



Pearson



Interactive Music for Our Youngest Musicians

**Phyllis Thomas
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Interactive Music for Our Youngest Musicians

Introduction

Kindergarten is all about opposites.

Foundation for later music instruction: beat/rhythm, melody, beautiful singing, introduction to classroom instruments, listening, movement, cooperation, etc.

Young children love structure!

Selected Repertoire

The Alphabet Song, Kindergarten, p. 2

Concept: beat, rhythm, the musical alphabet

Little Spider, Kindergarten, p. 67

Concept: movement

Koriko!, Kindergarten, p. 61

Concept: beat, movement

Ikhandla, maslombe (My Head and My Shoulders), Kindergarten, p. 37

Concept: rhythm, ostinato

Olè, Grade 2, p. 73

Concept: echo, rhythm sticks (clapping hands)

Bee, Bee, Bumblebee, Grade 1, p. 15

Concept: singing game

Star Light, Star Bright, Grade 1, p. 91

Concept: high/low, s-m hand signs

Mi cuerpo hace musica (There's Music in Me), Kindergarten, p. 73

Concept: Singing

“M” Is for Music

“A” is for the alphabet: the musical alphabet!
The Alphabet Song, Kindergarten, p. 2

“B” is for the beat: the beat in my feet!
Koriko!, Kindergarten, p. 61

“C” is for clapping. We clap the rhythm! The rhythm is the way the words go!
Ikhandla, maslombe (My Head and My Shoulders), Kindergarten, p. 37

“D” is for dancing! Dance, little spider, dance!
Little Spider, Kindergarten, p. 67

“E” is for echo! (“E” is for echo!)
Olè, Grade 2, p. 73

“F” is for fingers. Our fingers help us show high and low!
Star Light, Star Bright, Grade 1, p. 91

“G” is for games! We love to play singing games!
Bee, Bee, Bumblebee, Grade 1, p. 15

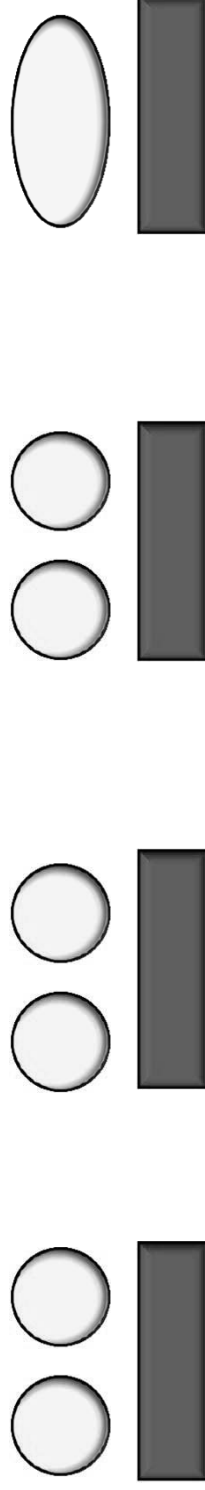
“M” is for music! There’s Music in Me!
Mi cuerpo hace musica (There’s Music in Me), Kindergarten, p. 73

The Alphabet Song

Listen to the song.

Pat the **steady beat**.

Clap the **pattern** of the words. This is called **rhythm**.



Now I know my

A - B - C's.

Are the steady beat and the rhythm the **same**, or **different**?

Perform both parts.

Song Notation

The Alphabet Song

Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)
- Instructional Activity (Projectable): Miss Susie Anna Sue
- Instructional Activity (Interactive): Put the Beat in Your Feet

Audio Options:

- Song Vocal Track
- Song Accompaniment Track

Rhythm and Movement: Steady Beat/Rhythm; Non-locomotor Movement

The children will use fine non-locomotor movements and iconic representation to identify, compare, and perform steady beat and rhythm.

As a way of introducing "The Alphabet Song," invite the children to recite their A-B-C's.

Guide the children to explore the musical concept of steady beat. Project Slide 1. Play Song Vocal Track: The Alphabet Song. Invite the children to

- Listen to the song.
- Pat their laps to the steady beat using both hands.

Slide 1 isolates the third line of the song (*Now I know my A-B-C's*). Guide the children in patting the steady beat to this line of the song as you tap the row of red beat bars. Explain to the children that the red bars show steady beat.

Guide the children to explore the musical concept of rhythm.

SAY This time let's clap the pattern of the words. The pattern of the words may be different than the steady beat.

Lead the children in clapping the pattern of the words with you.

SAY When we clap the pattern of the words of a song, we are clapping the song's *rhythm*. Let's clap the rhythm again.

Direct the children's attention to the icons on the slide. Help them to discover that the number of yellow circles on each red beat bar indicates the pattern of the words, or the rhythm.

ASK **Which beats have more than one sound on them?** (the first, second, and third beats)

How many sounds are on the fourth beat? (one)

Is the steady beat the same, or different, than the rhythm? (different)

Lead the children in clapping the rhythm, and later patting the steady beat, of the entire song along with the Song Vocal Track.

Divide the children into two groups to perform partwork together. Play the Song Accompaniment Track and

- Invite the children in group 1 to pat their laps on the steady beat with both hands.
- Invite the children in group 2 to clap the rhythm.
- Switch groups and perform this partwork again.

You may wish to ask volunteers to tap the icons on the slide that show steady beat or rhythm when the recording gets to the third line of the song.

Once all the children are proficient at performing both the steady beat and rhythm, help them to choose appropriate classroom instruments to reinforce the contrasting sounds of patting and clapping. For example,

- Assign a small group to play hand drums on the steady beat with the children who are patting.
- Assign a different group to play the rhythm on a wood block or tambourine with the children who are clapping.

If the children continue to struggle with performing either steady beat or rhythm, guide the groups to play by themselves before combining them for partwork.

Assessment: Activity

The children will demonstrate their understanding of the difference between a song's steady beat and rhythm by using fine non-locomotor movements and iconic representation to identify, compare, and perform simple partwork on steady beat and rhythm.

Have the children look again at the icons on Slide 1.

ASK Which shapes show the steady beat? (red bars)

Which shapes show the rhythm? (yellow circles)

Then invite the children to

- Pat the beat of *Now I know my A-B-C's*.
- Clap the rhythm, or pattern, of the words.

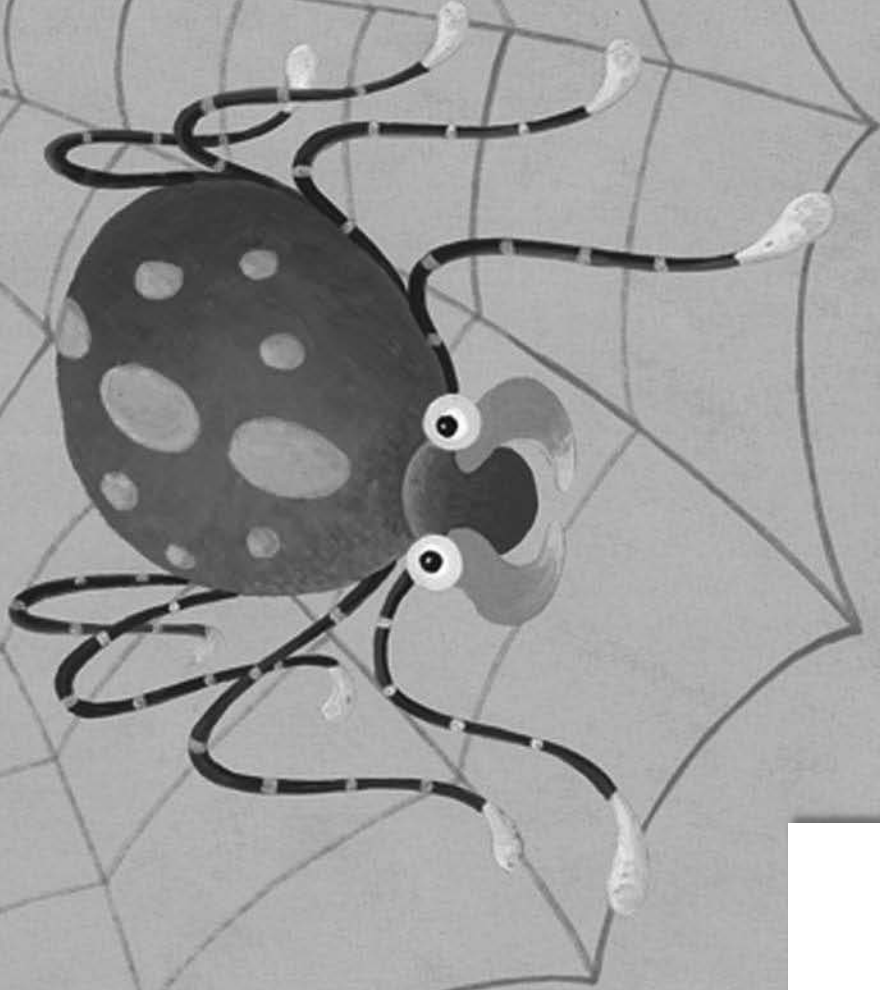
Observe the children's success in tapping the steady beat, and clapping the rhythm represented by the iconic notation on the slide.

Next, divide the class into two groups. Play the Song Vocal Track and

- Invite one group to perform the rhythm, by clapping.
- Invite the other group to perform the steady beat, by patting.
- Switch groups.

Observe whether the children are able to accurately reproduce both the beat and the rhythm within the context of this partwork example.

Little Spider

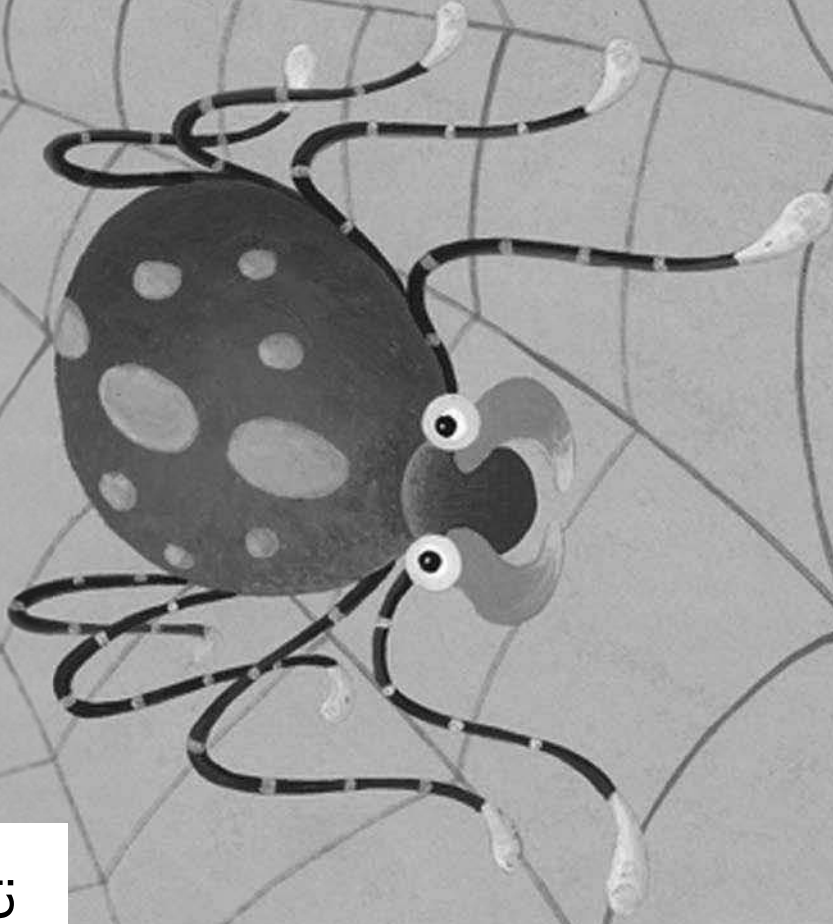


Where is the spider's web?

How does a spider make a web?

SONG

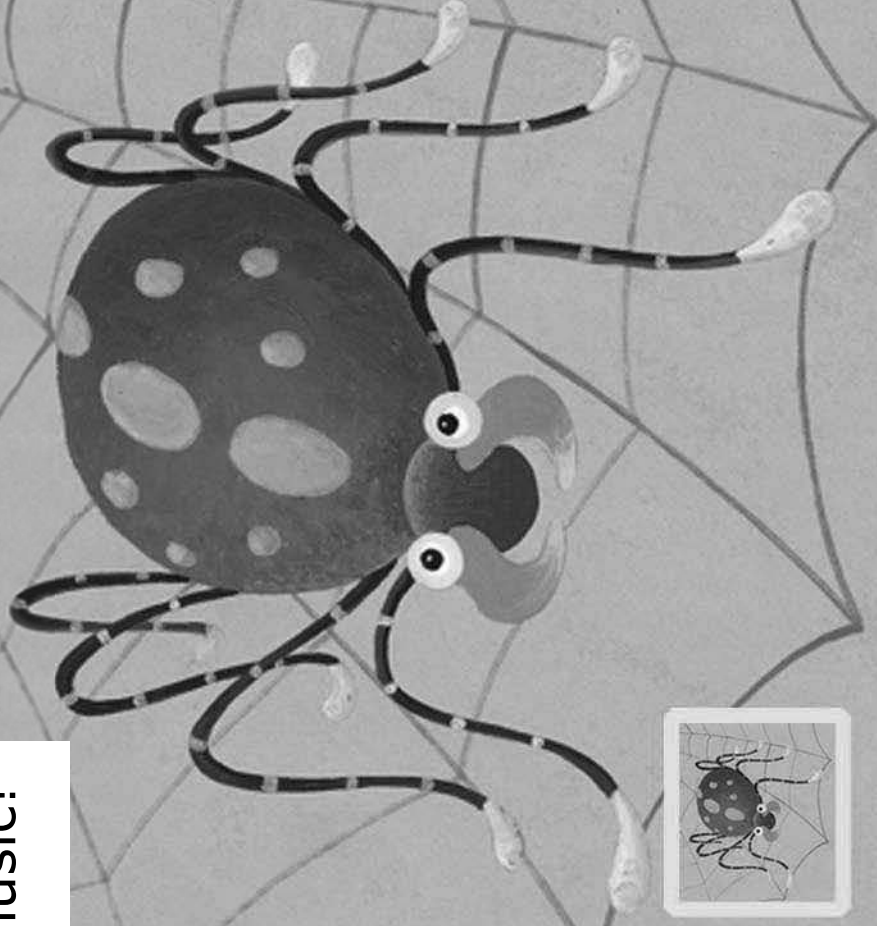
Move to the **beat** of the music!



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SONG

Move to the **rhythm** of the music!



Song Notation

Little Spider

Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance)
- Song Notation (Interactive Practice)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)
- Song Keyboard Accomp. (Interactive)
- Song Keyboard Accomp. (Printable)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track

Rhythm: Beat and Rhythm

The children will move to show the beat of the song, and the rhythm of the song.
Display Slide 1.

Display Slide 1.

ASK What do you see? (a spider)

What is this around the spider? (point to the web)

How does a spider make a web? (by spinning a thread from its body)

Invite the children to make their hands into “spiders” and bounce them on their legs.

SAY Echo me: “Spin, spin, spin, spin.”

Have the children

- Say “spin, spin, spin, spin” and bounce their “spider” hands on their legs for each word.
- Repeat the four-beat “spin” echo, bouncing the “spider” hands on different parts of the body: shoulders, head, tummy, and so on.

SAY We are bouncing our “spiders” to the beat. Let’s do that while we listen to a spider song.

Play Song Vocal Track: Little Spider. Have the children bounce their “spider” hands to the beat, following your model.

Display Slide 2.

Invite the children to say “spin, spin, spin, spin” as you tap the four spiders. Have them continue to tap their own “spider” hands on their legs.

SAY Your “spiders” are tapping to the beat. Let’s try that with the music!

- Play the Song Vocal Track again.
- Tap the beat on the projected slide while the children tap on their legs.
- At the end of the recording, move your own “spider” hands to show the beat.

ASK What is the steady motion called? (the beat)

Display Slide 3.

ASK What do you notice about some of these spiders? (Some of them are smaller and shorter.)

SAY We'll have to move a little differently for these spiders!

Have the children choose their favorite "spider" hand and practice bouncing it in the palm of their opposite hand.

SAY *Little spider spins all day* (the first phrase of the song).

Have the children echo you and bounce their "spiders" in the palms of their hands for each syllable (the rhythm).

Repeat the phrase and point to the spiders on the slide.

SAY When you move your "spiders" to the words, you are tapping the rhythm. Let's tap the rhythm with the music.

- Play Song Vocal Track: Little Spider.
- Have the children tap their "spiders" in their palms to the rhythm. Model tapping with your own hands.
- Play Song Vocal Track: Little Spider again.
- As the children move their hands, tap the rhythm on the "spiders" on the slide.

SAY Echo me: "Spin, spin, spin, spin" (bounce "spiders" on legs).

ASK Is that the beat, or the rhythm? (the beat)

SAY Echo me: "Little spider spins all day" (bounce one "spider" in palm of other hand).

SAY Now the "spiders" are matching the words of the song.

ASK Is that the beat, or the rhythm? (the rhythm)

Play the recording again and invite the children to move their spiders in any way they wish.

To extend the lesson, moving to the song and hearing it repeated times will help the children learn to sing the song.

- After moving, help the children learn the song phrase by phrase.
- Sing one phrase, and tap the rhythm in your hand or on the spiders of Slide 3 of the projectable.
- Have the children echo.

After echoing, return to singing the whole song.

Teacher to Teacher

This lesson helps children begin to learn the difference between beat and rhythm. Having the children tap the "spiders" with two hands on their legs reinforces the

beat. Using a different motion for rhythm—one hand “spider” tapping into the palm of the other hand—helps them distinguish the different feel of the rhythm.

Song Notation (Projectable)

Have the children gather in a circle for a guided conversation. Discuss spiders and the purpose of their webs, and show the meanings of the word “spin.” Display the Song Notation (Projectable).

Encourage the children to talk about the illustration and what the song is about.

Song Notation Printable

You might want to share with the children the Song Notation (Printable). Invite them to draw a picture about the song in the blank space.

Song Notation (Interactive Practice)

Use the Interactive Player to adjust the tempo when the children are learning to sing the song. Encourage the children to

- Pat the steady beat while singing the song.
- Join in singing when they are able.
- Change the tempo.
- Change the volume. (Make sure to indicate when it is loud or soft.)
- Turn off the sound of the melody line with the Digital Mixer by moving the slider all the way to the left. (Then play only the song accompaniment while the children sing the entire song.)

Song Notation (Interactive Performance)

- Use the Interactive Player to adjust the tempo when the children are learning to sing the song.
- Play the song at a slow enough tempo that the children can sing through the song without hesitation.
- The tracking feature supports the children in following the notation as the music plays.
- In the Digital Mixer, turn off the Vocals. Then play only the accompaniment while the children sing the entire song.

Song Notation (Animated)

The Song Notation (Animated) presents the song notation and lyrics for “Little Spider” linked to the Song Vocal Track. When you click the Play button, the notation advances automatically through the song so the children can follow the music as the recording plays. The Player’s control panel has buttons and sliders for Play/Stop, Pause, Volume, Full Screen, Fast Forward and Rewind, and Timeline.

Little Spider

Hungarian Folk Melody: "Csiga-biga"
Choreographed by Sanna Longden

Dance Directions

INTERACTIVE LEARNING AND PRESENTATION OPTIONS

- Song Notation (Interactive Performance)
- Song Notation (Interactive Practice)
- Movement Activity Instructions (Animated)

AUDIO OPTIONS

- Song Vocal Track
- Song Accompaniment Track

RECORDING ROUTINE

Intro (4 m.); vocal (8 m.); instrumental (8 m.); vocal (8 m.); coda (4 m.)

INTERACTIVE OPTIONS GUIDELINES

The Song Notation (Interactive Practice) and Song Notation (Interactive Performance) options may be used to adjust the tempo to facilitate teaching and learning the dance.

- Experiment with different tempos as the children practice the dance steps.
- Select a tempo at which the children can be successful at performing the dance steps.
- Have the children practice each section of the dance sequence until they master the steps at the selected tempo.
- Gradually increase the tempo until the children can successfully perform the dance with the Song Vocal Track, Song Accompaniment Track, or Song Notation (Interactive Performance).

PREPARE

BACKGROUND

"Little Spider" is based on the traditional Hungarian Folk Melody "Csiga-biga."

FORMATION

- This movement game may be played in a double circle formation, a scattered formation of pairs, or in smaller groups.
- In any formation, it is important that the students also practice with their second and third partners, and remember who they are (say the names) and where they will be found (close by to the right, which is easier when coming out of a left-elbow turn).

PREPARATION

This classroom choreography emphasizes the elbow turn, which is a basic movement figure that students will be using throughout their dancing lives. The many elbow turns in this pattern symbolize the spider who spins all day. This seemingly simple figure has several subtle parts that require preparation for a class that has not had any experience doing elbow turns, for example, in dances such as "La Raspa." (Avoid referring to this figure by its other name, the elbow swing, for obvious reasons.)

Little Spider Dance Directions continued

Practice the elbow turn:

1. The dance pattern requires using first the right, then the left arm. As kindergarten students are not expected to have a firm grasp of right and left, use some kind of indicator on their right arms such as a red dot or rubber band, or something else that creative music teachers may devise.
2. While sitting on the floor or at their tables, have the students raise their bent right arm (the one with the red dot) to about shoulder height, then the left arm, to practice the elbow turn motion.
3. Next, play the recording or sing the song and have the children bounce their right arms to the beat of the first two lines, then do the same with left arms to the second two lines. If necessary, count the 8 beats for each arm, but it is best to underpin the movements with musical phrasing rather than numbers.
4. Demonstrate how the elbow turn looks when two people do it together. Show how we must walk one way in a little circle, then the other way.
5. Have the children pair up and practice hooking right elbows, then left elbows, first without music, then with it. They are standing in place as they practice this. The move from one arm to the other may need extra remediation for some people.
6. Now it is time for them to practice the actual elbow turn while moving to the music.
 - a. As you hook, you start walking forward in a small circle—the direction that your nose and toes are facing
 - b. One person should not pull or yank the other
 - c. Do not go faster than the musical beat
 - d. As the two lines of the song are ending, switch to the other arm and move in that direction to the next two lines of song
 - e. When this is comfortable, look at your partner while doing the elbow turn (a hook and a look)

MOVEMENT SEQUENCE

In this simple pattern, every pair does a right-elbow turn for the first two phrases of the vocal, and a left-elbow turn for the last two phrases of the vocal. Then they repeat this pattern with the instrumental, but change to a second partner, and then repeat the pattern once more with the vocal with a third partner.

Introduction: Children acknowledge partners with smiles and nods, and prepare to hook right elbows.

Measures 1–4 (8 beats): Do a right elbow turn for 6 beats; unhook on 7–8 to turn and prepare to hook left elbows.

Measures 5–8 (8 beats): Repeat with a left elbow turn; on beats 1–6, unhook on 7–8 to turn and prepare to hook right elbows with the next partner.

Little Spider Dance Directions continued

Repeat this pattern twice more

- With the second partner during the instrumental section.
- With the third partner during the second vocal section.

Coda: Unhook from the third partner, smile and wave at all three, and say, "Thank you, partners."

Song Notation

Koriko!

Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)
- Song Keyboard Accomp. (Printable)
- Song Notation (Projectable): Do, Re, Mi Tapping Song

Audio Options:

- Song Vocal Track
- Song Accompaniment Track
- Song Pronunciation Practice Track

Timbre & Tone Color: Identifying and Comparing Singing and Calling Timbres in Adult and Children's Voices

The children will move to and sing an African song in order to compare and identify the timbre of calling and singing voices in both adults and children.

Introduce the lesson by explaining to the children that "*Koriko!*" is a song from Senegal. Senegal is a country in West Africa.

Project Slide 1.

SAY Move to the steady beat as you listen to this song from Africa. Pay special attention to the voices that you hear.

Play Song Vocal Track: *Koriko!* and lead the children in various steady beat movements as they listen.

ASK **Whose was the first voice we heard?** (an adult woman)

Was she singing, or calling in a shouting voice? (calling)

Whose voices did we hear next? (children's)

Did they use the same voice as the adult woman? (no)

How were their voices different? (They used their singing voices.)

Play the Song Vocal Track again. As the children listen, ask them to

- Stand when they hear an adult voice.
- Sit when they hear the children's voices.

Invite the children to use their singing voices to sing along with the children on the recording. Use the Song Pronunciation Practice Track to help them with the Senegalese (Wolof) words.

Guide the children to understand that the voices used in the song—adults and children; singing and calling—help make the song more expressive.

ASK **Does the calling voice sound excited?** (yes)

SAY By using her calling voice, the woman is expressing that this will be an energetic song. If she whispered, we would probably not sing as loudly or with as much energy. The children are not calling. They are singing. The type of voice we use is very important as we perform the song.

Play the Song Accompaniment Track. Divide the class into two groups. Invite each group to alternate

- Using their calling voices to perform the spoken *Koriko*.
- Using their singing voices to sing the rest of the song.

Switch groups and repeat the song.

Assessment: Activity

The children will demonstrate their understanding of calling and singing voices in adult and child voices by moving as well as by reproducing, through singing and speaking, their own calling and singing voices.

Play Song Vocal Track: *Koriko!* Invite the children to

- Stand when they hear an adult voice.
- Sit when they hear the children's voices.

Play the Song Accompaniment Track. Invite the children to use their own calling and singing voices to perform the song.

Observe their movements in order to determine whether they are correctly identifying the differences in vocal timbres, and then observe their own performance of singing vs. calling.

Form: Identifying and Comparing the Simple Pattern of Call-and-Response

The children will identify and compare the simple pattern, or form, of call-and-response.

SAY The song "*Koriko!*" follows a simple pattern, or form. The pattern is called *call-and-response*.

Review with the children that the song alternates between an adult woman calling *Koriko!* and a group of children singing after her.

Project Slide 2. Explain to the children that when the woman shouts *Koriko!* this is a *call*. Point to the term *Call* on the slide.

Next explain to the children that when the children sing after the woman calls, it is a *response*. Point to the term *Response* on the slide. Tell them that, in this way, the song follows a call-and-response pattern.

Project Slide 1. Play an excerpt from the Song Vocal Track, inviting the children to listen for the call-and-response pattern at the beginning.

ASK **Is the call the same or different each time you hear it?** (It is the same.)

How is it the same? (It is always an adult woman calling.)

Is the response the same or different each time you hear it? (It is the same.)

How is it the same? (It is always a group of children singing.)

Invite the children to sing the song along with either the Song Vocal Track or the Song Accompaniment Track. Invite individual children to perform the call, followed by the entire class singing the response.

For an additional challenge, encourage the children to create their own call-and-response performances, using known songs, rhymes, or speech pieces.

Assessment: Activity

The children will demonstrate their understanding of the different parts of call-and-response form by singing a song from Senegal in that form.

Project Slide 2 and point to the terms *Call* and *Response* on the slide.

ASK **Does the call part of our song involve one person or several?** (one)

What kind of voice is calling? (an adult woman)

What about the response? (It is sung by a group of children.)

SAY Let's show the difference between the call and the response by singing the song.

Play the Song Accompaniment Track. Invite individual children to perform the call, followed by the entire class singing the response.

Observe whether the children sing and call during the appropriate sections of the call-and-response pattern.

Extension Activity

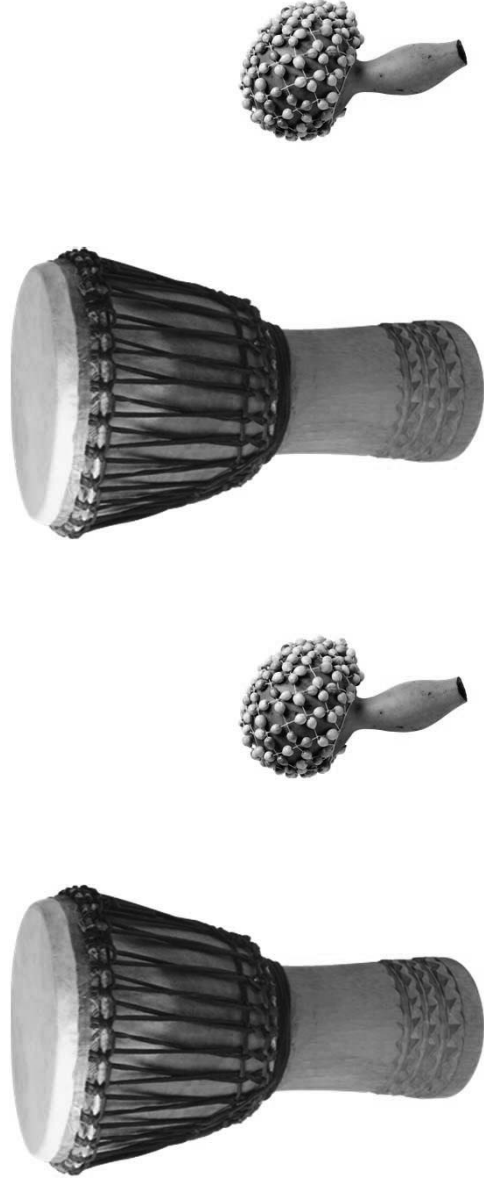
For additional practice with call-and-response form, as well as adult female and children's vocal timbre, use the Song Notation (Projectable): Do, Re, Mi Tapping Song and the accompanying Teacher Notes.



Koriko!

Listen to the song. **Listen** for **strong** and **weak** beats.

Tap the pictures of the instruments. **Tap** to show **strong** and **weak** beats.



Music Reading

Koriko!

Interactive Learning and Presentation Options:

- Music Reading Notation (Projectable)
- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Song Notation (Printable)
- Instructional Activity (Projectable):
Put the Beat in Your Feet (Play)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track

Reading: Identifying Strong and Weak Beats

The children will identify strong and weak beats by singing, moving, playing instruments, and reading iconic notation.

As a way of introducing the song, invite the children to sing along with Song Vocal Track: Koriko! and pat the steady beat in their laps as they sing.

Project the Music Reading Notation (Projectable), Slide 1. Guide the children to explore and experience the musical concept of beat; specifically, strong and weak beat.

SAY Some of the beats in this song are stronger than others. Listen for the strong and weak beats as we sing the song again.

Play the Song Vocal Track and lead the children in singing as you tap the strong and weak beats on the slide. Then repeat the activity, this time asking volunteers to tap the icons on Slide 1 as the rest of the class sings. Observe that volunteers tap to show a difference between strong and weak beat.

Project the Music Reading Notation (Projectable), Slide 2.

SAY Before we started singing, there was a short section that prepared us for the song. This section is called an *introduction*.

Explain to the children what an introduction is in music: a short section that introduces listeners to the instruments, tempos, styles, and moods that they will hear in the music.

Play the Song Vocal Track again and pause the recording after the introduction.

ASK **What kinds of sounds do you hear?**

(Answers will vary widely; the children may identify an instrument [drum, bell] or describe a sound [shaking, ringing]).

Invite the children to create (improvise) their own four-measure introduction to the song.

Point to the instruments pictured on Slide 2. Explain that these are a few of the instruments heard on the recording. These instruments are originally from Africa. Pronounce the names of the instruments for the children and have them echo you.

- *djembe* (JEM beh)
- *shekere* (SHAY kuh ray)

Guide the children to choose classroom percussion instruments that match these (and other) percussion sounds heard on the recording; for example, drums, shakers, rattles, jingle bells, tambourines.

Encourage the children to create a rhythmic pattern on either

- The steady beat.
- The strong beat.
- An eighth-note ostinato.

Make sure that a strong beat is always present.

Guide a small group of children to play their four-measure introduction. Then resume playing the Song Vocal Track at the point at which you paused. Ask the rest of the children to sing the song. Repeat this activity until all the children have played the introductions they created.

Project the Music Reading Notation (Projectable), Slide 3.

SAY Musicians create strong and weak beats by using *accents*. Strong beats have strong accents. Weak beats have light accents. Let's move to show the accents in "*Koriko!*"

Lead the children in moving to the strong and light accents (strong and weak beats) as you play the Song Vocal Track again. Possible strong-weak movement patterns include:

- Stomp, tap foot (same foot or alternating)
- Stomp, clap
- Jump, pat thighs
- Pat, clap
- Clap, snap
- Lift one leg and both arms, return to standing
- Raise arms overhead swaying to one side, return to center

Encourage the children to create their own movement patterns. Play the Song Vocal Track and alternate small groups that

- Sing.
- Move.
- Play classroom percussion instruments.

To reinforce the instruction of strong and weak beats, ask volunteers to tap the icons on Slide 3. They should tap the *djembe* on the strong beat and the *shekere* on the weak beat.

Assessment: Activity

The children will demonstrate their understanding of strong and weak beats by singing, moving, playing instruments, and reading iconic notation.

Project the Music Reading Notation (Projectable), Slide 3.

Divide the class into three groups. Play the Song Vocal Track. All groups should sing as

- Group 1 taps the icons on the slide.
- Group 2 performs the strong beat on a classroom percussion instrument.
- Group 3 improvises a movement to reflect the strong-weak beats.

Rotate groups until each group has had an opportunity to participate in every activity.

Observe the children's success in identifying, through movement and playing instruments, the strong and weak beats represented by the iconic notation.

Extension Activity

Invite the children to create an introduction to another song that they know. As volunteers perform their introductions, let the others share whether they think that the choice of ideas "introduces" what will be heard on the recording of the song.

ASK Do the instruments and tempo fit the song?

Extension Activity

For additional practice playing nonpitched percussion instruments, see Instructional Activity (Projectable): Put the Beat in Your Feet (Play) and the accompanying Teacher Notes. This activity provides guidance for allowing the children to explore nonpitched instruments individually and in groups. Additional instruction for proper playing technique extends their understanding of steady beat.

Song Notation

Ikhanda, maslombe (My Head and My Shoulders)

Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance): Ikhanda, maslombe
- Song Notation (Interactive Performance): My Head and My Shoulders
- Song Notation (Animated): Ikhanda, maslombe
- Song Notation (Animated): My Head and My Shoulders
- Song Notation (Projectable)
- Song Notation (Printable)
- Song Keyboard Accomp. (Printable)

Audio Options:

- Song Vocal Track: Ikhanda, maslombe
- Song Vocal Track: My Head and My Shoulders
- Song Accompaniment Track
- Song Pronunciation Practice Track

Rhythm: Steady Beat

The children will identify the steady beat of a song by using fine non-locomotor movements. The children will also perform a song as a way to reinforce a scientific concept (the parts of the body).

As a way of introducing “*Ikhanda, maslombe*,” tell the children that the song comes from the Zulu people of southern Africa. Play the Song Pronunciation Practice Track and guide the children to learn the Zulu words for this traditional Zulu children’s game song. Play the Song Accompaniment Track and have the children sing the song (in both English and Zulu) along with you.

Project Slide 1. Invite the children to listen carefully to the words of the song as you play Song Vocal Track: My Head and My Shoulders. The song is a great way for the children to review the parts of the body. By performing the song, the children are identifying a simple interdisciplinary concept (science) and relating it to music.

ASK **What are the parts of the body that are named in our song?**
(head, shoulders, chest, middle, knees, and toes)

As the children list them, write them on the board or point to them on the slide. Then have the children sing the song (in English) while volunteers tap each word on the slide. (For improved fine non-locomotor movement skills, you may want to print copies of the slide so the children can physically touch the words as they sing.)

Transfer the children’s tapping the words to their tapping a drum or clapping for each of the words. (Tap or clap on both beats in each measure.) Play Song Vocal Track: My Head and My Shoulders again. Sing the song aloud, then tap (or clap) and have the children sing “inside their heads.”

ASK **What do you notice about our tapping?** (It’s steady.)

SAY That’s a steady beat in our song.

Play Song Vocal Track: My Head and My Shoulders again. Invite the children to pat the parts of their body on the steady beat (two beats per measure) as the song tells them to. (Model moving on the steady beat if they have difficulty.)

ASK **What are some other parts of the body we could sing about in our song?** (Some answers may include: forehead, cheeks, chin, elbow, ribs, waist, fingers, legs, and ankles.)

Write their suggestions on the board, and then sing the song with their suggestions.

Assessment: Activity

The children will demonstrate their understanding of steady beat and the parts of the body by performing (singing and moving to) a song.

Play the Song Accompaniment Track. Invite the children to

- Sing the song aloud (in English).
- Tap or clap while they listen to the Song Accompaniment Track and sing the song “inside their heads.”

ASK **What do you notice about our tapping?** (It’s steady.)

SAY That’s a steady beat in our song. Let’s perform the steady beat with the song inside our heads.

Observe whether the children tap securely on the steady beat as you play the Song Accompaniment Track once again.

Then lead the children in another performance of the song; this time, the children should pat each body part on the steady beat, as the lyrics of the song indicate. Observe the children and guide them in deciding whether they performed the appropriate movements to fit the steady-beat words of the song.

Tips for Teachers: Differentiated Instruction

As mentioned above, “My Head and My Shoulders” can be used to demonstrate the relationship between music and other disciplines; in this case, science (parts of the body). However, some children may need to review the English words for the parts of the body mentioned in the song before they can perform it.

To start, hold up labeled picture cards as the children practice touching each of these parts of the body twice.

Reinforcement

During early experiences with the song, have the children keep the steady beat with the recording by touching each part of the body only once per measure (on the downbeat).

On Target

Later, lead them in performing their movements in time with the recording.

Challenge

When the children know the song well, lead them in performing the song at different tempos, each time moving in tempo with your singing. (You might reinforce the different tempos on a drum.)

INSTRUCTIONAL ACTIVITY

Ikhanda, maslombe (My Head and My Shoulders)

Listen to the song. What parts of the body are named in the song?

Sing the song. **Tap** the parts of your body.



head

shoulders

chest

middle

knees

toes

Instructional Activity (Projectable)

Ikhanda, maslombe (My Head and My Shoulders)

Interactive Learning and Presentation Options:

- Instructional Activity (Projectable)
- Song Notation (Interactive Performance): Ikhanda, maslombe
- Song Notation (Interactive Performance): My Head and My Shoulders
- Song Notation (Animated): Ikhanda, maslombe
- Song Notation (Animated): My Head and My Shoulders
- Song Notation (Printable)

Audio Options:

- Song Vocal Track: Ikhanda, maslombe
- Song Vocal Track: My Head and My Shoulders
- Song Accompaniment Track
- Song Pronunciation Practice Track

Timbre & Tone Color: Identifying Adult and Children's Voices

Integrated Curriculum: Identifying Science Topics Related to Music

The children will identify the timbre of adult and children's singing voices, and they also will identify a science and health concept related to music.

As a way of introducing the song, guide the children to share what they know about their body parts. Performing "My Head and My Shoulders" is a great way for the children to review the parts of the body. By singing the song, the children are identifying an interdisciplinary concept (science and health) and relating it to music.

Project Slide 1 of Instructional Activity (Projectable): Ikhanda, maslombe.

Play Song Vocal Track: My Head and My Shoulders. Invite the children to listen to the song.

ASK **What are the parts of the body that are named in our song?**
(head, shoulders, chest, middle, knees, and toes)

Can you point to your head?

(As you ask this, point (incorrectly) to your feet. Observe the children's reactions. Some will follow you and others will point to their heads. Most will giggle. Let them correct you. Then, point to your head.)

Can you point to your shoulders?

(Point to an incorrect body part again and let them correct you.)

Can you point to your chest?

(Point to an incorrect body part again and let them correct you.)

ASK Can you point to the middle of your body?

(Point to an incorrect body part again and let them correct you. Emphasize the hip area for the correct part.)

Can you point to your knees?

(Point to an incorrect body part again and let them correct you.)

Can you point to your toes?

(Point to an incorrect body part again and let them correct you.)

SAY Let's point to our body parts as we listen to the song.

Play Song Vocal Track: My Head and My Shoulders and model placing both hands on the head, shoulders, chest, middle (hips), knees, and toes in time with the music.

Then sing the song, without the accompaniment and one line at a time, and ask the children to

- Echo you.
- Sing the song several times and tap on the words or body parts shown on the slide for the body parts mentioned in the song.

Next, guide the children to vocally explore and experience the musical concept of timbre. Project Slide 2.

Play Song Vocal Track: My Head and My Shoulders.

ASK Did you hear one person sing, or a group of people singing?

(one person)

Did you hear an adult singing, or a child? (an adult)

Did you hear a woman singing, or did you hear a man? (a woman)

Then play the Song Accompaniment Track and invite the children to sing "My Head and My Shoulders."

ASK Did a group just sing, or did just one person sing? (a group)

Did a group of children sing, or a group of adults?

(a group of children)

If the children need to review the concept of timbre further, invite them to sing the song again. Then, review the above questions (and answers) with them after they've heard the recording again.

Assessment: Activity

The children will demonstrate their understanding of the timbre of adult and children's singing voices and they also will demonstrate their understanding of a science and health concept related to music.

Project Slide 3 of Instructional Activity (Projectable): Ikhanda, maslombe.

ASK Can you find these parts on the slide? (Name the following body parts: head, shoulders, chest, middle, knees, and toes), and invite volunteers to tap the appropriate places on the slide.)

Observe that the children identify the correct parts of the body.

Divide the class into two groups. Group 1 will be the performers and group 2 will listen.

Take group 1 aside and quietly tell them that they will perform the song the first time and that you, the teacher, will perform the song the second time.

Play the Song Accompaniment Track, which features two opportunities to sing the song. Have group 1 sing the first time through with the recording, and then you sing the second time. You might need to assist group 1 with beginning the song.

ASK Who sang the first time, a group, or one person? (a group)

Was it a group of children, or adults, who sang? (children)

Who sang the second time, a group, or one person? (one person)

Was it a child, or adult, who sang? (adult)

Was it an adult man, or woman, who sang?

(Answer will depend on the gender of you, the teacher.)

Guide the children through the assessment activity again.

- Ask the children to switch groups.
- Alert the performing group that you, the teacher, will sing the first time.
- Ask the questions again, adjusting the language to reflect the changes in the activity.

Observe that the children correctly identify the timbre of who is singing.

Song Notation

Olé

Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance)
- Song Notation (Interactive Practice)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)
- Song Keyboard Accomp. (Interactive)
- Song Keyboard Accomp. (Printable)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track
- Sound Bank Audio: Castanets

Melody: Repeated Patterns (Echo)

The children will listen for and identify repeating melodic patterns.

Display the Song Notation (Projectable) and read aloud the opening text.

ASK **How can music make you feel excited?** (Encourage the children to share various ideas.)

Next, invite volunteers to recite their ideas and then exclaim “*olé!*” For example: “Melodies make me feel happy—*olé!*”

Invite the children to listen to the song and follow the notation. Have them listen for the word *olé*.

SAY Listen to the recording and raise your hand when you hear a melodic pattern that repeats.

Play the Song Vocal Track and observe the children listening and identifying repeated melodic patterns. Feel free to stop and start the recording as needed to point out repeated patterns if some children don’t raise their hands.

SAY When a pattern in the song is repeated exactly, it is like an echo.

ASK **When did you first hear the echo patterns?** (Lead the children to discover that the phrases were not echoed the first time through the song; the echoes started the second time through the song.)

Divide the class into two groups to sing the song. The first time through, have the entire class sing. On the repeat, have one group sing the main part (call) while the other group sings the echo (response).

Sing it again with the roles reversed. Observe whether the children sing the echoed patterns accurately and in time.

Timbre: Castanets

The children will listen to a sound sample of castanets and then aurally identify castanets in the Song Vocal Track.

Show the class a pair of castanets from your collection of classroom instruments. (Alternatively, show a photo.) Let the children know that one castanet has a slightly lower sound and the other castanet has a slightly higher

sound. The lower-sounding castanet plays basic beat patterns while the higher-sounding castanet plays fancy rhythms. Play Sound Bank Audio: Castanets.

ASK **What words would you use to describe the sound of the castanets?** (clicking, clacking, rhythmic, accept other descriptors)

Demonstrate how to hold and play the castanets. Then allow the children to try playing the castanets and experiment performing various rhythms.

Next, play the Song Vocal Track and have the children listen for the word *castanets* in the song lyrics and the sound of the castanets in the accompaniment.

Display the Song Notation (Animated).

SAY As you listen to the song, clap the rhythm of the word *castanets* when you hear it in the singing.

Model clapping the rhythm of the word *castanets*. Have the children echo you.

Play the animation and point to the word *castanets* each time it occurs. Observe whether the children clap the word rhythm accurately and at the correct points in the song.

Song Notation (Interactive Practice)

Use the Interactive Player to adjust the tempo when the children are learning to sing the song. It is also possible to change the key.

- In the Digital Mixer, turn off the Accompaniment by dragging the slider all the way to the left. This makes it possible to isolate the Vocal melody for focused instruction.
- Play the melody at a slow tempo and have the children sing it on a neutral syllable. Increase the tempo as the children's confidence builds.

Once the children can sing the melody at the original tempo, turn off the Vocal line by dragging the slider all the way to the left. Play back only the Accompaniment while the children sing the melody.

Song Notation (Interactive Performance)

Use the Interactive Player to adjust the tempo and/or the key when the children are learning to sing the song.

- Play the song at a slow enough tempo that the children can sing through the song without hesitation.
- Use the bookmarks in the Navigation pane to easily find sections in the song: Intro, Vocal Part 1, Vocal Parts 1 & 2, and the 2nd Ending.
- The tracking feature supports the children in following the notation as the music plays.
- In the Digital Mixer, turn off the Vocals. Then play only the Accompaniment while the children sing the entire song.

Song Notation (Animated)

The Song Notation (Animated) presents the song notation and lyrics for “Olé” linked to the Song Vocal Track. When you click the Play button, the notation advances automatically through the song so the children can read the music as the recording plays. The Player’s control panel has buttons and sliders for Play/Stop, Pause, Volume, Full Screen, and Timeline. Advantages of this tool are that the children can read the music as they sing along with the recording, their heads will be upright looking at the screen, promoting good posture, and they won’t need to turn pages.

Song Notation

Bee, Bee, Bumblebee

Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)
- Song Keyboard Accomp. (Printable)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track

Rhythm: Steady Beat and Rhythmic Patterns

The children will read rhythmic patterns, including quarter note/paired eighth notes, and distinguish between beat and rhythm.

Play Song Vocal Track: Bee, Bee, Bumblebee and invite the class to listen and pat the steady beat.

Display Slide 1.

Invite the children to point with you as they

- Say the first measure of the speech piece while you point to each bee.
- Say the first measure again using rhythm syllables.

Invite the children to clap the rhythm of the words of the first measure, as shown on the slide. Then help the children

- Tell the number of times they clapped on the word *bee*. (one)
- Tell the number of times they clapped on *bumble*. (two)

Notice that the rhythmic patterns match the syllable patterns of the words, with only one sound on some beats, and two sounds on others.

Assessment: Activity

The children will demonstrate their understanding of rhythmic patterns, including quarter note/paired eighth notes, and their ability to distinguish between beat and rhythm.

Lead the class in saying the first measure of "Bee, Bee, Bumblebee" as an ostinato while they pat the steady beat.

Draw four horizontal lines on the board, representing the steady beat. For the first measure of the rhyme, ask the children to

- Decide how many beats they patted. (four)
- Clap the rhythm of the words and tell how many times they clapped on the first and second beat, and then on the third beat. (*Bee*—one; *bumble*—two)
- Show the number of sounds they heard on each beat by writing a "1" or a "2" over the beat lines on the board. (The pattern of beats should be 1-1-2-1.)

TEACHER NOTES

















Observe whether the children's clapping and writing show that they perceive the difference between one sound per beat (quarter note) and two sounds per beat (paired eighth notes), while keeping a steady beat.

Display Slide 2.

Invite the children to say the rest of "Bee, Bee, Bumblebee" with the Song Vocal Track, patting the beat and listening for which beats have one sound and which beats have two sounds.

Bee, Bee, Bumblebee

Tap the **beat**. Then **tap** the **rhythm** as you **chant**.
What is the difference between beat and rhythm?

				_____
Bee,	bee,	bum - ble -	bee,	_____
				_____
Stung a	man up -	on his	knee,	_____
				_____
Stung a	pig up -	on his	snout,	_____
				_____
Good - ness	me, if	you're not	out.	_____

Music Reading

Bee, Bee, Bumblebee

Interactive Learning and Presentation Options:

- Music Reading Notation (Projectable)
- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Song Notation (Printable)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track

Rhythm: Beat and Rhythm

The children will perform simple part work and identify the difference between beat and rhythm through movement and reading icons.

Have the children review the playground rhyme and play the game for “Bee, Bee, Bumblebee.”

Invite the children to pat their legs to the beat while chanting the rhyme.

Have the children clap the rhythm of the words (or “the way the words go”).

Display the Music Reading Notation (Projectable) slide.

ASK Do the orange lines match the patting, or the clapping? (patting)

SAY The orange line is for patting the steady beat. Let’s say the rhyme and pat the lines for the beat.

After patting the beat, have the children clap the rhythm of the words.

ASK What part do the bees match? (clapping)

SAY The bees match clapping the rhythm. Let’s say the rhyme and touch each bee for each rhythmic sound we make.

Divide the class in half and guide the children in performing simple part work.

- Have a representative from one half of the class lead them in touching each bee on the slide for the rhythm.
- Have a representative from the other half of the class lead them in touching the lines on the slide for the beat.
- Then have the groups switch tasks.

Assessment: Activity

The children will demonstrate understanding of beat and rhythm verbally, and through movement and reading icons.

Divide the class in half and guide the children in performing simple part work.

Print a copy of the slide for half the class to touch each bee for the rhythm, and the other half of the class to touch the lines for the beat.

Then have the groups switch tasks.

Assess each child's ability to touch the line for beat or the bees for rhythm.

Check for verbal understanding by displaying the Music Reading Notation (Projectable) slide.

SAY Let's find out if you can tell the difference between beat and rhythm.

Have the children say a phrase of the chant, while you tap either the lines or the bees.

ASK Which did I show, the beat, or the rhythm?

Invite individual children to provide the answers. Assess the children's responses for accuracy.

Song Notation

Star Light, Star Bright

Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Song Notation (Projectable)
- Song Notation (Printable)
- Song Keyboard Accomp. (Printable)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track

Melody: Singing and Creating High-Low/*So-Mi* Melodic Patterns

The children will sing, identify, and create high-low/*so-mi* melodic patterns.

Play Song Vocal Track: Star Light, Star Bright. Have the children listen, then encourage them to sing the song.

Project Slide 1.

Have the children sing the first two pitches of the song (*so-mi/star light*).

ASK Which is higher, *star* or *light*? (*star*, which is sung on the pitch G)
Which picture shows the high and low pitches of *star light*?
 (number 1)

SAY Sing *star light*. (Point to the first picture.)

Have the children sing *star light* and move their hand from high to low to show the melodic direction.

SAY Point to the second picture and show me how your hand would move.

Have the children point to the second picture and move their hands from low to high.

SAY Let's see how the second picture would sound.

Have the children sing *star light* (using E and G) and point to the second picture.

ASK Which pitch was higher, *star* or *light*? (*light*)

SAY These two pitches have special names and special signs. We call these pitches *so* and *mi*. The high pitch is *so* and the low pitch is *mi*. We show *so* with our hand like this (demonstrate the hand sign for *so* and point to the picture on the slide) and *mi* like this (demonstrate the hand sign for *mi* and point to the picture on the slide).

Have the children demonstrate the hand signs. Sing and sign *so-mi* and *mi-so* patterns, and have the children echo (using voices and hands). (To ease understanding, you may want to use only quarter notes for these patterns initially.)

Draw the children's attention to pictures 3 and 4.

SAY I am going to sing a longer pattern this time. Listen and tell me which pattern you hear, number 3 or number 4.

Sing one of the patterns and have the children echo. Have the children identify which pattern was sung. (Depending on the children's experience and comfort, you may sing the pattern using *so* and *mi* and hand signs, or sing the pattern on a neutral syllable such as *lie*.)

Have a volunteer sing and sign the other picture, with pitch syllables and hand signs. Have the class echo.

SAY Now create your own melody using *so* and *mi*. Make your melody four beats long.

Have the children count "1, 2, 3, 4" using a steady beat to establish pattern length.

SAY Your melody may use *so* and *mi*, *so* only, or *mi* only. It's up to you! Here is my special melody. Sing and sign it after me.

Create a four-beat melody using *so* and *mi*. Have the children echo, singing and using hand signs.

Have individual children create a four-beat melody using *so* and *mi*. Have the other children echo and sign each pattern.

Project Slide 2.

Have the children

- Sing "Star Light, Star Bright" with the lyrics.
- Sing the song again, moving their hand to show the high-and-low melodic patterns. (high-low, high-low, high-low-low, high-high-low, high-high-low, high-high-low, high-high-low-low, high-high-low)

ASK What do we call the higher pitch? (*so*)

What do we call the lower pitch? (*mi*)

Review with the children the hand signs for *so* and *mi*, and then have them sing the song with pitch syllables and hand signs.

Assessment: Activity

The children will demonstrate their understanding of high-low/*so-mi* melodic patterns by singing and creating patterns using these pitches.

Have individual children create a four-beat melody using *so* and *mi*. Have the other children echo each pattern. Observe the children's ability to sing and sign the new patterns with pitch syllables and hand signs.

For a challenge, have the children write their new high-low/*so-mi* patterns using notation software, a blank staff, or "star" manipulatives.

Have the children

- Create a new four-beat melody.
- Sing the high-low patterns with pitch syllables (*so-mi*) and hand signs.

Observe the children's success in using pitch syllables and hand signs to read and sing the new melodic patterns.

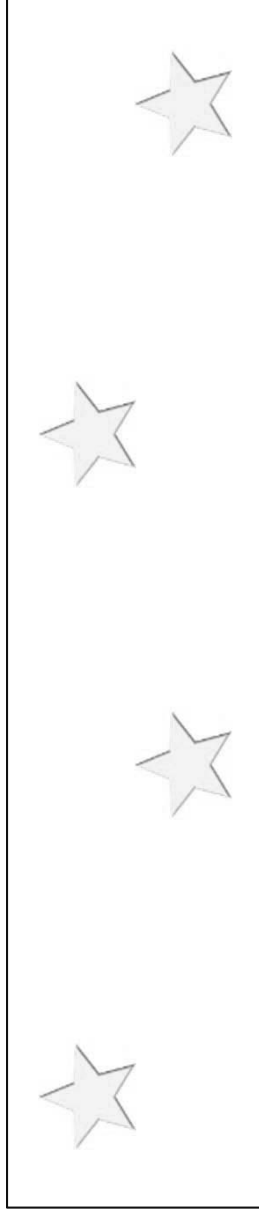
Extension Activity

Reinforce high-low/*so-mi* by playing G and E on a mallet instrument. Invite the children to take turns playing a four-beat pattern on a classroom instrument. Have the other children echo, singing with *so* and *mi*, and using hand signs.

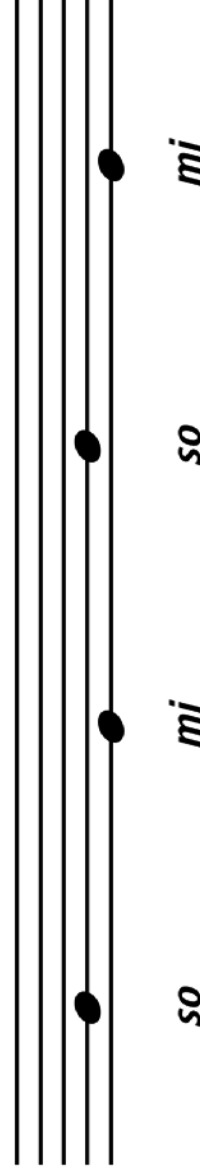
Star Light, Star Bright

Melody: Reading *so* and *mi*

Sing "Star Light, Star Bright" and point to the stars.



Read *so* and *mi* on the staff.



Music Reading

Star Light, Star Bright

Interactive Learning and Presentation Options:

- Music Reading Notation (Projectable)
- Song Notation (Interactive Performance)
- Song Notation (Animated)
- Song Notation (Printable)

Audio Options:

- Song Vocal Track
- Song Accompaniment Track
- Music Reading Practice Track: Melody
- Music Reading Practice Track: Melody and Accompaniment
- Music Reading Practice Track: Accompaniment

Melody: Read *so* and *mi*

The children will read and sing *so-mi* melodic patterns.

Play Song Vocal Track: Star Light, Star Bright and invite the children to sing the song.

Project Slide 1 of the Music Reading Notation (Projectable) and have the children point to the stars as they sing "Star Light, Star Bright."

ASK Which is higher, *star* or *light*? (*star*)

SAY High and low sounds have musical names. Let's read *so* and *mi* on the staff.

Draw the children's attention to the staff at the bottom of Slide 1 and encourage the children to

- Take turns pointing to each *so* and *mi*. (Remind them that if *so* is on a line, *mi* will always be on the line below it.)
- Sing this line on *so* and *mi* using hand signs.

Project Slide 2 of the Music Reading Notation (Projectable) and read the text aloud. Have the children

- Read the rhythm using your preferred rhythm syllable system (for example, *ti-ti, ti-ti, ti-ti, ta*).
- Identify where *so* and *mi* are in this exercise. (*So* and *mi* are on lines.)
- Sing with pitch syllables and hand signs. (You may wish to use the Music Reading Practice Tracks to support the children as they learn and explore this new melody. See descriptions below.)
- Sing this melody as an accompaniment to "Star Light, Star Bright."

Note: You may wish to use Song Notation (Interactive Performance): Star Light, Star Bright to adjust the tempo of the song as the children are learning to read and perform this activity. Turn the tracking and Vocals off so the class can perform the countermelody with the complete Song Accompaniment.

Assessment: Activity

The children will demonstrate their ability to sing *so-mi* melodic patterns.

Project Slide 2 of the Music Reading Notation (Projectable).

Have the children sing the melody with pitch syllables and hand signs. Observe that they sing and sign the exercise correctly.

For a challenge, divide the children into two groups. Have one group sing the song "Star Light, Star Bright," while the other group sings the Music Reading exercise. Switch roles and repeat. Observe that the group performing the "new" melody sings with accuracy.

Extension Activity

Project Slide 2 of Music Reading Notation (Projectable): Star Light, Star Bright. Have the children learn the following words to sing with this melody.

Twinkle, twinkle, little star.

Shining brightly near and far.

When the children know this "song," invite them to sing it as a partner song with "Star Light, Star Bright."

Singing: Vocal Exploration

The children will sing *so-mi* melodic patterns as they explore their singing voices.

You may wish to begin by playing a vocal exploration game. For example, perform various slides and patterns from low-to-high and high-to-low on *ooo* and/or *wee*. Have the children imitate you.

Sing and sign *so-mi* and *mi-so* melodic patterns, and have the children echo (using voices and hands).

Project Slide 1 of Music Reading Notation (Projectable): Star Light, Star Bright and draw the children's attention to the picture of the stars. Point to the stars as you sing the *so-mi* pattern of *star light, star bright (so-mi-so-mi)*. Ask the children to sing it back to you.

Next, sing the *star light, star bright* melodic pattern at a different starting pitch and have the children echo. Repeat multiple times, giving the children the opportunity to explore their higher, middle, and then lower voices.

Assessment: Activity

The children will demonstrate their ability to sing melodic patterns as they explore their singing voice.

Sing the first phrase of "Star Light, Star Bright" with pitch syllables and have the children echo (using voices and hands). Repeat the phrase multiple times varying the starting pitch. Listen and observe that the children can match your pitch as they echo the pattern.

Invite the children to sing "Star Light, Star Bright." Give them various starting pitches and observe whether they can match the starting pitch and sing with correct intonation.

Music Reading Practice Tracks

The Music Reading Practice Tracks provide support for the children as they read the *so-mi* melodic patterns.

1. Music Reading Practice Track: Melody –
After a sung count-off, the melody is sung using pitch syllables.
2. Music Reading Practice Track: Melody and Accompaniment –
After a sung count-off, the melody is sung using pitch syllables supported by a keyboard accompaniment.
3. Music Reading Practice Track: Accompaniment –
After a sung count-off, a light, supportive keyboard accompaniment is played, giving the children an opportunity to read and sing the melody independently.

Mi cuerpo hace música

(There's Music in Me)

Listen to the song.

How does it make
you want to move?



Song Notation

Mi cuerpo hace música (There's Music in Me)

Interactive Learning and Presentation Options:

- Song Notation (Interactive Performance): Mi cuerpo hace música
- Song Notation (Interactive Performance): There's Music in Me
- Song Notation (Interactive Practice): Mi cuerpo hace música
- Song Notation (Interactive Practice): There's Music in Me
- Song Notation (Animated): Mi cuerpo hace música
- Song Notation (Animated): There's Music in Me
- Song Notation (Projectable): Mi cuerpo hace música
- Song Notation (Printable): Mi cuerpo hace música
- Song Keyboard Accomp. (Interactive): Mi cuerpo hace música
- Song Keyboard Accomp. (Printable): Mi cuerpo hace música
- Song Pronunciation Resource (Printable): Mi cuerpo hace música

Audio Options:

- Song Vocal Track: Mi cuerpo hace música
- Song Vocal Track: There's Music in Me
- Song Accompaniment Track: Mi cuerpo hace música
- Song Pronunciation Practice Track: Mi cuerpo hace música

Timbre: Body Percussion and Vocal Timbres

The children will identify body percussion and vocal timbres by listening to a song.

ASK What sounds can we make without using any instruments? (clap, pat, snap, stamp, sing, whisper, shout, etc.)

SAY Listen to this song and tell me what sounds you hear. Listen for sounds we can make with just our bodies.

Play Song Vocal Track: There's Music in Me, having children keep the beat while listening.

Discuss sounds heard in the song produced without instruments (clapping, singing).

Display Slide 1 of Song Notation (Projectable): Mi cuerpo hace música.

ASK Which of these pictures show things we do that make sound? (singing, stamping, clapping)

Which picture shows something that doesn't make a sound? (hips dancing)

Have the children

- Sing with Song Vocal Track: There's Music in Me, while you point to the visual to reinforce the text (point to mouth when singing phrases about music; to hands when singing about clapping; to feet when singing about stamping).
- Sing again with the Song Vocal Track,, while you point to the visual to reinforce the text and invite the children to join in on claps, stamps, singing ("la, la, la"), and hips dancing while keeping a steady beat for the rest of the song.
- Echo-sing the phrase "*Cha, cha, cha. And my hips can dance the cha, cha, cha.*"

Play the Song Vocal Track and invite the children to sing the part they have learned (and any other parts they feel comfortable singing), adding sounds and movements, and keeping the beat throughout.

ASK What is one way we could keep the beat that doesn't make sound? (Examples may include: gently tap ears, lightly tap shoulders, etc.)

Sing with Song Vocal Track: There's Music in Me, having students keep steady beat with movement that doesn't make sound.

ASK What is one way we could keep the beat that makes sound? (e.g., patting legs, snapping fingers, etc.)

Play the Song Vocal Track and have the children sing and keep a steady beat using body percussion that makes sound.

Have the children close their eyes (or move behind children) and identify sounds they hear as the teacher claps, pats, stamps, sings, shouts, whispers, etc.

To have the children sing "*Mi cuerpo hace música*" in Spanish,

- Play the Song Pronunciation Practice Track and encourage them to listen to the way the native singer performs each phrase in Spanish.
- Play the track again and have the children echo-sing each phrase in response to the native singer.
- Finally, have the children sing the entire song in Spanish with the Song Accompaniment Track.

If you have children in your class who have been exposed to Spanish in their homes, encourage them to assist the other children with learning how to pronounce the words.

Song Notation (Projectable)

Have the children gather in a circle for a guided conversation. Display the Song Notation (Projectable).

Encourage the children to

- Talk about the illustration and what the song is about.

- Discuss and demonstrate movements and the order of those movements shown on Slide 1.

Song Notation Printable

You might want to share with the children the Song Notation (Printable). Invite them to draw a picture about the song in the blank space.

Song Notation (Interactive Practice)

Use the Interactive Player to adjust the tempo when the children are learning to sing the song. Encourage the children to

- Pat the steady beat while singing the song.
- Join in singing when they are able.
- Change the tempo.
- Change the volume. (Make sure to indicate when it is loud or soft.)
- Turn off the sound of the melody line with the Digital Mixer by moving the slider all the way to the left. (Then play only the song accompaniment while the children sing the entire song.)

Song Notation (Interactive Performance)

- Use the Interactive Player to adjust the tempo when the children are learning to sing the song.
- Play the song at a slow enough tempo that the children can sing through the song without hesitation.
- The tracking feature supports the children in following the notation as the music plays.
- In the Digital Mixer, turn off the Vocals. Then play only the accompaniment while the children sing the entire song.

Song Notation (Animated)

The Song Notation (Animated) presents the song notation and lyrics for “*Mi cuerpo hace música*” and “There’s Music in Me,” linked to each Song Vocal Track. When you click the Play button, the notation advances automatically through the song so the children can follow the music as the recording plays. The Player’s control panel has buttons and sliders for Play/Stop, Pause, Volume, Full Screen, Fast Forward and Rewind, and Timeline. Advantages of this tool are that the children can follow the music as they sing along with the recording, and they won’t be distracted by the need to turn pages.