

Moonee Valley Performing Arts Workshop July 15th 2014.

Connecting to the Community.

The positive outcomes of a musically enriched environment are evident to me each time I conduct my program.

An engaging musically enriched learning environment has proven to benefit our children in all areas of their development, such as;

Social, Music provides a sense of belonging and working with others.

Emotional, Music helps to empower the self, and build good self-esteem and a sense of achievement and general wellbeing.

Physical, Musical benefits of combined with movement help develop coordination of both gross and fine motor skills.

Music also develops **auditory** and **visual** skills through active listening, watching and participation which also improve **memory**.

Lastly music is a powerful tool to maximise a child's **language** development. Music should be integrated at every possible learning opportunity. Music and Language are disciplines that activity engage the left and the right side of the brain simultaneously. Providing supportive musical learning in early childhood provides foundations for a child to have positive experiences involving music throughout their lives into adult hood.

My daughter was three when she said to me "Mummy my work is my playing" Children develop in and understand their world through play. Adding music reinforces and supports this learning through play, creativity and imagination. The simplest way you can incorporate music in your class is to sing.

"Singing is an ideal tool for developing listening speaking reading and writing skills in a holistic way." (Harp;1996) He went to further say **Children's language naturally has rhythm and melody of which they bring to the task of learning to read. Singing also helps with memory. When choosing music it is best to have rhythmic, repetitive and rhyming to help with early literacy.**



The intent of today's workshop is to build on those musical skills you already have and create an environment where no matter what level of musicality you have you will take away some new tools to add to your own set of ideas and creativity.

Any skill you have already will add value to creating music in your class room I am going to build on this by exploring some skills I have learnt from my experience using the teachings of Carl Orff and Dorothee Gunther. Together they developed a model to teach music and movement to adults and children in the 1920s which has since been extended to class rooms all over the world. You can use as little or as much as you like the best part about this philosophy is that it is a very communal way of exploring and creating.

It involves **Imitation** from the teacher who then encourages imitation from the children who can copy and follow in the activities. Also **Improvisation** using voice body or percussive instruments and creates the basis for **Composition** to occur in the classroom all from joining in together.

Orff methodology integrates **Music Speech and Dance** which all have the element of **rhythm** in common.

The Best way to learn these methods is by joining in so let's go!

References used

Stay and Play Linda Webster- Kids Music Company Learning through doing.

Victorian Orff Schulwerk Association 2011.

Sound and Sight ;How Does Music Promote Literacy Learning- Robyn Trinick.

Victorian Orff Schulwerk Association 2011.

Harp B (1996) Integrating music with reading : Getting started. The Reading Teacher Vol.50 No 1.

Carol Huffman www.aosa.orgsummer 2013

VOSA- Victorian Orff Schulwerk Association www.vosa.org



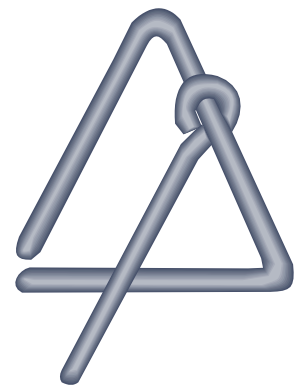
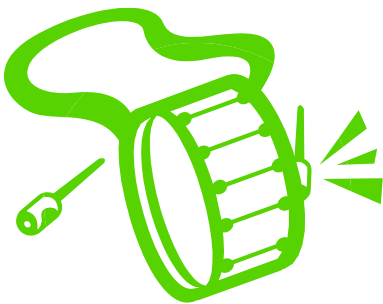
I Am The Music Man

I am the Music Man – Seeing a musician perform can sometimes be a life changing event for a child whether it be at an event such as a festival, party, or formal concert such as the Melbourne Symphony. It may be as informal as listening to a relative or friend practice in the lounge room, it connects children to the knowledge that music is made with instruments. You can extend or introduce this in the classroom.

The Music Man is a great song that takes children on a journey of the classical world through sound and imitation of the different musical instruments.

You can have the book but if you don't download some pictures from clip art and laminate them bring them out as the song progresses.

Extension is to sing the song and add in class room percussion instruments such as triangles bells maracas tapping sticks. If you don't have these you can create body percussion for everyone to follow.





I Am the Music Man Words

I am the music man I come from down your way and I can Play....

What can you play?

I play piano, P A P A Piano Piano Piano P A P A Piano P A Piano.

I am the music man I come from down your way and I can Play...

What can you play?

I play the saxophone, saxo saxo saxophone saxophone saxophone saxo saxo saxophone saxo saxophone P A P A Piano Piano Piano P A P A Piano P A Piano.

I am the music man I come from down your way and I can play....

What can you play?

I play the big bass drum, big bass big bass big bass drum big bass drum big bass drum big bass big bass big bass drum big bass big bass drum, saxo saxo saxophone saxophone saxophone saxo saxo saxophone saxo saxophone P A P A Piano Piano Piano P A P A Piano P A Piano.

I am the music man I come from down your way and I can play...

What can your play?

I play the xylophone, xylo xylo xylophone xylophone xylophone xylo xylo xylophone xylo xylophone, big bass big bass big bass drum big bass drum big bass drum big bass big bass big bass drum big bass big bass drum, saxo saxo saxophone saxophone saxophone saxo saxo saxophone saxo saxophone P A P A Piano Piano Piano P A P A Piano P A Piano

I am the music man I come from down your way and I can play....

What can you play?

I play the Violin, vio vio violin violin violin vio vio violin vio violin, xylo xylo xylophone xylophone xylophone xylo xylo xylophone xylo xylophone, big bass big bass big bass drum big bass drum big bass drum big bass big bass big bass drum big bass big bass drum, saxo saxo saxophone saxophone saxophone saxo saxo saxophone saxo saxophone P A P A Piano Piano Piano P A P A Piano P A Piano.

I am the music man I come from down your way and I can play....

What can you play?

I play the trombone, trombo trombo trombone trombone trombone trombo trombo trombone trombo trombone, vio vio violin violin violin vio vio violin vio violin, xylo xylo xylophone xylophone xylophone xylo xylo xylophone xylo xylophone, big bass big bass big bass drum big bass drum big bass drum big bass big bass big bass drum big bass big bass drum, saxo saxo saxophone saxophone saxophone saxo saxo saxophone saxo saxophone P A P A Piano Piano Piano P A P A Piano P A Piano.

In the Garden

Children connect with nature every day when they walk to kindergarten or school go to the local park or just play in their backyard. Exploring songs about nature can activate further interest in a child or add to an already existing interest such as planting a vegetable or flower garden.

The Tree song is a favourite of mine and can be used for both Spring Time and Autumn Time sessions.

The Tree song is an echo song the teacher sings first children repeat.

Starting Point, I start by telling this as a story using felt pieces on a felt board. I sing just one part animatedly and add the story as required.

Extension, I generally say to the children “know we are going to make a forest up you get and show me your branches.” The song is repeated and the children join in with the actions. Actions can be repaired or you may get children to help with.

Extension, Now that the children are familiar with the tune and the actions it is easier to concentrate on the singing bring in the echo technique teach as little or as much of the song as they can manage remembering to always keep it fun.

Extension, You may like to try adding in some Percussion instruments to different parts of the song.



Song about flowers

I like the flowers I like the daffodils I like the mountains I like the rolling hills and I like the fireflies when the lights are low. Boom dee ah dee Boom dee ah dee Boom dee ah dee oh. Repeat with matching actions or percussion accompaniment. Chords are CAMDmG7 repeated.

Other songs you might know

Oats Peas Beans and Barley Grow- Dance and Song

Mary Mary quite contrary how does your garden grow with Silver Bells and Cockle Shells and pretty maids all in a row. **Do you know how to plant cabbages-**Play School Book.

THERE WAS A TREE SONG.

There was a tree

There was a tree

Down in the woods

Down in the woods

The prettiest tree

The prettiest tree

That you ever did see

That you ever did see

The tree was in the hole

The tree was in the hole

The hole was in the ground

The hole was in the ground

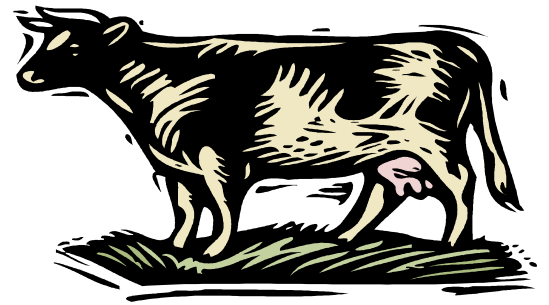
And the green grass grew all around all around the green grass grew all around. (Sung together.)

On the tree there was some leaves the prettiest leaves that you ever did see the leaves were on the tree the tree was in the hole the hole was in the ground and the green grass grew all around all around the green grass grew all around.

In the leaves there was a nest the prettiest nest that you ever did see the nest was in the leaves.....

In the nest there was an egg the prettiest egg that you ever did see the egg was in the nest the nest was in the leaves.....

In the egg there was a bird the prettiest bird that you ever did see the bird was in the egg the egg was in the nest the nest was in the leaves the leaves were on the tree the tree was in the hole and the green grass grew all around all around the green grass grew all around.



Farm Animals.

Children universally love to mimic and pretend using animals as their stimulus. They mimic sounds, moves and behaviours and have an abundant love and interest in them. They are great music subject matter.

Introduce singing apron with a song in each pocket on Story Board. (Idea first given to me by Susan Corbishley.)

Mary's Little farm comes alive with all the nursery rhymes and stories that come to visit Mary's farm.

Mary had a little lamb.
Little Bo Peep lost her sheep.
Baa, Baa Black Sheep.
Five Little Ducks/ Six Little Ducks.
Five little Speckled Frogs.
Galumph went the little green frog on day.
Hickety, Pickety my black Hen.
Two little blue birds.
Little Peter rabbit had a fly upon his nose.

I went to visit a farm one day I saw a cow along the way and what do you think I heard him say Moo Moo Moo he said Moo Moo Moo and the children imitate this sound. Continue with other animals the children suggest.

Old Macdonald had a farm. This can link in with playing musical instruments
Old Macdonald had a band.

There was a farmer had a dog and Bingo was his name **BINGO BINGOBINGO**
and Bingo was his name oh

To create a rhythmic piece take out O replace it with a clap then take out G replacing it with a clap till all the letters are gone and there is only clasp left.

Stories with farm animals; Gingerbread man, Three Little Pigs Tree Billy Goats Gruff, Little Red Hen, Chicken Little. Use Actions, Repetitive Phrases, and Percussion Instruments.



Let's now go off to the sea side.

With something like the sea you are only limited by your imagination. Take something tangible that the children can see, feel and imagine. I use a sea shell and a little poem to set up my unit of work with. Talk about all the creatures of the sea and get children to think of an action to them.

I found a shell on the wet sand I picked it up gently it lay in my hand such a long way it had come from the sea down on the sand to be picked up by me.

Each child is given a shell and asked questions I often speak in rhyme as I am giving them some thinking time. "Sometimes shells are big sometime they are small can you feel if yours is lumpy is it smooth or bumpy? I wonder if a sea creature used to live inside and used this very little shell for a play to hide."

Little shell Song taught echo style; taught to me by Melissa Dods.

Song	Chime Bar
Little shell Little shell	EE G EE G
Sing of the ocean Sing of the ocean	AGGEE AGGEE
Little shell Little shell	EE G EE G
Sing about the sea.	AGEDC AGEDC

Children can place their shell into the water that can be a piece of blue material. The Material can be used to wave above the children's head like a great big wave. Get the children to imitate the shape of a wave moving at first arms then standing up moving whole bodies such as when the waves splash upon the shore. Children can create wave sounds with voice and instruments especially maracas, tambourines, and rain maker sounds.

Songs that I explore with children.

3 little fishes down in the meadow in an itty bitty pool lived three baby fishes and a mamma fishy too swim said the mamma fishy swim if you can and they swam and they swam all over the dam. Boop Boop didam dadam wadam chew x3 and they swam and they swam all over the dam.

These songs are great for fine motor skills using fingers memory and counting.

One fish two fish three fish four five fish six fish seven fish snore eight fish nine fish pink black blue ten little fishy it's time to tickle who it's time to tickle you. (Tickel a child) repeat.

One two three four five once I caught a fish alive six seven eight nine ten then I let him go again. Why did you let him go? Because he bit my finger so. Which finger did he bite? This little finger on my right.

Once children are familiar with the rhyme get them to sing the answers to the Questions.

Three Jelly fish Three Jelly fish Three Jelly fish sitting on a rock. One jumps off. Repeat.

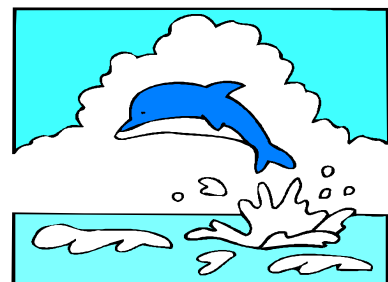
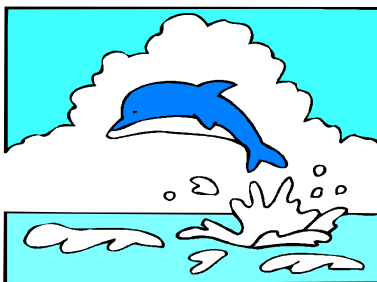
Then Bring them back No Jelly fish No Jelly fish No Jelly fish sitting on a rock one swims home . (Get the child with the puppet or jelly fish picture to swim like a jelly fish)

All the fish are swimming in the water. Merrily Merrily Book.

Make up your own words by using children's suggestions.

All the fish are swimming in the water swimming in the water swimming in the water all the fish are swimming in the water, Swim, swim, swim all day.

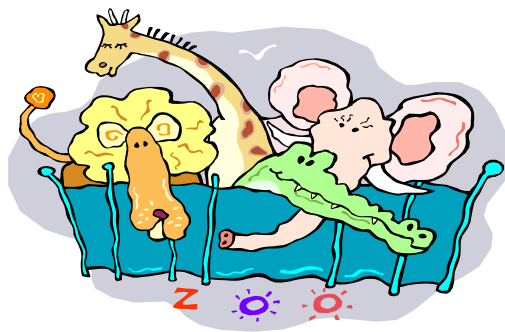
All the dolphins are jumping in the water jumping in the water jumping in the water all the dolphins are jumping in the water jump jump jump all day.



Great song for improvisation is Sailing over the Ocean Blue.

Were sailing over the Ocean Blue Were sailing over the sea the Boat is rocking from side to side what do you think we'll see. Ask Children then recreate their action.

Lastly Use the 12 movements of Camile St Sains Carnival of the animals one titled aquarium- get children to pick a sea creature and move like it to the music.



A Day at

the Zoo.

Once again it is drawing on animals which children are naturally enchanted about and interested in.

One of the most popular songs is Daddy's taking us to the zoo tomorrow.

<p>Daddys takin us to the zoo tomorrow, Zoo tomorrow, zoo tomorrow Daddys takin us to the zoo tomorrow And we can stay all day!</p>	<p>See the elephant with the long trunk swingin Great big ears and a long trunk swingin Snuffin up peanuts with a long trunk swingin And we can stay all day!</p>
<p>See all the monkeys theyre scritch-scratch scratchin Jumpin around and scritch-scratch scratchin Hangin by the long-tail (huff huff huff) And we can stay all day!</p>	<p>Theres a big black bear hes a huff-puff-a- puffin His coats too heavy hes a huff-puff-a- puffin Dont get too near the huff-puff-a-puffin Or you wont stay all day!</p>
<p>Chorus: Were goin to the zoo, zoo, zoo How about you, you, you? You can come too, too, too Were goin to the zoo, zoo, zoo</p>	<p>Make Up your Own Verse with Actions. Use puppets to get children to come up with sounds and ideas. Get then to guess the animal by giving them clues or making sounds.</p>

Other popular songs about zoo animals are ;

Alice the Camel has 5 Humps

Leo The Lion

Six Little Elephants Balancing on a Piece of String

Poem an elephant moves like this and that he's very big and he's very fat he has no fingers just some toes and goodness me what a great big nose.

Introduce the story of Going on a bear hunt notion that animals can and do live in the wild. This is a great on to do with body percussion and then add in instrumentation.

Use the 12 movements of Camile St Sains Carnival of the animals. There is an elephant movement as well as a kangaroo a wonderful way of introducing children to the world of classical music.



Resources if you wish to expose your program to amazing material can be found on the Victorian Orff Schulwerk Association website by going to www.vosa.org and click on sales or go direct to <http://www.vosa.org/index.php/sales>

The material I recommend is educational enjoyable and great fun. Music for Early childhood is marked with a B

Gary and Carol Crees – collection

Dominie- H McLaughlin –collection; especially catch a song

Davies-Splitter- collection

Julie Wylie Collection

ECCPA 18th Early Childhood Conference August the 16th and 17th 2014. Details are on the www.vosa.org site

My website for music programs or incursions is www.vocalenchantment.com.au I can be booked on line via email or called direct on 0417058257.



