Appropriate/not appropriate. <b>Marking Scale B:</b> Level 4: always appropriate Level 3: usually appropriate Level 2: sometimes appropriate Level 1: never appropriate

## SAMPLE CHECKLIST

Name:	Identify Sounds	Identify Examples of beat	Identify rhythms in language	Distinguish between beat/rhythm	Identify high/low pitches	Identify and show fast/slow	Reproduce pitches	Express response to music	Overall Mark
	yes/no	yes/no	correct / 4	yes/no	yes/no	yes/no	4-3-2-1	4-3-2-1	4-3-2-1



# Checklist & Rubrics

## ASSESSMENT CHECKLIST

Can identify Examples of beat and no beat	Can pat or clap to music with a steady beat	Keeps a beat with non-locomotor movements to music	Keeps a beat with locomotor movements	Keeps a beat playing instruments with music	Taps a beat on a beat chart	Can say a poem/chant with a steady beat	Can say/clap word rhythms (pictures)
yes/no	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no
Can clap words of a poem	Can echo clap rhythms ♪ ♪ ♪ ♪	Can echo body percussion	Can create and say/play word rhythms	Sings "Hello" in tune	Sings response in tune	Moves to show high-low	Moves to show loud-quiet
yes/no	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no

## RUBRICS: BEAT

Use these rubrics to assess the ability to keep the beat.

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Keeps the beat accurately (tap/pat, non-locomotor, locomotor, playing, using beat chart)	The student continues working towards keeping the beat.	The student sometimes keeps the beat accurately.	The student usually keeps the beat accurately.	The student always keeps the beat accurately.

## RUBRICS: SINGING IN TUNE AND VOICE QUALITY

Assess pitch matching using the songs: Hickety Tickety, Costume Fun, and Who has the Pencil?

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Matches pitch accurately when singing.	The student continues working towards matching pitches accurately.	The student sometimes matches pitches accurately	The student usually matches pitches accurately.	The student always matches pitches accurately.

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Sings with a light, clear tone	The student continues working towards singing with a light, clear tone.	The student sometimes sings with a light, clear tone.	The student usually sings with a light, clear tone.	The student always sings with a light, clear tone.

## ASSESS: TYPES OF VOICES

Assess your students' ability to identify the timbre used in the poem "7. This is My Speaking Voice". If you wish, you can use the written assessment "Timbre of Voices" Printable. The teacher can also observe the students ability to point to the correct type of voice poster as the teacher says the poem, using a variety of voice timbres. Observe students ability to say the poems using one of the voice timbres. Assess "Singing in Tune" or "Tone Color" using the Kindergarten assessment rubrics found at the back of the teacher's guide or in the Lesson Planning Overview section on MusicplayOnline.

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### Australian

- 95. Kangaroo
- 96. Wallaby Hop

### Brazil

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### Celtic Music

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### China

- 90. Little Airplane
- 91. Three Wheeled Car

### French

- 146. Scie le bois

### Japanese

- 136. Ame Ame
- 168. Hotaru Koi

### Spanish

- 83. Arroz con leche
- 103. San Severino
- 142. Debajo del boton
- 155. Los Pollitos

### West Indies

- 120. Tingalayo

## NON-ENGLISH SONGS

#	Title	Language/Culture	#	Title	Language/Culture
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103	San Severino	Spanish	155	Los pollitos	Spanish
136	Ame Ame	Japanese	168	Hotaru Koi	Japanese
142	Debajo del boton	Spanish			

## HOLIDAY, SEASONAL, PATRIOTIC MUSIC

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- 62. Rock Around the Christmas Tree
- 63. Christmas is Here
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- 87. Groundhog

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- 144. Frogs in My Pocket

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- 32. Pumpkin Stew
- 35. Halloween Looby Loo
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- 39. Can't Wait to Hibernate (bear)
- 49. Bear
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- 56. I'd Go Dancing
- 73. Penguin Polka

- 95. Kangaroo
- 101. Alice the Camel
- 104. Dinosaurs
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- 106. I Wanna Be a Dog
- 130. Old Mr. Rabbit
- 138. Bluebird

- 144. Frog in My Pocket
- 145. On a Log (frogs)
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## SONG TYPES AND GENRES (CONTINUED)

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- 72. Old Mother Brown
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- 78. Fiddledeedee
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- 121. Four in a Boat
- 122. Pass the Shoe
- 124. Bubble Gum
- 126. Easter Bunny Hops Along
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- 139. Grandma Moses
- 145. On a Log
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- 163. Naughty Kitty Cat
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- 90. Little Airplane
- 103. San Severino
- 113. Michael Finnigan
- 130. Old Mr. Rabbit
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- 136. Ame Ame
- 142. Debajo del boton
- 150. Old MacDonald
- 155. Los pollitos
- 168. Hotaru Koi
- 170. What Shall We Do?

### Work Song

- 77. Sailor Song

## Curriculum Links

LANGUAGE ARTS	MATH	SOCIAL STUDIES	SCIENCE
33. Alphabet Action 54. ABC Blues  <i>12 songs are given as stories in the "Big Story Book" and "Reproducible Take-home Stories."</i>	3. Count and Go 81. Cheer for 100! 101. Alice the Camel 124. Bubble Gum	<b>Multicultural:</b> 41. Sambalele ( <i>Brazil</i> ) 42. Kumbayah ( <i>African</i> ) 83. Arroz con leche ( <i>Spanish</i> ) 103. San Severino ( <i>Spanish</i> ) 120. Tingalayo ( <i>West Indian</i> ) 136. Ame Ame ( <i>Japan</i> ) 142. Debajo del Boton ( <i>Spanish</i> ) 146. Scie le bois ( <i>French</i> ) 155. Los pollitos ( <i>Spanish</i> ) 168. Hotaru Koi ( <i>Japan</i> )	<b>Bears:</b> 39. Can't Wait to Hibernate 49. Bear 50. Teddy Bear <b>Dinosaurs:</b> 105. Dinosaur Ditty-wa 104. Dinosaurs <b>Spring/Rain:</b> 136. Ame Ame 118. Me and My Kite 134. Six Inch Boots 135. If All the Raindrops 133. Rain Rain <b>Insects:</b> 170. What Shall We Do? 109. Burnie Bee <b>Frogs:</b> 144. Frog in My Pokcet 145. On a Log <b>Oceans/Beaches:</b> 157. Listen to the Water 164. Humpback Whale 169. Sammy the Salmon

SOCIAL SKILLS	BASIC SKILLS	HEALTH
14. Do You Want to be My Friend? 51. Wheat in the Wind 82. It Takes One to Know One 94. As Friends We're Two 100. We Don't Put up with Putdowns 137. We've Got the Whole World	45. Days of the Week 74. Months of the Year	30. Stop! Look and Listen 34. Brush Your Teeth 58. Germs 98. Head and Shoulders 141. Wear a Helmet