

# ACTIVE MUSIC for ACTIVE LEARNERS!

**Macaroni Soup!**  
Active Music for Kids

## WHY

- Fact: 90% of the brain is used when a child actively participates in music
- Fact: We retain 50% more when a movement component is added
- Fact: We are born with pitch and rhythm

Fred Rogers

**Miss Carole**

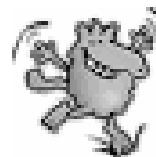
[www.macaronisoup.com](http://www.macaronisoup.com)

**847-384-1404**

## HOW

### 6 Terrific Techniques for Teaching Active Music:

1. Eye Contact
2. Encouraging nods and smiles
3. EXPLAIN: Give clear instructions BEFORE activity begins, AND as it ends! DEMONSTRATE!
4. Tempo – slow the song down to teach it – turn off the boombox whenever possible.
5. Be prepared! Have all materials ready
6. Use props, visuals and manipulatives



## WHO

**About the Presenter: Carole Stephens** grew up in a house with a pre-school attached! A Northwestern University grad (BS in musical theater), she acted in shows in Chicago and New York City (even a stint on All My Children!) before going afloat as a cruise director in the Caribbean. Carole hosted the nightly TV show “PM MAGAZINE” before settling down to “mommy.” She created music classes to meet the needs of her 2 children, now twenty-somethings! As **MACARONI SOUP**, she has been providing musical entertainment and education for children 1 – 10 years old since 1989. Carole’s CDs have won Parents’ Choice, NAPPA, Mom’s Choice, Creative Child, I-Parenting Media, and Children’s Music Web Awards.

**Carole is available for Kid Classes, Teacher Workshops, and Family Concerts.**

## WHAT

**Carole’s Recordings:** “Sticky Bubble Gum” SBG “Tiny Tunes” TT  
“H.U.M. – Highly Usable Music!” HUM “Stinky Cake” SC  
“Dancing Feet!” DF “BALONEY!” B  
“Season Sings!” SS ...and the NEWEST: “Polka Dots!” PD  
SOTM – Song of the Month on my website

**Carole’s Blog: on the 16th of each month at [PreKandKSharing.blogspot.com](http://PreKandKSharing.blogspot.com)**

**“Teach with enthusiasm, they will learn with enthusiasm!”**

“Miss Carole” Stephens

**ACTIVE MUSIC!** Join in, participate, and follow directions! Interact socially, emotionally and physically with classmates in appropriate ways. Explore your voice and body – and get your brain firing on all pistons. Boost neural pathway connections, encourage coordination and get a “happier” classroom. **WHY NOT?**

### **MISS CAROLE'S THEORY OF ENTERTAINMENT IN EDUCATION**

- In order to learn, children must be engaged
- In order to be engaged, you must get their attention
- In order to get their attention, you may have to be entertaining at times.

No time for “fun” in your classroom? Have to get your documentation done, standards met and keep everyone busy? Music and Movement are not “extras” – you can teach and reach students while singing and dancing!

Music is especially useful to pre-readers to practice **early literacy skills** such as **rhyme, pattern, rhythm, crossing the mid-line, tracking, decoding, vocabulary, alliteration, and story-telling**, for starters!

When selecting songs or activities, be sure to choose developmentally appropriate material that has an element of fun – for both you and the children in your care.

### **I May Be Little PD**

I may be little but I can do lots of things, you can, too!  
Clap my hands – 1–2–3, clap your hands along with me!  
1–2–3–4–5–6–7–8

Turn around, turn around, don't be late!

It's a **Zipper Song** – add verses: stamp my feet, reach my hands way up high, sit back down and tap my knee! It's also a **Scale Song** – we descend the scale in the first line! AND it has a great **Steady Beat** – point to yourself, then to others for the first line, keeping the beat with your hand.

**FACT:** Children who can **FIND** and **KEEP** a **STEADY BEAT** become better readers!

**ABOUT ZIPPER SONGS:** These are great for EC, because you just repeat the verse over and over, “zipping” in a new body part or movement – as in “Old MacDonald”. Plus you can easily customize the song to fit your needs!

### **It's a Beautiful Day! B SOTM 9/10**

By Kathy Ried-Naiman

It's a beautiful day, it's a beautiful day

It's a beautiful day for singing!

It's a beautiful day, it's a beautiful day

It's a beautiful day for singing!

Singing, singing, it's a beautiful day for singing!

2. Dancing

3. Jumping

4. Twirling

5. Singing!

I use the ASL sign for singing or music: outstretched left arm, right hand sweeping back and forth above the elbow. For the other verses – do it!

**For ASL signs**, go to the American Sign Language Browser at <http://commtechlab.msu.edu/sites/aslweb/browser.htm>

### **Chemicals released during active participation in music:**

1. Adrenaline – a hormone, the ready-for-action stuff!
2. Serotonin – a neurotransmitter, the feeling-of-well-being stuff!

### **GROWING! (spoken) PD**

A flower grows like this (cup hands around face)

A tree grows like this (shoot hands straight overhead)

A carrot grows like this (shovel hands to floor)

And I grow like this – TA DAH! (strike a pose!)

(make a visual – or have the children create a “storyboard” – that they can “read!” A great start on L→R tracking!)

### **The Tree Song PD** by Lorraine Lee Hammond

This is my trunk, I'm a tall, tall tree

In the springtime the blossoms grow on my

They open, they open

This is my trunk, I'm a tall, tall tree

In the summer the breezes blow through me

I bend, I bend

This is my trunk, I'm a tall, tall tree

In the autumn the apples grow on me

They drop, they drop

This is my trunk, I'm a tall, tall tree

In the winter the snowflakes fall on me

It's cold – Brrrrr! It's cold – Brrrrr!

Bend at the waist and draw hands up sides to make a tree.

V.1 Pop hands open!

V.2 Lean over to one side, then the other.

V.3 Drop the apples with a click of your tongue!

V.4 Wrap arms around self, shiver.

### **METHODOLOGY for TEACHING DANCES:**

1. Define words – speak or sing the dance's song, talking about vocabulary they may not know.
2. Demonstrate the dance. When choosing a partner, choose a child that will be able to follow your lead.
3. Invite students to stand and walk through the dance. Then sing it through at a slower tempo.
4. If all is going well, add music – or not! We often dance many of these songs with only our voices for accompaniment. That allows me to stop if there is confusion, slow or speed the tempo, and end when I choose. It also encourages them to sing!

## Did You Ever See A Lassie? PD

Stand in a circle – choose one child to be the Lassie/Laddie. Everyone sings and claps for the first 2 lines while the child in the center choose their movement. All copy while singing the next two lines. You can also hold hands and walk in a circle for the first two lines.

Did you ever see a lassie, a lassie, a lassie?

Did you ever see a lassie go this way and that?

Go this way and that way, and this way and that way

Did you ever see a lassie go this way and that?

**NOTE:** in Scotland, a Lassie is a girl and a Laddie is a boy. Chose your first child wisely – one that can lead!

## Sally Go 'Round the Sunshine DF

**SOTM 6/10** A circle dance that reverses direction!

Sally go 'round the sunshine

Sally go 'round the moon

Sally go 'round the sunshine

All in an afternoon, HUNH!

**NOTE about "Sally":** Start out slowly, increasing speed on successive verses as the children are ready!

## Defining Pattern and Sequence

**Pattern:** in a dance, first you do A, then you do B. "A" may be as simple as "walk". "B" may be "clap hands with your partner", as in "Muffin Man Dance".

**Sequence:** To put the dance together, you may repeat the pattern, A, then B, then A again, then B again. AB AB AB is the sequence.

Some songs have long sequences, such as "Singing in the Rain." The pattern is Chorus/List + 1 new move. The sequence is the repetition of the pattern. Make sense? We do this naturally, but for kids, it may be a new concept.

Doing activities that use pattern and sequence help organize the brain.

## Ach Ja! (German for Oh, yes!) SOTM 5/10

Oh my mother and my father took a journey to the fair,

Ach Ja, Ach Ja!

They hadn't any money, but they didn't seem to care

Ach Ja, Ach Ja!

Tra la la.....

**The Dance:** walk holding hands with a partner, all couples going in the same direction. Each time you say "ach ja", turn to face partner and bow. During the tra la la's, do a lively 2-hand swing with your partner, ending with bows, then find a new partner!

Talk about vocabulary: journey, fair, having no money!

## Rainbow 'Round Me PD by Ruth Pelham ©1982

You may need my recording to do this song, though I have done it acappella. Children should stand in a circle holding a colored scarf/ribbon. When their color comes up in the song, they can dance or skip around the outside of the circle, returning to their

place. Everyone waves their scarves in arcs inward, outward, and spin for the chorus:

Rainbow, rainbow, rainbow 'round me!

Rainbow, rainbow, rainbow 'round me!

In successive verses, children wave their scarves overhead as their color is sung.

**The STRETCHY BAND – my new favorite manipulative! Anything that can be done with a parachute can be done with a stretchy band, and more. Creates community, cooperative movement, and sensory fun!**

**RESOURCE:** [Bear Paw Creek](#) makes my scarves, ribbons and the Stretchy Band – put **MacSoup** in the coupon code box and get a discount!

**Read all about it on my 3/16/13 blog on [www.prekandksharing.blogspot.com](http://www.prekandksharing.blogspot.com).**

## The Wheels on the Bus with Stretchy Band

1. wheels – move band in circles away from body.
2. doors – lay back, sit up (yup, it's sit-ups!)
3. windows – move band up'n'down
4. wipers – move hands from side to side
5. people get bumped around – shake it, baby!
6. babies cry – knock fists together, then apart quickly
7. repeat wheels

Sit on the floor, reach for Stretchy Band with one hand, add other hand and begin verse 1 at a 'reasonable' speed!

**BOOK BUDDY:** [The Wheels on the Bus](#) by Paul Zelinsky

**Note:** I use a medium SB for up to 18 children. For adults with children or larger groups of kids you may want a Large.

## Walk Walk Walk Walk SBG

tune: Frere Jaques

Walk walk walk walk, walk walk walk walk

Hop Hop Hop! Hop Hop Hop!

Running running running, running running running

Now we'll stop! Now we'll stop!

Students put left hand on SB, move as song directs!

## JAWS! More Stretchy Band fun!

Put band on outside of circle on waists. Make the "Jaws" doo-do sound 2x, stepping inward with each ominous sound! Then use voice descending from high to low to scurry back outward. Repeat.

**WHY:** using expressive voice, cooperative movement

## **Giddy-Up! PD** (use Stretchy Band or walk in circle)

Walk, walk, we're walking around the room.

Walk, walk, while singing a walking tune.

Walk, walk, like ponies we will go –

Walk, walk, walk, walk, walk and stop on whoa – WHOA!!!

Giddy-up, giddy-up! We gallop around the room!

Giddy-up, giddy-up! While singing a galloping tune!

Giddy-up, giddy-up! Like horses we will go –

GiddyUP, GiddyUP, GiddyUP, GiddyUP

GiddyUP and stop on whoa – WHOA!!!!

**WHY: Galloping is a skill – teach first how to keep one foot in front at all times.** Not easy for all children!

If using a Stretchy Band, pull back toward outside of circle on WHOA! No band – lean backward, arms pulling toward body as if you're pulling on the reins.

## **X MARKS THE SPOT** (spoken) B

Start out with your partner sitting facing away from you.

Draw on their back!

X marks the spot (make an "x" with your finger)

A circle and a dot! (make a circle, then dot the center)

The ants go marching up your back. (crawl fingers up back)

Rain falls down (tickle fingers from neck downward)

Plants grow up! (drag pointer finger up the spine)

1 - 2 - 3 - 4 GOTCHA! (pat shoulders alternately, then hug from behind!)

**WHY: Appropriate touch** – children struggle with this concept, therefore it needs practice. We can touch in fun, gentle ways – not hitting, punching, kicking!

**CHEAT SHEETS:** *Are you afraid you won't be able to remember the words? Can't think what comes next? Make a large-font or hand written paper with whatever you need. Once you've done it a few times, you may not need a sheet for that song – but keep it in your file for next year – or a few months from now, when you want to do it again!*

Think about these questions:

1. **WHEN** can I use music?
2. **HOW** will I use more music?
3. **WHY** is music and movement important?
4. **WHAT** do I need to make music?
5. What stops me from doing music?
6. Can I start tomorrow?

## **TO DO's FROM WORKSHOP:**

1. Learn \_\_\_\_\_

2. Make \_\_\_\_\_

3. Do \_\_\_\_\_

4. **Have fun with music!**

**SONG OF THE MONTH:** on my website, please click on the SOTM Archive link marked "HERE". for 7 YEARS worth of songs! While I've been blogging I haven't kept the page current – but there's LOTS in the archive! Hear the song, see what to do, see a picture, a prop – lots of useful information!

**Need an in-house field trip or Family Night Concert? Call Miss Carole – always developmentally appropriate and excessively fun!**

If you have questions, I'm just an email or phone call away! Have fun!

Yours for a Song!

Miss Carole

**I will be at the Presenter Marketplace for about 30 minutes after this workshop – should you wish to purchase recordings or Bear Paw Creek products, please come at this time. I will be leaving at 3:30 to do a concert.**

**MY BLOG on the 16<sup>th</sup> of each month:**  
[PreKandKSharing@blogspot.com](mailto:PreKandKSharing@blogspot.com)

**[FB: Macaroni Soup with Miss Carole](http://macaronisoup.com)**  
[macaronisoup.com](http://macaronisoup.com)