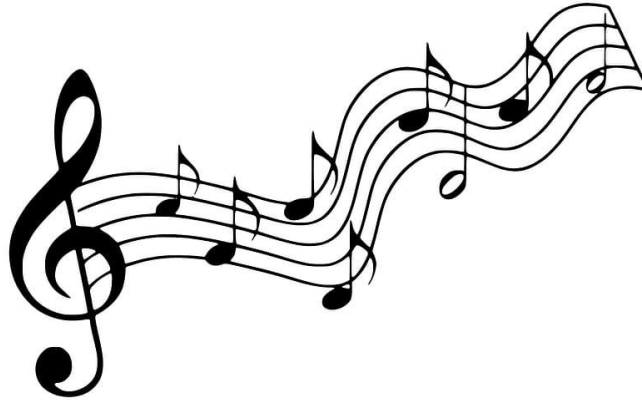


Eenie Meenie Miney Mo, Music Helps Knowledge Grow



Anchorage Association for the Education of Young Children
Early Childhood Conference
February 8, 2020 1:00-3:00pm

Shawnee Vanderpool, BM Music Ed
Creekside Park Elementary
vanderpool_Shawnee@asdk12.org

Aaron Hensley, MA Teaching
Airport Heights Elementary
Hensley_Aaron@asdk12.org

Welcome Songs

Ev'rybody's Welcome

Tennessee Folk Song

Ev'rybody's welcome, oh yes, welcome!

Ev'rybody's welcome, come along and go.

Oh, glory, hallelujah!

Oh, glory, come along and go.

Good non-locomotor song to start the day with, the underlined words can be replaced with student's names. It is important to have students learn the hand motions as well as the song; movement helps cement the lyrics and gives shyer students, that are not singing, a means to participate.

Hand motions:

Ev'rybody's welcome, (open hands up in a welcoming gesture and bring them back in)

Oh yes, (pretend to knock with both hands at the same time, once on 'oh' and once on 'yes')

Welcome! (same opening gesture as before)

Ev'rybody's welcome, (same as before)

Come along and go. (roll your hands around each other in a backwards motion on 'come along' and forwards on 'go')

Oh, glory, (bring hands above head and make a circle with your fingers on 'oh' and clap on 'glory')

Hallejulah! (pretend to wave a small flag in each hand)

Oh, glory, (same as before)

Come along and go. (same as before)

Strolling in the Park One Day - New England Dance Masters

I'm Growing Up book

1. Begin playing the song for kids.
2. What were they doing when they were taken by surprise? Strolling through the park. What does Strolling mean? List synonyms for strolling. What does strolling look like? Practice strolling around

room and stopping when they get surprised, pretending like they are startled, find a partner to bat eyes at, then wave goodbye.

3. What else do they do instead of strolling? Play the other verses. Have students act out other verses, bat eyes at each other, and wave goodbye.
4. Brainstorm other activities they could substitute in the song. Great vocabulary builder and gives them creative ownership of the activity.

Tips and Tricks!

- **I'm not musical, what can I do?**
 - Rhythmic speech, chants
 - Steady beat on an instrument/lap to keep students saying/singing together
 - Pitch your songs in a child's range - between F-A. Most adults sing much lower than a child's voice is capable of singing. This causes students to shout in their chest voice rather than activate their singing head voices.
 - John Feierabend's First Steps in Music books.
 - New England Dance Masters books
- **Methods of Song instruction**
 - Whole Song Immersion "Chop Chop"
 - For most short songs and chants, students learn best hearing the entire piece multiple times.
 - Have them do active listening by asking them questions about the piece first (how many times do we say the word chop?) (Which rhyming words do you hear?)
 - Follow with engaged listening where they use their body to keep steady beat or do motions of the chant while teacher says the words.
 - Students need to hear the piece at least 5 times before they start to help chant/sing it.

- By Rote “Now it’s Time to Go” - from A Song in My Heart book - the Amidons
 - Students need longer chants and songs chunked up into workable/memorable pieces.
 - Break it into 4-8 beat phrases and have students repeat each section a couple of times.
 - Add two 4-8 beat sections together. Keep adding sections until entire piece is learned.

Routine and Transition songs

- Opening songs and closing songs
 - **Here We Are Together**
 - Tune of Did You Ever See a Lassie
Here we are together, together, together.
Here we are together all _____(sitting in our chairs, sitting on the rug, joining in with class, etc.)
There’s (enter 4 student names)
Here we are together all _____.
Repeat until all students have been named.
 - Can be used for many transitions, entrances, getting to know you activities. Once students know the song they can say the child names with teacher pointing, or can say their own name when pointed to.
 - Goodbye songs <https://youtu.be/0LDArAJf7-c>
- Transition to different formations
 - Let’s Join in the Circle - Connected and Respected “Linking Up” Sarah Pirtle
 - Standing in line songs -
 - Everybody has a different version - to the tune of 99 bottles or make your own to a different tune.
 - Chants - for materials, for routines, for anything you need.

- 1234 put your _____ on the floor. 5678 hands in lap would be great.
- One at a Time, in a line, hip and lips.

Piggy Back Songs

- Take any subject and put to a tune the kids know. (shape songs, Alphafriends, math rules, class rules.)
 - I'm a Triangle (Twinkle), I'm a circle (Thumbkin), Days of the Week (Addam's Family)
- Great poetry examples in "Smelly Locker" by Alan Katz
- Try making a few of your own.

Connecting with Literature

- Sing along books
 - Crabfish - John M Feierabend
 - I know and Old Woman Who - various authors/subjects
 - Over in the Meadow - Olive A Wadsworth
 - Several versions, Down by the River, Far North in the Arctic, Over in the Jungle, etc.
- Music Activity Books
 - Bear Snores On - Karma Wilson, Jane Chapman
 - Going on a Bear Hunt - Michael Rosen, Helen Oxenbury
 - There's a Bear on my Chair - Ross Collins
- Listen along
 - What to do with a Problem - Kobi Yamada
 - Recording - Leonard Bernstein's Fancy Free Ballet, Variation 2 "Waltz"
 - The Remarkable Farkle McBride - John Lithgow
 - Cd included, video on YouTube
 - Jazz Fly - Matthew Gollub - cd included
 - What a Wonderful World - Bob Thiele
 - Recording of Louis Armstrong singing

- Classic Orchestral Books
 - Peter and the Wolf - music by Sergei Prokofiev
 - Book by Janet Schulman
 - Disney's animated version on Make Mine Music DVD
 - Carnival of the Animals - music by Camille Saint Saens
 - Book by John Lithgow
 - Poems inspired by Saint Saens music - Judith Chernaik
 - Finale on Disney's Fantasia 2000
- How to Choose a Story for Music Inclusion
 - Rhythmic speaking
 - Are there repeated patterns the students can say with you?
 - Are there folk songs/piggyback songs that can be added?
 - Which content area do you want to focus on?
 - Does it make you think of a piece of music that could play in the background? Does that music compliment the story or take away from the story?
- How to get Kids Engaged
 - Dramatization, vocal inflection, and rhythmic shortening/elongation help create tension and release and make the story feel more personal.

English Literacy Development

- Letter sounds
 - Dr. Seuss' ABC Book
 - Repeated patterns, alliteration
 - Houghton Mifflin Alphafriends Songs
 - <https://www.youtube.com/playlist?list=PLa0rQlxUtKt2JRXq1UqoyGZ0YlcGSbRhU>
 - ABC Rock - Greg and Steve
 - Different rhythm and tune, call and response

Nursery Rhymes

- Why teach nursery rhymes?
 - Historical context - teach lessons
 - Language skills, vocabulary
 - Rhythmically fun to speak/engaging
- Oleanna - Laurie Berkner
- Alphabet Singing Game - 99 bottles piggy back!
 - ABCDEFG HIJKLM NOPQRSTU VWXYZ
 - Insert nursery rhyme with same melody and beat.
 - Return to alphabet. Take turns having student teams do different nursery rhymes, always returning to the abc's.

Social Emotional Education

- Eensy Weensy Spider - book by Mary Ann Hoberman and Nadine Bernard Wescott
 - Emotion cards - match feelings to each page. Sing in different inflection and tonality depending on mood
- Star Light, Star Bright - nursery rhyme
 - Think of a wish you would make for yourself.
 - What would your parent wish for?
 - What would you wish for a loved one?
 - What would someone less fortunate than you wish for?
- At the Bottom of the Sea - Down in the Valley Book - New England Dance Masters
- Fostering Creativity and confidence -
 - Aiken Drum https://youtu.be/ZhJP_LsWRxE
 - Can You Do as I do? Karen Medley

Piggy Back Song Creation

To the Tune of: _____

To the Tune of: _____

Children's Lit Music Integration

Book Title: _____

Author: _____

How to Integrate Music: _____

