

# Music and Movement Workshops

KPV 2007

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## Why Is Music Important For Young Children?

Engaging children in musical activities gives them solid foundations in many different areas of learning including, but going way beyond, musical skills.

- ✓ Fun
- ✓ Musicality: Singing, moving, playing
- ✓ Personal Growth: Coordination, self confidence, development of language, listening skills, memory, and space perception
- ✓ Interpersonal Growth: Social skills of sharing, taking turns, mutual respect
- ✓ Tool for learning other subjects
- ✓ Optimum learning age, Whole brain learning
- ✓ Opportunity for Creativity

### **Why Should We Share Music with Young Children?**

Early childhood is a wonderful time for musical activities

- Children of preschool age love to imitate others, love to lead, love to respond with whole body actions and love multi stimulus.
- They learn better when they are having fun, and are hungry for new ideas and stimulation.
- Their bodies and brains develop in accordance with the amount of stimulation.
- Before age 5, connections in the brain grow at the fastest rate of the child's life.






For the child, music sessions are opportunities to

- have fun
- sing and enjoy the sound their voice makes
- dance, move, develop coordination and spatial awareness as they learn to drive their body
- listen, react and develop sensitive responses to different types of music
- develop skills for daily life: listening to instruction, language, sound discrimination, sequencing and memory
- develop group co-operation and socialization skills, including taking turns, sharing and appreciating other peoples ideas.

**During their musical journey, offer children situations where they can investigate the elements of music:**

- Quality of sound → eg. drum or wood block = **Timbre**
- Volume → Loud and soft = **Dynamics**
- Melody and Harmony → High and low = **Pitch**
- Duration → Combinations of Long and short = **Rhythm**
- Speed → Fast and slow = **Tempo**

**We Discover These Elements Through Experience In The Following:**

<p> <b><u>Moving</u></b></p> <ul style="list-style-type: none"> <li>• <b>Locomotor Movement</b>, ie moving around the room,             <ul style="list-style-type: none"> <li>- in set formation, lines, circles etc,</li> <li>- in free space helping the child negotiate their pathway,</li> <li>- varying the movement, eg walk, skip, roll,</li> <li>- changing direction, level, speed, weight.</li> </ul> </li> <li>• <b>Non-locomotor Movement</b> <ul style="list-style-type: none"> <li>- Use movements or <b>Actions</b>, eg clap, pat, shake, rub, or wriggle.</li> <li>- Use large motor movement as well as fine motor, eg <b>Finger Plays</b>.</li> <li>- Imitate or copy the leader/teacher to build a movement vocabulary of ideas.</li> <li>- Ask children to think of and use their own ideas, or <b>creative input</b>.</li> </ul> </li> </ul>	<p> <b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>• <b>Vocal Exploration:</b> Experiment and explore with the voice to see what it can do. Read lots of stories with sound effects and opportunities to make high and low sounds with your voice, eg. machine noises, animal noises, high/middle/low voices, eg Goldilocks and The 3 Bears.</li> <li>• <b>Chant</b> or speak in a regular meter.</li> <li>• Sing songs with repeating small sections, for children to <b>echo sing</b>.</li> <li>• <b>Sing</b> simple songs with limited note range eg, Star Light Star Bright, One Two Buckle My Shoe, and playground chants, eg See Saw Marjory Daw.</li> <li>• <b>Sing</b> songs with more notes to extend vocal range.</li> </ul>	
<p> <b><u>Focussed Listening</u></b></p> <ul style="list-style-type: none"> <li>• Listen and <b>focus</b> for a specific sound, eg to copy a hum someone sings or a rhythm someone plays, or close your eyes and point to a sound as it moves.</li> <li>• <b>Echo singing:</b> Echoing short phrases</li> <li>• <b>Sharing:</b> Listening to the instrument playing of other classmates as we share and take turns to play.</li> <li>• Listen to the music for <b>cues</b> when to move and stop or play softly or loudly.</li> </ul>	<p> <b><u>Playing</u></b></p> <p><b>Body percussion:</b> Your personal drum kit of sounds on the body. Pat chest, thighs, cheeks, stamp, clap. etc</p> <p><b>Instruments:</b></p> <ul style="list-style-type: none"> <li>• Found sounds: rocks, shells, cooking bowls, dry bean pods.</li> <li>• Non-melodic instruments             <ul style="list-style-type: none"> <li>- Steady beat – vary tempo, dynamics, timbre,</li> <li>- Develop beat into rhythmic opportunities and improvisation.</li> </ul> </li> <li>• Melodic instruments             <ul style="list-style-type: none"> <li>- play simple accompaniments</li> <li>- play melodic phrases, and scale passages.</li> </ul> </li> </ul>	<p> <b><u>Creating</u></b></p> <p>Once the activity is outlined find opportunities where children can incorporate their own ideas, ie have <b>Creative Input</b>. eg:</p> <ul style="list-style-type: none"> <li>• Think of your own action,</li> <li>• Will you clap in front/behind/ high/low hands/feet?</li> <li>• Which instrument will you choose to play quickly?</li> <li>• Make shapes with your scarf as you dance.</li> </ul>

## Music for Children with Special Needs:

Music is essential to education. It is also vital to students who have special needs. Music can reach out to these children in a way that nothing else can.

Encouraging a child with special needs to do the activities required by speech therapists, physiotherapists or occupational therapists can be somewhat difficult to achieve, especially if the child has had a stressful day, is tired, or is just plain sick of having to do something else for someone else. For me, having children with special needs at kinder has been a great challenge, one that I have relished. Just seeing one small step in a child's development brings such satisfaction.

These songs will provide you with a fun, entertaining way of reaching out to these children. If you have a child who has no spatial awareness, as I have done, you will find that songs such as 'Music Day' and 'All of a sudden' will help them to discover that awareness. The Lycra song has a number of different concepts in it such as "under, on, side to side, up and down and in and out. This song was very helpful to one of my young students who didn't understand many concepts when she first started at kinder. Over a very short period of time, it became obvious that she could now understand many different concepts that had previously been quite a mystery to her. How did this happen; through singing, and "doing".

How many of us can remember different products, such as vegemite because of the song, or the Pizza Hut number, once again because of a song.

A couple of the songs have been included in the list because they were the very favorite pieces of some of my very special children. My child with Downs Syndrome absolutely loved singing Mrs. Bunny. He had no language apart from about two words, but he could gesture, and gesture he did – to his mum in the car. He would point to his nose and then put his hands above his head as ears – two of the actions in the song. When at kinder, he joined in very enthusiastically, and with a big smile on his face, doing the actions along to the music. Another favorite of one of my children has been Mr. Teddy, so that has been added simply because it is a fun song about a Teddy bear.

For children who don't have much movement, or who aren't ready to do the actions of songs on their own, sit them on your knee facing out and do the actions over the top of their hands. They will feel the music, hear it and see the other children doing the activity. Then, when they are ready, they will know what to do and will not have to be re- taught.

Experiencing songs where the actions go across the midline help the brain to develop more and more pathways. Some of the songs I have chosen enable the children to go across the midline, helping to integrate the left and right brain. Playing the drums in "Little Drum" and in "All of a sudden" are two pieces that do this. You don't need to be musical yourself. Just be enthusiastic, and you will see some encouraging results with your very special children.

These songs can be sourced from Kids Music Company [www.kidsmusic.com.au](http://www.kidsmusic.com.au)

Email: [heather@kidsmusic.com.au](mailto:heather@kidsmusic.com.au)

Physio = Physiotherapy  
 OT = Occupational Therapy  
 ST = Speech Therapy

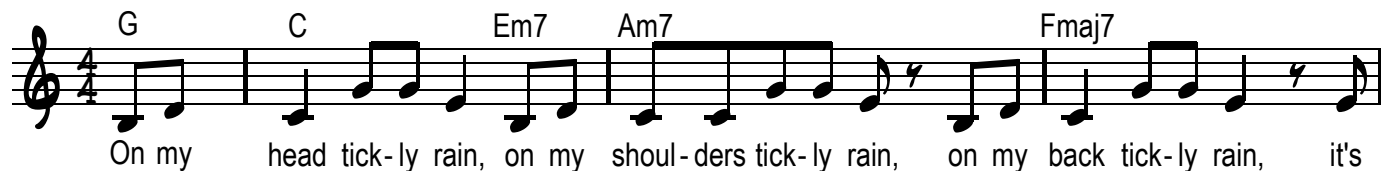
Song	CD	Activity	Major Focus				
			Listen	Sing	Locomotor Non- Locomotor	Move - Locomotor	Play
1. Music Day	Teddy Jumps	Welcome song allowing children to do some echo singing, and to use their imagination. Physio: Walking, stretching up high and down low, clapping, spacial awareness,	✓	✓	L, NL		✓

2.	Two Eyes	Echo Fred	Body awareness song, echo singing OT: Finding body parts ST: Learning names of body parts	✓	✓	F, NL		
3.	Tickly Rain	Teddy Jumps	Great tactile song that teaches children different parts of their bodies. OT: Hand actions, good sensory song ST: Learning parts of the body	✓	✓	F,NL		✓
4.	Little Drum	Feeling the Beat	Playing steady beat on drums using both hands. OT: Hand-eye co-ordination	✓			✓	
5.	All Of A Sudden – Movement	Teddy Jumps	Moving to the music in different ways. Walk and stop, run and stop, etc. Physio: Walking, running, jumping, skipping and stamping	✓		L		
6.	All Of A Sudden – Drums	Teddy Jumps	Transfer the beat from feet to hands. OT: Playing the drum – hand/eye coordination	✓		NL, F	✓	
7.	Mr. Teddy	Feeling the Beat	Mr. Teddy lives in a box but comes out to play with his friends. Physio: Action song	✓	✓	NL		
8.	Mrs. Bunny	Echo Fred	Mrs. Bunny is really neat. She has floppy ears and big feet, and loves to stretch, flop and jump. Physio: Stretch up tall and bend down low ST: Singing about different parts of the body.	✓	✓	NL		
9.	Then I Stop	Pukeko Stomp	Children use large motor skills in this song Physio: Moving and stopping	✓		L		
10	I Have A Shaker	Teddy Jumps	Playing the shaker on the steady beat. ST: Repetition of phrases OT: High, behind back, in front, fast and slow. Grasping shakers	✓	✓	NL, F	✓	
11	It's A Rainbow	Feeling The Beat	Each child has a rainbow ribbon. This is a great tool for teaching colours, the colours of the rainbow, correlation between the colours, and the names of the colours. ST: Learning colours OT: Co-ordinating hand/eye to hold the correct coloured ribbon to match the words	✓	✓	NL		
12	Stretchy Lycra	Pukeko Stomp	Fun with a stretchy piece of material OT: Many different concepts – under/over, side to side, up/down, in/out.	✓		NL, F		✓

# Tickly Rain

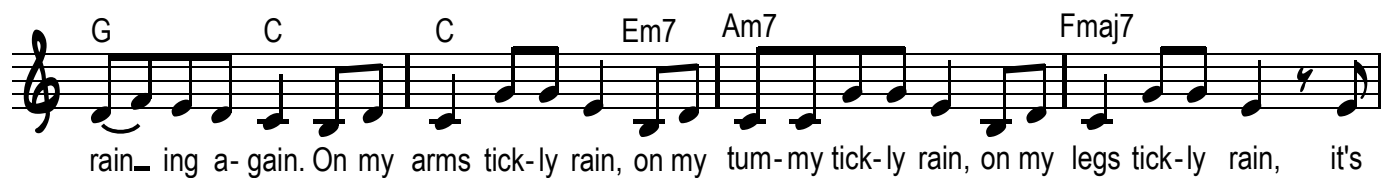
Janet Channon

G C Em7 Am7 Fmaj7



On my head tick-ly rain, on my shoul-ders tick-ly rain, on my back tick-ly rain, it's

G C C Em7 Am7 Fmaj7



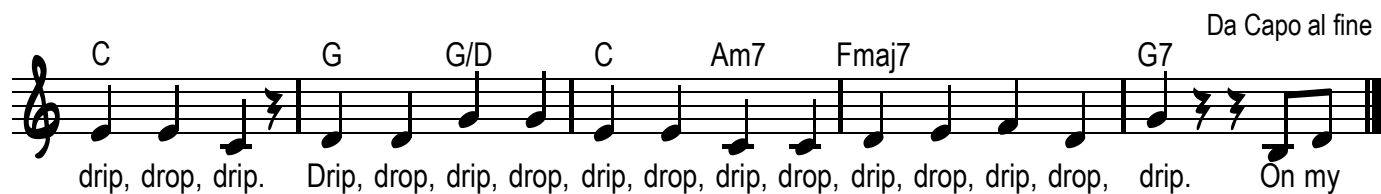
rain-ing a-gain. On my arms tick-ly rain, on my tum-my tick-ly rain, on my legs tick-ly rain, it's

G C Fine G G/B C C/E G G/B



rain-ing a-gain. Drip, drop, drip, drop, drip, drop, drip, drop, drip, drop, drip, drop,

C G G/D C Am7 Fmaj7 G7 Da Capo al fine



drip, drop, drip. Drip, drop, drip, drop, drip, drop, drip, drop, drip, drop, drip, drop, drip. On my