

The Cycle of Seasons

Summer

A Musical Celebration of the Year for Young Children

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Summer is a set of music and movement activities with 10 lesson suggestions for children from age three, with or without adult partners. The publication includes:

- Teacher's Resources: Binder with 40 Activity and Lesson Cards, Summer Family Packet
- Family Packet: CD, Parent Book, and 8 illustrated animal cards in a cloth pouch

The classes are filled with a great variety of music and movement activities to meet children's developmental needs, to hold the children's interest in the group setting, and to bring families together.

Summer is from the series *The Cycle of Seasons*, a curriculum for children from age three. There are two 15-week semesters also available: *Wind Dancers* and *Sun Catchers*.

- All activities and lesson plans are printed on file cards. Put the cards in the order given on the lesson suggestion; you may alter the lessons according to class needs. Use sticky notes as reminders to yourself.
- The material is presented in 10 lessons. The suggested lesson time is 45 – 60 minutes.

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Lesson Suggestions

WEEK 1: The Bog Garden Materials: Rhythm Sticks, Resonator Bars, *Summer* CD

Title	Function	Card	CD
Come on, Everyone	Greeting Song	12	
Jim Along Josie	Stationary Movement, Rhythm Sticks	13a	
Major Tonal Patterns	Patterns	38	
Charlie Over the Ocean	Singing Game, Resonator Bars	15	
Triple Rhythm Patterns	Patterns	37	
My Turtle	Finger Play	14a	
Going to the Bog Garden	Story Idea	16	
The Fishpole Song	Call-and-Respond Song	17a	
Frogs and Worms	Recorded Movement Story	18a	No. 5
The Frog and I	Poem	19a	

Conclude with one or more of the following activities:

Sir John's Gigue (Leach)	Dance	35	No. 12
Billy, Billy	Singing Game	20a	
Goodbye, Everyone	Closing Song	12	

The Fishpole Song

Call-and-Respond Song



Who's got a fish - pole? We do! Who's got a fish - pole? We do!

Who's got a fish - pole? We do! Fish - pole needs a line.

- 2 Who's got a fish line? We do!
Fish line needs a hook.
- 3 Who's got a fish hook? We do!
Fish hook needs some bait.
- 4 Who's got a cricket? We do!
Cricket catch a fish.
- 5 Who caught a fish now? We did!
Let's go eat that fish.

- Sing the song for the children, signaling that they join you on the response "We do!"
- Talk about fishing.
- Sing and mime the actions of the story.

Recording: Children's Choir, Guitar
Piano

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Frogs and Worms

Recorded Movement Story



- Talk with the children about frogs and how they jump through the grass. Encourage the children to try frog jumps with hands and fingers on their knees, jumping as high and as lightly as they can,
- *Creep* like a worm with your fingers and hands. Slither and wiggle along the ground.
- Listen to the recording. Talk with the children about the special theme music for the animals: jumpy music for a frog and wiggly music for worms.
- Play the recording once again and invite the children to move to it with fingers and hands.
- Play it once again; all move with their whole bodies.

Variations:

- Divide the children into 2 groups: the frogs and the worms. Ask each group to move only when it hears *it's special* music.
- Draw attention to the special instruments for the animals: electric guitar for the frog and the piano for the worms.
- Give each child a scarf. Make up scarf movements for the frogs and worms. Listen to the music and move the scarves.

Recording: Electric Guitar, Piano

Minor Tonal Patterns

 14

Set 1

 Mi do la. La do mi. Re do ti. Do ti la.

Set 2

 Do ti la. La ti do. Re do ti. La si la.

Set 3

 La ti do re mi. La do mi. Mi re do ti la. La si la.

Set 4

 La do mi. Mi re ti si. Si ti re mi. Mi do la.

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Summer CD

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|--------------------------------|--|--|
| 1 Jim Along Josie | 20 Little Rabbit Introduction | 38 The Butterfly and the Millipede, Introduction |
| 2 The Fishpole Song | 21 Little Rabbit | 39 The Butterfly and the Millipede |
| 3 The Frog and I | 22 Chipmunk (Poem) | 40 Robin |
| 4 Frogs and Worms Introduction | 23 Meadow Sounds Introduction | 41 Bluejay |
| 5 Frogs and Worms | 24 Mockingbird | 42 Bird Talk |
| 6 Billy, Billy | 25 Chipmunk (Voice) | 43 Somebody's Knocking |
| 7 Marsh Sounds Introduction | 26 Cicada | 44 Clouds |
| 8 Bullfrog | 27 Green Frog | 45 Wind |
| 9 Fly | 28 Walk Along, John | 46 Rain |
| 10 Belted Kingfisher | 29 I See the Moon | 47 Thunder |
| 11 Canada Goose | 30 Major Tonal Patterns | 48 Weather Is Full of the Nicest Sounds |
| 12 Sir John's Gigue (Leach) | 31 Fiddle-De-De | 49 Tap, Tap, Tap |
| 13 Willum | 32 Triple Rhythm Patterns | |
| 14 Minor Tonal Patterns | 33 Bees | |
| 15 Kumbaya | 34 Summ, Summ, Summ | |
| 16 When I Was a Baby | 35 Flight of the Bumblebee (Rimsky-Korsakov) | |
| 17 Aeolian Lullaby | 36 Clap, Clap, Clap | |
| 18 I've Got the Rhythm | 37 When It Comes to Bugs | |
| 19 Duple Rhythm Patterns | | |

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Adding Language to Patterns

First experiences with patterns should be on neutral syllables. After most of the children have demonstrated individually that they can echo rhythm patterns successfully, noting in particular that the beat is grounded in the whole body, add a rhythm language to the patterns. Be sure to add language first to the most simple, well-known patterns. Likewise when most of the children can echo tonal patterns successfully, add a tonal language.

The Extension of Patterns to Instruments

When the children are very familiar both with the sound and the language for a specific vocabulary of rhythmic and tonal patterns, give them the opportunity to echo these patterns on an instrument. Start with playing duple rhythm patterns on unpitched instruments such as rhythm sticks or drums. Be sure to accompany the

pattern with chanting. Games can be played with the group, with individuals, and with a child taking the role of leader. Be sure to prepare for all games with vocal echoes. After the first set of duple patterns can be played with ease, follow with the first set of triple rhythm patterns.

The resonator bars on the Musikgarten tray are an ideal instrument for extending the child's understanding of tonal patterns. Start with patterns on *sol-mi-do*, after the children are thoroughly familiar with the sound and language of this pattern. Place resonator bars *d*, *f#* and *a* in the Musikgarten tray. Play *sol-mi-do*. If the children have had ample aural experience with this pattern, they will identify the sound immediately. Sing and play the pattern again. Invite the children to sing and play the pattern. Observe the children's responses carefully before adding further patterns.