

SING! SING!

SING!

Songs for Fun and Learning!



by Artie Almeida

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2. Melodic Building Blocks

Direction Word Patterns

Direction Word Patterns utilize familiar movement words that children can use to easily describe melodic direction motions & locations of up, down, same, low and high. I utilize the word same rather than repeat because it can be sung in one syllable instead of two.

I find these entry-level patterns to be appropriate for echoes at the beginning of the school year because they are based on words with which children are already familiar.

Discuss the abbreviations for the descriptor words Up, Down, Same, Low and High (U, D, S, L, H). Give a starting pitch to the children (F). Sing the Teacher/Student echoes, while pointing to the pattern direction in the visual. Be sure to touch just below the abbreviations (U, D, S, L, H) for clear viewing by the children. If you wish, repeat the activity while pointing to the noteheads, making sure students can see the direction descriptor letters.

The image displays 12 musical notation cards, each on a five-line staff with a decorative border and a small number in the bottom right corner. The cards are arranged in three rows of four. Each card shows a sequence of notes with stems and noteheads, and a letter below each note indicating a direction: U (Up), D (Down), S (Same), L (Low), or H (High). The notes are colored orange, purple, or green. The patterns include simple up/down movements, same notes, and more complex sequences involving low and high notes.

- Card 1 (orange notes): U, U, U
- Card 2 (orange notes): D, D, D
- Card 3 (orange notes): U, U, U, U
- Card 4 (orange notes): D, D, D, D
- Card 5 (purple notes): S, S, S
- Card 6 (purple notes): S, S, S
- Card 7 (green notes): L, H
- Card 8 (green notes): H, L
- Card 9 (green notes): L, L, L, L
- Card 10 (green notes): H, H, H, H
- Card 11 (green notes): H, H, L
- Card 12 (green notes): L, L, H, H, L

SECTION 4

Songs for Movement and Fun

These twelve songs address a wealth of musical concepts and topics of interest to children. Catchy melodies, props, movement and manipulatives make for lots of learning and lots of fun!

31. Pass the Friendship Beanbag
32. Pass the Music Beanbag
33. Move to the Colors
34. Lost my Shamrock
35. What's Cookin'?
36. Open Shut Them
37. One Finger Kept Moving
38. Walk Old Joe
39. Shoe a Little Horse
40. Black Snake
41. Old Gray Cat
42. The Green Grass Grew All Around
43. Scotland's Burning



- Note & Rest Values (e.g., "Go tap a quarter note")
- Non-Pitched Percussion Instruments (e.g., "Go tap a Guiro")
- Orchestra Instrument Families ("e.g., "Go tap a Woodwind Instrument")
- Music Vocabulary Words & Symbols ("Go tap a Repeat Sign")

33. Move to the Colors

2 bar intro

Artie Almeda

If you're wear - ing blue it's time to stand up now.

March a - round the cir - cle then you'll sit right down.

March-ing, march-ing, keep the stea-dy beat. March-ing, march-ing show it in your feet.

March-ing, march-ing, keep the stea-dy beat. March-ing, march-ing, now you take a seat.

Sit down.

1. blue
2. red
3. white
4. green
5. yellow
6. purple
7. black
8. clothing 😊

Move to the Colors

Listen for Your Turn

Suggested Grade Levels: K-2

Audio Track #

READY... (Targets)

- Steady Beat
- AB Form
- Melodic Direction: Up, Down
- Tuneful Singing Voices
- Glissando

SET... (Stuff you're gonna need!)

- Downloadable Visual of Colors for B Section Movement Activity
- Movement Space
- Slide Whistle (optional)

Consider "Front Loading" the song in a previous lesson, so that adequate time may be spent with slide whistle warmups and melody analysis of the song

GO!... (Instructional Sequence)

SEATING & WARMUPS:

1. Greet students at the classroom door, with your slide whistle in hand. Explain to them that music class today will be starting with a circle activity, and they will be following you in a line to make the circle after they enter.
2. Show the students the slide whistle and tell them that you will be using it to play a "sit down" sound when the circle is in place and looking good. Remind them not to sit down until the slide whistle tells them they should.
3. Inform them that the sit-down-sound may be fast or slow, and their body must match the speed of that sound. They will need to look and listen carefully as the "sit down sound" is played.
4. If the classes are very young children, ask them to join hands with the child ahead of them and the child behind them – forming one big, connected line to follow the teacher. If you wish, take the hand of the first child in that line and walk slowly around the room, helping the class form a circle. ***If you prefer not to include hand holding for health reasons, disregard direction 4 and simply have them follow you in to make a circle.***
5. For a steady beat prep, ask children to listen to your marching steps and match them as they enter.
6. When the circle is the size and placement you want, ask the children to drop hands, but remain standing until your cue. Tell them you are going to play a downward sound on the slide whistle, which will be their cue to sit down. Ask them to only move as fast as

EXTENSIONS:

1. Consider changing the motions in future lessons. Rather than MARCH... consider having the children SKIP, HOP, CRAWL, TIPTOE, SKATE, etc.
2. Additionally, it is fun to combine two or more colors in a verse. Children get to move more often, and the lesson can be delivered in a shorter time period. It does make the teacher's sung directions a bit more rubato... ("If you're wearing blue... or red... or pink... time to march around!") 😊

