

Lorna Lutz Heyge Mary Louise Wilson



Animal Friends

Teacher's Guidebook

Family Music



Including 53 Activity Cards

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Family Music **Animal Friends**

Teacher's Guidebook

Including 53 Activity Cards



Musikgarten Music and Movement Series

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Animal Friends is part of the Musikgarten **Family Music** series, materials for teaching group classes of young children together with their adult companions. **Animal Friends** includes

- *Children's picture/activity book (48 pages)*
- *Recording with over 60 minutes of songs, dances, and listening activities*
- *Teacher's Guidebook with 53 activity cards and 15 lesson suggestions.*

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Musikgarten Music and Movement Series

<i>Family Music for Babies</i>	- newborn to 18 months
<i>Family Music for Toddlers</i>	- 15 months to 3½ years
<i>The Cycle of Seasons</i>	- 3 to 5 years
<i>Music Makers: At Home & Around the World</i>	- 4 to 8 years
<i>Music Makers: Around the World at the Keyboard</i>	- from age 5
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Shaping language is the child's great work.

Children know instinctively that the sounds of spoken language constitute communication. Music offers them a strong means of communication because it soothes, focuses attention, and stimulates response. Young children listen with great attention to the music of human language, especially to its tonal, rhythmic, and syntactical properties, and before long they are immersing themselves in the irresistible energy of music and language sounds.

Nursery rhymes and chants are an invaluable source of repetitive alliteration; rhythmic beat and poetry amplify the music of language. Experts in literacy and child development have discovered that if children know and can say eight nursery rhymes by the time they are four, they are usually among the best readers by the time they are eight. [Fox, M. 2001. *Reading Magic*. San Diego, CA: Harcourt] **Animal Friends** includes several traditional rhymes that have been passed down from generation to generation, although the rhymes might be unfamiliar to your families. But the adults and children alike will delight in learning and moving to *Higgeldy, Piggeldy, To Market, To Market*, and *Banbury Cross*.

The vocal activities of the music environment in this collection greatly support the child's building of language. By letting children talk to themselves, make up words for their songs, and make up silly sounds, we help them practice the rich phonetic content that shapes speech and listening skills. *Pitty Patty Polt* and *Five Little Bunnies* are chants the children will not only enjoy hearing and saying but will help build language skills.

To further stabilize their perceptions, young children need words to label their experiences so that they can be communicated. Words become invested with the quality of the initial experience and jog the memory in the form of an image. In early language formation the toddler says the word "foot" and moves a foot as the word is spoken, as if to confirm the name. The songs *Click, Click, Click* and *Do As I'm Doing*, which combine words with appropriate actions and which repeat words frequently, are enormously helpful both musically and to the child's overall language development. As busy toddlers are developing language to communicate their explorations, what better way to help children maintain a spontaneous approach to the work of creating language than by making it playful and fun with music play!

Children have a natural tendency for order.

The need for order in the lives of the children from birth to age 3 permeates every aspect of their experience, and the psychological significance of this phenomenon goes far beyond the notion of tidiness. Acquisition of a sense of order relates to a child's being able to put persons and things in their right and accustomed place, as well as actions of the day being carried out in their accustomed routine. Once order is established around the age of 3½ years, change is better tolerated in the external environment because the principle of order has been internalized and has become a way to organize experience intellectually.

Bearing this predisposition in mind, it is well for educators to plan their musical environments to reflect orderly, attractive, and well-planned surroundings where instruments and other objects have a specific place and use. Routines – such as sitting in a circle, starting with the greeting song *Let's Sing Hello Together* each week, handling and playing instruments with care, and returning them to their proper place – should be consistent so that the children can count on their regular occurrence.

Independence and initiative are the quintessence of learning.

With the major growth and development of language and movement occurring at this age, children are also moving from total dependence on an adult to a growing sense of self. Every child has a deep and urgent need to do things for him/herself and to express those needs in language. Toddlers love to participate actively in a self-chosen task and insist on imitating adults with the perennial plea, “*Let me do it by myself!*”

Toddlers often go through a difficult period around 2 years. Their behaviors appear contrary, obstinate, and unreasonable to adults who do not understand the motivation for seemingly stubborn intractable behavior. An innate desire to free themselves from dependency is so strong that when a task is self-chosen, children of this age insist on acting for themselves and following the task through to its conclusion. The best solution here is to allow the cycle to be completed without interference, giving the right dose of help when needed to avoid frustration.

Learning to observe and appreciate the efforts of toddlers and allowing them to try out newly forming skills is a difficult discipline for teachers and parents alike, but is critical to the toddler’s self-confidence, initiative, and self-esteem. Several lessons include *Scarf Chant* in which everyone manipulates their scarves following the teacher’s lead. In this activity, the teacher models first bouncing the scarf up and down, followed by swishing from side to side, and finally tossing it up in the air. The teacher invites everyone to join, moving their scarves in a similar manner while saying the chant. Even though the teacher models the way in which the scarf should be moved, the children are allowed to manipulate their scarves as they wish. It is important for both the teacher and adult companions to provide guidance by modeling but not insist the child copy every movement.

Toddlers love a challenge that enables them to feel more independence, and they want to do things themselves no matter what the outcome. Rather than operating merely from the trial and error approach, toddlers are learning to solve problems in various situations and are using their growing abilities to think. The implications for the child’s future learning in such situations are far reaching.

“Let’s do it again!” Repetition is essential to learning.

Repetition is a spontaneous response of children who delight in doing enjoyable experiences again and again. When an adult performs an action, it is usually to achieve an end, to produce something. Not so with the baby/toddler, who repeats the action because s/he is refining or perfecting the action from within. For children of this age, repetition is an important aspect of both learning and teaching. While necessary for memorization, children welcome repetition because it allows them to enjoy the experience again. Children derive pure pleasure as well as enhanced memory from repeating a favorite activity – whether a song or a dance or a story.

Repetition strengthens the initial experience of the movement in the muscular system so that the action becomes smoother and more controlled with each repetition. Skilled precise movement comes with practice guided by a growing awareness of how the action should feel while it is happening. Once the activity is mastered, children will challenge themselves and begin to explore ways and means by which they might apply their new-found skill in other situations.

Week 1 Farmer MacDonald

Materials: Jingles, Hoops

Make music together!

Name	Page	Card	Track	Remarks
Let's Sing Hello Together	50	23		Greeting Song
See the Pony	66	42		Bouncing
Major tonal patterns	61	34A		Sing and echo.
Stretch Up High	66	43		Stationary Movement
I'm a-Rolling	48	21		Hoops

Meet Farmer MacDonald. Look at the picture on p. 11.

Name	Page	Card	Track	Remarks
Here Sits Farmer Giles	41	14		Body Awareness
Old MacDonald	59	32		What animals does he have? Look at the picture on p. 12.
Duple rhythm patterns	60	33A		Chant and echo.
Listening: Cows' Voices	51	24	8	Focused Listening
Goat's Voice			9	
The Farmer in the Dell	39	9	7	Traveling Movement, Recorded Movement Rhyme
Cathrineta	36	6	10	Dance

Make music and sing goodbye.

Name	Page	Card	Track	Remarks
Sea Shell	65	41		Rocking
A Ram Sam Sam	33	1		Jingles
The Wild Horses	77	53		Singing Game
Let's Sing Goodbye Together	50	23		Closing Song

Mini-Parent Ed (after *Stretch Up High*): My goal in this music class is to engage all the children in active music-making, and for it to be a joyful, group experience. To meet this goal it is very important that you are engaged in all of the activities, even when your child is not! So I thank you in advance for your participation. Most children tend to fade in and out of activities; very few of them are completely immersed for the whole class. Sing and dance with your child, and if s/he opts out, just continue with the activity as your child observes you engaged in the music-making.

Recording

Track List	
Track	Title
1	Do As I'm Doing
2	See the Pony
3	A Horse to Ride
4	The Wild Horses
5	Banbury Cross
6	Macaroni
6	Trot, Trot, Trot
7	The Farmer in the Dell
8	Cows' Voices
9	Goat's Voice
10	Cathrineta
11	I'm a-Rolling
12	Mary Had a Little Lamb
13	Duple Rhythm Patterns
14	Lamb's Voice
15	Pig's Voice
16	Three Little Pigs
17	I Went to Visit a Farm
18	All Join Hands
19	Ten Wiggly Fingers
20	When Johnny Comes Marching Home
20	Yankee Doodle
21	No, No, No
22	Triple Rhythm Patterns
23	All the Pretty Horses
24	Horse Whinnying
25	Horse Walking
26	Horse Galloping
27	Tang Monk Riding a Horse
28	Chickens' Voices
29	Rooster's Voice
30	The Rooster
31	I See You
32	Oh, Belinda
33	Sea Shell
34	The Old Grey Cat
35	Cat Meowing
36	Cat Purring

Alphabetical List	
Title	Track
A Ram Sam Sam	49
All Join Hands	18
All the Pretty Horses	23
Aquarium (Saint-Saëns)	50
Banbury Cross	5
Cat Meowing	35
Cat Purring	36
Cathrineta	10
Cat's Angry Voice	37
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Click, Click, Click	48
Cows' Voices	8
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Dog's Voice	44
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Good Day	42
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New England Medley	47
No, No, No	21
Oh, Belinda	32
Oh, John the Rabbit	46
Old Grey Cat, The	34

Track	Title
37	Cat's Angry Voice
38	The Three Little Kittens
39	Hey, My Kitten
40	Minor Tonal Patterns
41	I Love Little Kitty
42	Good Day
43	Major Tonal Patterns
44	Dog's Voice
45	Let's Do It All Together
46	Oh, John the Rabbit
47	New England Medley
48	Click, Click, Click
49	A Ram Sam Sam
50	Aquarium (Saint-Saëns)
51	Walk Together, Children
52	Scherzo (Conzelmann)

Title	Track
Pig's Voice	15
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Rooster's Voice	29
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Authors and Artists

Lorna Lutz Heyge, Ph. D., is well-known as the author of the **Musikgarten Music and Movement Series**, a comprehensive music education course for children from birth to age 9. After earning a Bachelor of Music degree in organ performance from the Eastman School of Music, she completed the M.M. in organ at Northwestern University and a Ph.D. in musicology at the University of Cologne in Germany. Dr. Heyge also holds the Artist Diploma in Organ from the Cologne Musikhochschule. Lorna Heyge is the founder and president of the Musikgarten Foundation (USA) and the Heyge-Stiftung (Germany) as well as publisher of the journal *Early Childhood Connections*. She is active in the music education field, presenting sessions at national conferences including MTNA, NAFME, the Suzuki Association, and Head Start.

Mary Louise Wilson, Ph.D., earned the Bachelor's of Music and the Master's of Music Education degrees from the University of North Texas and a Ph. D. from Louisiana State University. She has been an early childhood educator and piano teacher since 1981, taught general music (K-12), and supervised music interns and taught fine arts methods classes at the University of Miami. Mary Louise is co-author of Musikgarten's *Music Makers: at the Keyboard Series*. Dr. Wilson has presented music and movement workshops at MTNA, NAFME, AMS, NAEYC, Chorister's Guild, and ECMMA and served on the Board of Directors of ECMMA for 6 years. As a teacher trainer for Musikgarten Publications she conducts workshops in North America, Europe, and Asia.

Howard Baer, musical arranger/producer, composer, keyboardist, MIDI design specialist, musical-director and conductor, has had over 7000 of his arrangements recorded, has received 5 JUNO Nominations for album production, and has composed and conducted numerous scores for TV and film including productions for *Winter Olympic Games* (CBC-TV), *Sesame Street*, *Peter Ustinov in China*, and several IMAX films. Mr. Baer has produced all of the Musikgarten **Music and Movement Series** recordings. He has also recorded for Silver-Burdett, MacMillan/McGraw-Hill, Hohner, Ginn, and Berandol. Howard Baer is located in Ontario, Canada.

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