

Music and Movement

The Cycle of Seasons

A Musical Celebration of the Year for Young Children



Teacher's Guidebook
and Resource Materials
for Group Instruction
(includes 120 Activity Cards)

Lorna Heyge
Audrey Sillick



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The Cycle of Seasons, A Musical Celebration of the Year for Young Children

Teacher's Guide, with 120 activity cards, a lesson planning binder,

and lesson suggestions for *Wind Dancers* (1-15) and *Sun Catchers* (1-15)

Wind Dancers: Packet including 2 recordings, 12 full-color illustrated cards, and a Parent Guide

Sun Catchers: Packet including 2 recordings, 12 full-color illustrated cards, and a Parent Guide

Related Program:

Summer Teacher's Guide with activity cards and lesson plans

Summer Packet: including a recording, 8 full-color illustrated cards and a Parent Guide

Nature Trail: an adaptation of *Summer* for five 3-hour camp days

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- 15 months to 3½ years

The Cycle of Seasons

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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 Foundation for Music-Based Learning as well as publisher of the journal *Early Childhood Connections*. She is active in the music education field, presenting sessions at national conferences including NCKP, MENC, MTNA, the Suzuki Association, and Head Start.

Audrey Sillick

Known throughout Canada and the United States as an exceptional educator in the field of early childhood development, Audrey Sillick's particular areas of expertise concern the role of movement in learning, the process of language acquisition, and the understanding of the child in nature. She has been actively involved in Montessori education for over thirty years, is the Founder and Director Emeritus of the Toronto Montessori Teacher Training Institute and is coauthor of the Musikgarten Music and Movement Series. A national speaker and workshop leader for Early Childhood Music and Movement Educators, Montessori Educators, and the Earth Education Movement, Mrs. Sillick brings to the publication her great wisdom and understanding of young children.

Howard Baer

Howard Baer brings to *The Cycle of Seasons* over twenty-five years of studio recording experience as a musical arranger/producer, composer, keyboardist, musical director, and conductor. Baer has had over 5000 of his arrangements recorded, has received four JUNO nominations for album productions, and has composed and conducted numerous scores for TV and film, including *Sesame Street* and the 1988 Winter Olympic Games in Calgary. He has been the music producer for IMAX films, including the widely publicized *Titanica*. His music productions for children include work with such publishers as Hohner, Schott International, Macmillan McGraw-Hill, and Silver Burdett. For this publication Howard Baer has arranged and recorded over sixty songs and composed thirteen unique movement and listening stories. His recordings bring a synthesis to the basic ideas of the pedagogy – music, movement, language, and nature.

Aileen Fisher

Horse-and-buggy days were waning when Aileen Fisher was born in Iron River, a small mining town in the Upper Peninsula of Michigan. Growing up in a rural community is the life she remembers most vividly when writing verses for children. Recipient of many awards, including the Western Writers of America Award for Juvenile Nonfiction and the Award for Children's Poetry by the National Council of Teachers of English, Fisher has written juvenile plays, stories for young children, and over fifty collections of poetry. Ms. Fisher brings to *The Cycle of Seasons* poetry of the earth which will awaken the senses of children, both young and old, to the natural world.

Features of the Publication

The Cycle of Seasons presents music and movement activities to build the sensory-motor foundation for learning, respecting the preschool child's growing independence and developing competencies. The collection includes songs, numerous movement activities, exciting exploration of instruments and stories for the children to act out and embellish. The primary goal is to bring the child together with family into the music, movement, and environmental experience.

The *Teacher's Guidebook* includes a bound book, 120 resource cards and a lesson planning binder. Together with the companion recordings, *Wind Dancers CDs 1 and 2*, and *Sun Catchers CDs 1 and 2*, the *Cycle of Seasons* offers complete resources for a developmentally appropriate music program for preschool children. The Guidebook is divided into two main sections: Activities and Lesson Suggestions.

Activities

The *Teacher's Guidebook* presents over 200 activities for preschool children. The activities are organized in chapters according to their potential function in a lesson. Moving, singing and chanting, listening, and playing instruments are the core activities.

The chapters present activities to meet the fundamental needs of a well-balanced music experience: move, listen, sing and play. Melody and text, suggestions for presentation, and information concerning key, range, available recording, and other uses in lesson building are given for each activity. Each chapter includes a list of activities, as well as a cross-reference list to other activities that also fulfill that function but are presented in another chapter.

The full information about each activity is also printed on a file card. After reviewing the Lesson Suggestions and the activities in the *Guidebook*, select the appropriate cards to place in the Lesson Planning Binder, a handy reference format for the classroom.

Lesson Suggestions

Two sets of 15 lessons are organized around seasonal themes and are presented in a weekly format. The materials in each lesson are sequenced for a 45-minute period with a group of 8-12 parent and children. The materials have been chosen and assembled using the principles of lesson building discussed in the introduction to the chapter *Lesson Suggestions*.

Recordings

The recordings include listening examples for three primary areas: focused listening examples drawn from nature, together with 24 full-color illustrated cards; songs and music for movement and stories; music for dancing and playing instruments.

Companion Materials for the Family

There are two outstanding packets for nurturing music in the home: *Wind Dancers* and *Sun Catchers*. Each packet includes 2 CD recordings, 12 illustrated cards, and an extensive Parent Guide to musical development, all presented in a cloth pouch for safe storage of the child's materials.

Introduction

“All around us, at every moment in our lives, reaching out and touching us, there is a world of excitement and fascination. Its riches are denied to none, for beauty and wonder lie at every stage of the life cycle, from childhood to old age All that is needed (for access to this world) is a mind and a soul, the soul being that which opens the mind, breathing life into it, making it infinitely curious. The senses that are common to all of us, regardless of who or what we are, provide us with all the tools we need.”

(C. Turnbull, *The Human Cycle*, p. 15)

The Cycle of Seasons, A Musical Celebration of the Year for Young Children reaches out to all adults whose lives intersect the lives of children, especially the very young, whether in the role of teacher, parent, or significant others. Through this publication you are invited to re-enter the magical world of childhood. What is this world; how does it exist? How does the child perceive the world?

For the young, life is a celebration.

For the young child every day is new, fresh, exciting, and filled with new people, things, and events. Events that appear prosaic and ordinary to us as adults are a never-ending source of wonder and engagement for the child. With no sense of time but the present, the children live each moment completely. The smallest happening is a momentous event for which there is no precedent in their life experience.

Children’s intuitive intelligence is superbly tuned to the living world around them. They possess an extraordinary capacity for assimilation and have an innate ability to observe the tiniest things, which hardly even exist for the adult. These capacities of early childhood will never be repeated in life with the same clarity and ease. The child’s perception of and identification with all life forms and events will never again be possible with the same spontaneous enthusiasm.

Music and movement experiences meet the needs of the child.

All aspects of learning are greatly enhanced when music is a key element in a holistic approach to learning. Musical play offers children experience in the two areas which are most important in their lives today, learning to know and control their bodies and learning to listen with intention. Research shows that when music, movement, and language are integrated, the benefits are incalculable, both intellectually and psychologically.

Young children grow and develop as whole human beings in a “doing” environment. Sensory-motor exploration forms and sustains their intellectual life. Making learning a part of everyday living makes it relevant, interesting, accessible, and integrated. Through *The Cycle of Seasons* we will introduce a multi-faceted music program based on themes from everyday life.

Nature provides the central theme for the activities.

The Cycle of Seasons draws its central themes from nature and aims to bring the family into the music, movement, and environmental experience. Life on this wonderful planet, wherever it occurs, is subject to seasonal changes – a phenomenon apparent even to the youngest among us.

The outdoor environment has unique gifts to confer that no indoor environment can match. Children have the opportunity to feel the warmth of the sun and the coolness of shade, to see the clouds and be touched by the wind. Whether watching busy ants or picking a dandelion bouquet, together, parents and children can discover deeper dimensions in the commonplace. How wholesome and memorable for children to be playful and energetic in the open air with a valued adult companion sharing the fun. The natural world yields its secrets to

hands-on experience as the first step to feeling and knowing. To *know*, a child must *touch*. We strive to facilitate the possibilities of our children touching the earth, so that they might sense themselves as inseparable from the larger community of the planet. Experiencing the living earth through exploration and discovery lays the groundwork for humans to love it enough to live lightly and harmoniously with it.

Young children are naturally whole persons.

Every child is naturally embedded in the whole experience of life, a person who observes and absorbs every facet of the environment. Children's natural wholeness points to a holistic way of learning. Education is not simply a matter of imparting knowledge. Education has to support human development as a continuous process through different phases of life.

The development of the child – psychologically, physically, emotionally, socially, and cognitively – occurs in an integrated manner when the whole personality is actively engaged in a dynamic process of interaction with the environment. To create a situation in which natural learning can continue, we need environments that are conducive to holistic education – environments that address the child's basic developmental needs: movement, exploration, sensory-motor experience, language, and interesting activities that require their involvement.

In these environments the children feel *a part of* life, not *apart from* it. Holistic education allows the children to continue learning in natural ways – natural because the children are teaching themselves.

Sensory-motor exploration is the pathway to learning.

The assimilation of everything around a child is intensely focused through the channels of the senses: sight, hearing, taste, touch, and smell. The world is a stimulating place every waking moment, awakening a response from the child. As each day passes, the child absorbs impressions, stores them, and gradually develops patterns of response that become a permanent part of his/her person.

The child meets the world with a *beginners mind*, as a tireless sensory-motor explorer urged by the energy of life itself to create and become a unique individual. No other stage of development will be as creative as the first six years of life. During the first phase of development, the infant/toddler's personality is being created and formed in a process of exchange from *within* to *without* in the work of self-construction. To this the adult brings help by providing a nurturing environment for development.

A critical period for sensory-motor development occurs from birth to around four to five years and is the way the child learns. These living pathways to learning are absolutely vital to all later learning and successful cognitive functioning. Receiving, absorbing, and integrating the information through all sensory channels is the way the child builds sensory experience into concepts.

The ear plays a central function in all learning.

As neurological research continues to confirm the value of a multisensory approach to learning, the function and training of the auditory modalities remain poorly understood and underestimated in education. Dr. Alfred Tomatis has conducted landmark research over the past thirty years in the fields of audition and dyslexia. His work has immense implications for education in general and for music, movement and language connections in the life of the young child in particular.

The ear, with its dual vestibular and auditory functions, plays a central role in human development and is given a pivotal role in this publication. The bombardment of the ear by noise in our environment, presents the young child, both while awake and asleep, with the difficult task of discriminating sounds against a backdrop of

WEEK 1: Visiting the Farm

<p>Materials Rhythm Sticks Mystery Bag and Materials Listening Cards: Rooster, Cow, Chicken, Pig</p>	<p>Recordings Wind Dancers CDs</p>
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Title	Function	Page	Card	CD
Come on, Everyone	Greeting Song	12	1	
Go 'Round the Mountain	Body Awareness	17	6	
Duple Rhythm Patterns	Patterns	132	117	
What Shall We Do?	Traveling Movement	45	38	
Major Tonal Patterns	Patterns	132	119	
Falling-Down Time of Year	Poem	96	88	

My Little Rooster	Call-and-Respond	29	18	
Farmyard I: Rooster, Cow, Chicken, Pig	Listening Game	127	116	WD1, Nos. 4-7
MacDonalds' Farm	Story Idea	80	72	
Hoedown (Copland)	Dance	127	115	WD1, No. 8

Conclude with one or more of the following activities:				
Clap with Me	Rhythm Sticks	108	97	
Mystery Bag	Sensory Game	125	113	
Wind the Bobbin	Singing Game	55	50	
Come on, Everyone	Closing Song	12	1	

NOTES: Mystery Bag with a large class

Prepare 2 identical mystery bags. Introduce the activity as suggested, using one bag.

Divide the class into two groups, asking an able parent to lead the activity in the second group.

Key: ► – New Activity; WD 1 – Wind Dancers CD 1; WD2 – Wind Dancers CD 2

Songs in Minor Tonality or Church Modes		Range Index
<p>Aeolian Lullaby All Around the Garden Animal Talk Bim Bam Clap with Me Hey, Mister! Hop Along, Mister Hare I Hear the Mill Wheel Kalump Oh, Belinda Old Betty Larkin Old Jeremiah Sleep Now and Rest Toumba</p>	<p>3rd</p> <p>4th</p> <p>5th</p>	<p>Go 'Round the Mountain Hop Along, Mister Hare Hop, Old Squirrel Riding in a Buggy</p> <p>Bow to Your Partner It's Raining Juba</p> <p>Animal Talk Bim Bam Cuckoo Down Comes Johnny Old Jeremiah See the Pony Galloping Stars Shining That's a Mighty Pretty Motion</p>
<p>Songs in Triple Meter</p> <p>Animal Talk Come On, Everyone Cuckoo Down, Down Farmers' Fair, The Fiddle-De-De Go to Sleepy Good Day Grasshoppers Three It's Raining Kalump Looby Loo Lullaby My Little Rooster North Wind Doth Blow, The Old Jeremiah Rolling Along See the Pony Galloping Sleep Now and Rest Three Little Kittens Walking in the Green Grass</p>	<p>6th</p>	<p>Aiken Drum All Around the Garden All the Little Ducklings Boom, Boom, Boom Come on, Everyone Do, Oh, Do, Oh Down in the Meadow Ev'rybody Do This Fiddle-De-De Here Sits a Monkey Hey Betty Martin Hi-Dee-Roon I See You Kalump Little Bird, Little Bird Looby Loo Old MacDonald Rolling Along Sleep Now and Rest Tap the Jingles Three Little Kittens Tommy Thumb Wake Me! Shake Me! Walking in the Green Grass Who Are You?</p>
<p>Songs in Mixed Meter</p> <p>Little Bird, Little Bird Rig-a-Jig-Jig Snowflakes Underneath the Willow Tree</p>	<p>7th</p>	<p>Jim Along Josie North Wind Doth Blow, The Rig-a-Jig-Jig What Shall We Do?</p>

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