

K-5 Kid Tested and Approved Vocal, Movement, and Instrumental (Non-Pitched) Activities

**Presenter: Sharon Evans, Capistrano USD, TK-3 Elementary Music Educator
For SCSBOA Conference, Anaheim, CA**

**Demonstration Group—Select 2nd Graders from Vista Del Mar Elementary School, San Clemente
Websites: VDMES.capousd.ca.schoolloop.com/K-3music & MrsEvans.me**

Favorite Tips:

Velcro (Seats/Lines) and Seating Charts

Hula Hoops

Popsicle Sticks

Yarn Ball(s)

Partner Handclapping Activities: Partner Pledge –Two fingers up in the air and look your partner in the eyes. Students echo teacher: *“Good Morning (Afternoon) Partner. I hope you had a healthy breakfast (or are having a good day. etc.). Partner I promise...I will give you my 100% best...I will be gentle...I will respect your personal space...I will meet you in the middle...I will touch your hands as a sign of respect...You can count on me...(opt. We will be a great team)...Spit Spot...Thank you Mary Poppins.”*

Opening Warm-ups (K-5)

- Giant Puppet Master in the Sky Hook (Posture). Hook on in fall, unhook end of year
- Thumbs, Shoulders, Pointer fingers, feet, Silent PULL on string or with sound
- Brrrrs Low to High and High to Low in 5ths variation high to as low as they can go (repeat)
- Woou, Weee, Woow, Wooh with arm circles
- Hey High scoop down Who Low scoop up
- Ohhh Noooo Large Circle with hand and circle of sound
- Ohhhh _____ High to Low fill in blank: *“3 more days, Great to See You, Gobble, Gobble, Gobble”*
- MMMMM...Mommy, Mummy, Moola, Me, Marshmallows (food that starts with “M” changes weekly)
- Cielo (sky Ital.) Backwards arm movement—High and Light head voice
- Mare (sea Ital.) Bend knees—Chest or low voice but supported
- Yes and No—Pleading with hands and strong “Mare” support on “No”
- Ow Ow Ow-oooo, Coyote, Scooby Dooby Doo, Yaba Daba Doo, Tra la la la loo
- Whoop, Whoop

- Little Echo Scat: do dat do dat, zit zit zat, wah wah Scooby do bah, Dwee ah etc.
- Set up posture again

Opening Solfege (K-5)

- “Good Morning Mrs. Evans these are my thumbs” “Here’s my table”
- TK-K So Mi; 1st add La and Do; 2nd Do to Do; 3rd more songs on solfege and Low So, La Ti
- “Good Morning Second Grade” “Good Morning Mrs. Evans” Usually So Mi
- Solfege Scale Use Wilson on the high end Tall and Long Mouth
- Breathing with a Hoberman mini sphere, panting like a dog
- Rhythmic Patterns DO RE MI • RE MI FA • MI FA SOL etc.
- Solfege Song: <https://www.youtube.com/watch?v=tH91ppPkAag>
- Doe A Deer and So Do La Fa Mi Do Re, So Do La Ti Do Re1 Do
- You can expand this to more parts

Googly Eye Conversations (K-5)

- Mr. Bum Bum and Mrs. La La: Echo activity and Teacher to student conversation
- Teacher sings (So Mi): “What’s your favorite color*? Sing, “I like” Here we go. “I like_____.””
*sport, pizza topping, food, subject, breakfast food, ice cream flavor etc.
- Then pair students off two by two and have them take turns singing the questions to one another. They can go away from the favorites and ask, “How old are you? Do you have any pets?” etc. For older students you can ask more complex questions or items off menus you provide etc.
- Make sure you continue to reinforce they are to SING the questions and answers and use “eyes”

A School Song (adapted by Sharon Evans) **(K-5)** Note: older students learn motions to lead younger ones

At _____ Elementary (Two hands pointed overhead like a school roof)

We’re learning how to grow (Bend knees-Hands together moving upward like a vine growing)

From friends, staff and teachers, (Point 3x with right hand palm up left, center, right)

We learn what we should know (3x pointing to the brain with right pointer finger)

And just like hawks in bright skies, (Like the “I love you” sign in sign language-pointer finger, thumb and pinky, soar around in sky as a hawk)

We’re learning how to soar (Keep flying and on SOAR thumbs come together and the fingers all together as giant wings)

There’s hope for our future, (Hands cupped and gently shake or nod 3x)

Every day we feel it more. (Right hand in fist over heart on DAY and both hands in the air on MORE)

BELIEVE (X clap X clap), *ACHIEVE* (XX), *SUCCEED* (XX) (2X) *GO* (Hand in friendly fist goes backwards and the mascot sign flies forward on mascot name) _____ (mascot)!

JAZZ: *Swinging the Blues Away* by Sherry Luchette (www.luchettebass.com)

From The Flying Jazz Kittens Book/CD

I have found that incorporating some Scat Singing into my curriculum has been very positive.

Scat cards from *Freddie the Frog and the Flying Jazz Kitten*, by Sharon Burch

Jazz Mosaic with Louise Rogers and Susan Milligan

The Elements of Music (Anne Fennell)

- The Story
There was a BRILLIANT, MARSHMALLOW RABBIT who liked to play HOPSCOTCH and TEXT. He called on his best friend the DINOSAUR and said, “Hey, let’s go TICKLE our friend the PYTHON.” They thought it was so FUNNY. Suddenly they stopped and they ACTIVELY LISTENED. They heard someone yell, “TIMBER”. They said, “We better CLIMB out of this INCREDIBLE dream.”
- The Elements: Beat, Melody, Rhythm, Harmony, Texture, Dynamics, Tempo, Pitch, Form, Active Listening, Timbre, Composition, Improvisation.
- Then I use 13 listening examples to describe each element.

Elements of Music Sound Samples

BEAT	Funga Alafia, Rhythms All Around
MELODY	Sunburst, Ben Pila, guitar, SOM Grade 7 ILM
RHYTHM	Makossa Drum Level 3—Any drum piece
HARMONY	My Friend, Take 6, SOM Grade 4 ILM CD-ROM
TEXTURE	Somewhere Over the Rainbow, Israel Kamakawiwo'ole
DYNAMICS	Slavonic Dance, Dvorak, MFCS Grade K
TEMPO	Fast Slow Sound piece –compilation of fast and slow pieces
PITCH	Lucy Locket, Music for Christian Schools (Out of print)
FORM	Syncopated Clock, Artie Almeida, Parachutes And Ribbons...
ACTIVE LISTENING	Sunrise from Grand Canyon Suite, MFCS—(Use any piece your kids have studied)
TIMBRE	Gankoqui, MMH Spotlight On Music, Grade K, CD 21GK Cd21:15
TIMBRE	Irish Harp, MMH Spotlight On Music, Grade K, CD 21GK Cd21:22
TIMBRE	Native American Flute, MMH Spotlight On Music, Grade K, CD 21
TIMBRE	Bagpipe, MMH Spotlight On Music, Grade K, CD 21
COMPOSITION	Happy, Pharrell Williams
IMPROVISATION	Ella Fitzgerald Sang Bop Boo Day, Jazz Mosaic

- **The Element Chant** (Sharon Evans)

“These are the Elements, these are the elements, these are the elements of Mu-sic.” (repeat)

Then you chant each word and clap the pattern below in between.

“Word” Ta • Ti-Ti • Ta (Clap) i.e. “BEAT” Ta • Ti-Ti • Ta (Clap) “Melody” Ta • Ti-Ti • Ta (Clap) etc.

Then you end with:

“These are the Elements, these are the elements, these are the elements of Mu-sic.” (Hands out on “OF” and clap on “Mu-sic”)(repeat)

The Language of Music (Sharon Evans) (Echo in an Italian accent with hand gestures) Foam Cards • Grades K-5

“Music Language...is very old...It’s not in English...It’s in Italian...From the country of Italy...In the continent of Europe...and it looks like a purple Elf-toe boot.”

Teach Dynamics etc. Dynamics Are...The Loudness and Softness of Music...Pianissimo...Very Soft...Piano.... Soft...FOAM CARDS.

The Orchestra Song (Sharon Evans) Grades 2-5

I introduce the song all on one day and refer to the Orchestra Map. Then I teach one family per week. (5 Minutes) Play a game where everyone gets an instrument card and they need to find the members of their family. They stand and sing the verse that belongs to their family and everyone sings the chorus.

Activities:

- ***The Feather Song from Forrest Gump*** with Felt Birds and Scarves (TK-2)
Students are given these instructions to repeat...” Going (Walking) on My Own Journey, No Touching, No Talking, Looking for Open Spaces” I show them how they can make bird fly 2 ways. Bird template at MrsEvans.me. In a small performance parents are the wind walking among the children using scarves following same instructions as students. After the musical surge in the middle of song at about 1:52 the wind dies down and goes away (parents return to seats) and the children go back to their seats or a designated spot to land at the signal of teacher. Try to keep quiet after the last chord and enjoy the magic!

- ***Pirate Captain on the Sea*** (Darice Westwood) circle guessing activity with treasure chest of 4 jewels (Gr. 1-2)

Students sit in a circle. Teacher introduces the two spoken responses using dramatic voices and hand gestures: Pirate Captain: “What is your guess?” Pirate Mate (Guesser): “You have brought me _____”

The choice is 1, 2, 3, or 4 (jewels). Students are instructed that when they are the Captain, they put 1, 2, 3, or 4 jewels into the treasure box. They steer their ship as they walk on the inside of the circle during the playing of the music. (To keep the game going have a 2nd Pirate Captain in waiting so as soon as the other is done the next one walks into the center. Play: When the guesser makes a guess, if the number is correct the Pirate Captain says a discouraged “Yes”. If incorrect a dramatic “Nooooooo!” The song is sung again and the Pirate Captain stops in front of a new student. Students who guess incorrectly quickly go to the middle and take a pirate popsicle stick to their seat and lay it on the floor signaling he/she has had a turn. Pirate Captains do the same when their turn is over and sit in the seat of the child who guessed correctly.

Song: (Visit MrsEvans.me) Students move their hands like waves during the song as the captain is sailing.

Pirate Captain On the Sea, (3x) What treasure have you brought me?

M M M R D D D / R R M R D D D / S S S F M M M / M R R M R D D D

Teacher or students can play BX etc. D S D1 S and R S R1 S

- ***Here Sits the Monkey* in the Chair*** (Jill Trinkka) group activity *You could change out for animals you have more than one of in your collection.

Students can be in circle or semi circles as seated. Teacher teaches the song. I IV V7 I song)

Song: (V7) *Oh (I) Here sits a monkey in the chair, chair, chair. He (V7) lost all his true loves he (I) had last year.* (Make monkey dance on your lap)

So rise up on your feet and (IV) greet the first you meet (stand and give monkey away to child with out stick**(hold a while)), *the (V7) friendliest one I (I) know Oh (V7)*

Play:

Place the number of chairs you want to use in the front. Place a monkey on each chair. Use popsicle sticks as turn indicators by placing in a bowl in center. **After you give monkey away. Last players...we sing: *“So rise up on your feet and walk around the circle (hold a while) then put your monkey back to sleep.”* They also collect all of the popsicle sticks.

- **Faeries and Giants by Elgar** with power sticks and scarves (adapted S. Evans) (K-1)
I choose to divide the girls on one side and boys on the other. The girls will come to the center to dance to the fairy music with scarves...they scoot back to their spots when the giant music comes in. The boys answer with their power sticks (laminating tubes) with two hands on it at all times making slow power moves. The boys scoot back when the fairy music enters and it continues again with the giant music. The giants stay in the middle through the coda when the fairies join them and dance around when the fairy music is added. All students are frozen in pose at the end. Giants I usually end with the power sticks over their heads pose. Giant imitate my moves.
- **Aquarium from Carnival of the Animals** with stick fish and jellyfish (K-3) (S. Evans)
Foam fish on a thin dowel and iridescent tinsel or streamers attached to a fat popsicle stick. I have students move in groups of 2. One is the fish and one is the jelly. The fish is the leader. When the magical glissando part comes at about 1”55” then fish goes through the jelly on each one...carefully. Then they freeze at the end. Switch parts and perform again.
- **Celtic Suite by Eric Chappelle** Music for Creative Dance, Vol.3 circle dance with opt. scarves, tambourine and King Bob (minion)
This is a wonderful ABABCABAB piece. Circle positions with feet positioned to walk CCW and all students with their hands behind their backs. (A) First 16 counts Step together, right then left. Next 16 at high hand clap inside then outside. (B) Turn and face center with KING BOB in the center. 4 counts lower hands raising like YOUR in “Your Majesty” and 4 counts with hands lowering like MAJESTY in “Your Majesty”. Repeats 4 times. (C) Face center and have students draw very slowly pictures with a finger like 4 leaf clover, shapes, house with trees and flowers etc. When the A returns it has a faster feel. Continue to end on the B with a handclap. Students or girls could use scarves throughout.
- **Pippety Poppety** (Marilyn Shepard) English party game with solfege, dulcimer, and safety pins

I teach this over several weeks. Students learn the song both English Words and Solfege.

D D D D M S S M D / R R R R D T ↓ L ↓ S ↓ / D D D R M F S / S S L S F M R D

Pippety poppety play me a pin. Open the door to let me in

Let me lose or let me win. This is the hand the pin lies in.

Practice as a partner activity. One is A and the other B. One pretends to have the pin and the other tries and guesses which hand

Hands of A (with pin) start behind back and the group chants:

*Hands behind back--**Play me a pin, play me a pin, One, Two**, Closed hands placed in front for guessing **Ready Begin...Pointing begins by guesser—Pippety Poppety...***

Then group divided in A's and B's. B's each have a pin and form a circle and then turn looking out. A's stand in front of the B's who are the party doors. They chant and sing the song. At the end of the guessing where they use only one pointer finger and lightly touch the top of each hand stopping exactly on the fist they are pointing to on the last word "in".

If they guess the hand with the pin they trade places with their "door" and they are now the door. The student who lost must go to a new door to play the game.

If the student does not guess correctly, they leave that door and go to a new door and play again.

You cannot be at the same door twice in a row. Use dulcimer or guitar to accompany.

- ***Rhythms of the Ocean*** (Darice Westwood) Rhythm activity in groups of four with rhythm grids, stones, non-pitched percussion optional Accompaniment on Xylophone or djembe
First using a large 16 square grid and magnet buttons, take the whole class through rhythm work. Older grades can use ta's ti-ti's and rests. I found even 2nd grade does better in the group work with only ta's and ti-ti's if you have limited student contact. Clap and speak the chart going top to bottom. Bottom to top and right side, left side. This changes the rhythm. Then spread out the rhythm cards and divide the kids into groups of four. Give them a bag of stones. Have each student pick one line (four squares) and put ta and ti-ti rhythms down. Then the entire group stands on one end and sees if they like the entire chart. As a group of they want to make changes they discuss it. Once they agree the rhythms are good one person is chosen to be the pointer and the rest stand on the same side and practice reading the rhythms. A new pointer is selected each time. They can count off 1, 2, 3, 4 to facilitate who goes each time. Next everyone stands on his or her own side and performs their 16 beat rhythm composition. The song can be added as the travel music as each person moves to the next side. Later instead of clapping they can play the rhythm on the instrument. A ribbon can be used for visual effect in one of the sides...moving like the ocean.

Travel Song: *"Rhythms of the ocean, rhythms of the sea, won't you come and play with me?"* (2x)

Linda Lungren (variation and descant by S. Evans)

Descant: *"Waves up and down, Waves rolling 'round"*

- **Mrs. Evans' Musical Cave**—Instrument exploration and identification and tallying (timbre)
Using 16 white boxes or a large sheet divided into boxes draw whatever collection of instruments you own. You can group them like metals, woods, shakers, skins etc. Show all of the students how to play each instrument and any other information you want to share. The next week do a quick review and then pass out a paper with the names of the instruments and have each student one by one go behind the boxes or sheet and play one instrument a few times. The class guesses what was played and when the correct answer is given everyone puts the tally mark on their paper. We discuss what instrument was the favorite with the most tallies etc. at the end.
- **Rhythms/Instruments/Elements Boxes** (James Harding)
Using the same boxes from the Musical Cave but a different side, place a ta, ti-ti or rest on each side. Build different rhythm combinations. You can play the combinations on recorders, instruments, drums or simply clapping. Option: Add element terms to an entire box or two.
- **Valsa Dos Cavalos** (Estavao Marques) Baile Do Colherim at Peripole P9232 \$25.00, movement and optional spoons
This is a wonderful AB piece from Brazil. A section slow fluid movement with "blinks" in the obvious spot. B section tap on legs and then walk one-step forward one step back with swinging walking elbows. Later after the B opening rhythm you can say walk and walk and then I stop. Later you can do the leg rhythm on a partner's hands and then walk and walk and then I stop. Lastly you can do both rhythms on spoons. The A section can be any movement that works. I also do some balance activities on the B section to keep the boys' interest.
- **Hora Agadati** by Irith Gabriely, Jerusalem Geliebte Stadt • Bean bag circle activity
Sit in a circle knee to knee. After you go over the moves pass out the beanbags. Tap in front of you passing CCW "Tap, tap, slide it over" until all of the bags are passed out. I always work on right and left hand recognition and check everyone. 4 measure INTRO then: While holding the beanbag in your right hand perform Knees (right hand has beanbag in it and the left hand is flat on left knee), clap own hands, out and touch you neighbors hands on each side finger tips pointing up then clap your own. Repeat 4x THEN Macro beat toss for 8 counts then MICRO beat toss (Quicker) for 12 then hold the beanbag out with RIGHT hand. NEXT time is the only time you go back to the first section KNEES CLAP OUT CLAP. All the other times you do CCW "Tap, tap, slide it over" (4x) BACK TO BEGINNING and start again. Continue the sequence until the song ends. To collect

beanbags but the tub in the center and when their color is called toss the beanbag underhand into the tub. All beanbags tossed are considered dead or frozen. They are not to be touched. Teacher designates 2 students to pick up all the missed beanbags.

What is the Rhythm of the Pumpkin? (Sharon Evans) Hula hoops and pumpkin rhythms

Speech piece: *What is the rhythm of this pumpkin?* ta ti-ti ta ta / ta ta ta ta (3x)

Here is the rhythm; I'll play it now. Then read the rhythm on board, group pumpkin in the center of hoop of 6 students or individual pumpkin. Clap and speak rhythm measure (3x) then say *Pass it Pass it on.*

The idea here is to pass your personal pumpkin CCW to person next to you and the chant continues. You could play on non-pitched percussion instead of clapping.

- **Fjäskern, Phyllis Weikart's Rhythmically Moving Vol. 2,** (Marilyn Shepard, adap. S. Evans)
Stick passing game. Concepts: Accelerando, form. Need one stick AB
Right knee (tap 2x) Left knee (tap 2x) Hand, hand, hand (Left 3x)
Tap floor in front of you 2x then pass it behind your back switching hands.
One (Tap), Two, Pass Around
When it gets faster go to one tap -Say *One* or *Tap Pass Around*
- **Yarn Ball Toss in 2 lines**—Line up the students in two lines across from a partner. Designate one line as the line that moves. On a cue, have the non-moving line hold the yarn ball while the other moving line moves down one person and play continues. Do this several times with a good instrumental song. I've used *Galopede*, Chimes of Dunkirk Great Dances for Children
- **Ball Bounce Q & A** (Jeff Kriske and Randy DeLelles) Beat, Community Building
Teacher bounces a statement and the student responds with a short answer.
T: *I like summer* S: *Camping* T: *I like summer* S: *Disneyland*
Older students in groups of 6 can ask their own questions and take turns
- **Welcome Song** (adaptation Sharon Evans)
Teacher walks to every student while singing doing a knuckle-to-knuckle hello.
Song: Welcome, welcome everybody welcome
Welcome, welcome everybody here. (Repeat)
Students echo teacher. Hello (wave) **How are you?** (Knuckle-to-knuckle) **Good Morning** (rainbow wave) **Good Bye** Hands in front and back with a bow.
- **Syncopated Clock by Leroy Anderson** (Artie Almeida) (K-2) Parachutes and Ribbons and Scarves, Oh My! Concepts: Staccato, Legato, Triangle and Form: ABACA CODA

Intro with scarf taut holding both ends at 12 and 6 o'clock and moving side to side. A section staccato with scarves dotting the space High Middle and Low levels. B section hold scarf with 2 hands and say 1 legato 2 legato 3 legato up over head high turn (2x)

A section returns

C section snakes on the ground...roll scarf around ankles then on the triangle roll say *Toss* -throw scarf up and *Catch* -catch it in one hand (2x). A section returns. Coda: On the slide whistle toss the scarf and catch somewhere on body but not in your hair or hand. So on you elbow, knee toe and freeze.

To fold scarves I use Leroy Anderson *Forgotten Dreams*. I teach folding *Bottom* corners touch top *Touches Top* and *Short End Touches Short End* and then repeat so you have a small square.

- **March of the Siamese Children from The King and I** by Rodgers and Hammerstein (Christy Paty)

Listening and movement activity with scarves, rhythm sticks and shaker eggs

A section follow rhythm with sticks, B shaker eggs follow rhythm C scarves move to rhythm (Figure 8's and squiggles and a few tosses)

(See MrsEvans.me for rhythm chart)

- **Rotating Instrument Exploration with Polka* music or Drum music**, hula hoops *Yankovic's

Polka Greatest Polka Hits, Frankie Yankovic

Put out 6 hoops with 6 of the same kind of instrument inside each one. Instruct the class how to play each instrument. Start polka music and when teacher taps the cowbell, students freeze, place instruments gently back into the hoop and walk to the next hoop. Movement CCW. Inside my hoops are: Hand drums, Guiros, Triangles, Tambourines, Tone Blocks, Maracas, Miscellaneous or Jingle bells. I am working on a 36 student model-6 hoops, 6 instruments in each hoop.