

Music and Movement

Introduction to

MUSIC MAKERS: AT THE KEYBOARD



**Teacher's Guide
for Group Instruction**

**MUSIK
GARTEN**

Lorna Lutz Heyge • Jill Citro Hannagan • Mary Louise Wilson

Introduction to Music Makers: At the Keyboard

This **set of five lesson plans** can be used in several different scenarios. It is not necessary for students to complete this introductory program before they can succeed in *Music Makers: At the Keyboard*, but it is an excellent way to both attract new families to the program and to delay a child from starting *Music Makers: At the Keyboard* too soon.

Each lesson is planned to be one hour and 15 minutes with the final 15 minutes specifically designed to include the parents. These lessons can be taught just as they are as a summer offering, or they can easily be expanded to a 3-hour camp experience by including stories, ensembles, dances, and snacks from the *Music Makers: Around the World* curriculum.

Another option is to teach several 5-week sessions of this introduction during the school year to attract new children to the program. By doing this, you would be allowing parents and children to get a chance to know you and to experience the aural method, without committing the time and money to an entire semester. It may also allow you the freedom to accommodate prospective families' schedules since the session is just five weeks. After teaching a few of these short sessions, you will probably have enough families convinced of the value of your program that they will conform to your schedule and commit to the entire first year of *Music Makers: At the Keyboard*.

It should be noted that there is no repetition of playing repertoire in *Introduction to Music Makers: At the Keyboard* and *Music Makers: At the Keyboard – Year 1*. Some of the dancing and drumming repertoire is purposely chosen from *Music Makers: At the Keyboard – Year One* to prepare the children for the complex activities that await them in the upcoming books! As well, a few of the pages in the book will be repeated, but the review gives the children a chance to consolidate some of the concepts that were introduced but not reinforced in the introductory program.

Introduction to Music Makers: At the Keyboard can also be the perfect antidote for parents and children who want to rush into the *Music Makers: At the Keyboard* class. Depending on the length of your teaching year, you could possibly teach this as the concluding unit of the *Music Makers: Around the World* class. In doing so, you can tell families that although the child is a bit too young to take *Music Makers: At the Keyboard*, you offer an introduction to the keyboard as part of the *Music Makers: Around the World* class. This is usually enough to reassure the parents; the children love the activities included in *Music Makers: Around the World* so much that they will be quite satisfied.

However you choose to utilize this program, the authors wish you well on your journey. Enrolling in a *Music Makers: At the Keyboard* class takes a considerable commitment on the parents' part. We know that young children initially need the support of their parents to succeed and we also know the challenge of explaining the value of a group, aural method compared to traditional piano lessons. It is our hope that *Introduction to Music Makers: At the Keyboard* allows you to reach more families and lead more children to achieve true music literacy.

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Music Makers: At the Keyboard is an introductory method for groups of young beginners and includes the following:

- *Teacher's Guide* (1 – 3), each includes activity cards and a lesson planning binder, and contains 30 lesson plans
- *Children's Book* (1 – 6), each with a *Listening CD* & *Practice CD* and materials for 15 lesson plans

The 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 |
| <i>Musikgarten Adults: Enjoying the Piano Together</i> | |

Additional Programs

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|----------------------------------|---------------------------|
| <i>Dancing and Drumming</i> | <i>Nature Trail</i> |
| <i>God's Children Sing</i> | <i>Nimble & Quick</i> |
| <i>My Musical World</i> | <i>Seashore</i> |
| <i>My Neighborhood Community</i> | <i>Summer</i> |
| <i>Nature's Music</i> | <i>Twist & Turn</i> |

The Authors

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Lesson Suggestion 1

Materials

Song Basket with Song Cards (Use index cards and put one title on each card.)

Drums

CD player

For Distribution

Children's Keyboard Book and CD

► Singing Circle

See the Pony

London Bridge

The Wild Horses

Love Somebody

Hop, Old Squirrel

Include one set of major and minor patterns after appropriate songs.

Sol mi do. Do mi sol. Sol do. Do do do. Do sol Sol sol do.

La do mi Mi do la Ti do re Do ti la La ti do re mi Mi re do ti la

► Hey! Let's Dance Together

- End the singing circle by singing the song and dancing. Follow the instructions at the end of the lesson plan.
- Repeat the song changing “foot” and “finger” to “finger number 1” and “finger number 2” etc. to establish finger numbers for the children. Change the final line of text to “Let your fingers dance around!”
- If the children know their right from their left hands, try singing the following: “With your right hand finger 5, with your right hand finger 4, with your right hand finger 3, with your right hand finger 2, with your right hand finger 1, let your fingers dance around.” Repeat with the left hand. Dance and sing several times.

► Keyboard

- Lead the children to discover the groups of 2 and 3 black keys. Make sure they see the difference.
- Point out that the note “D” is between the two black keys. Allow everyone to find D on the keyboard.

Introduction to Music Makers: At the Keyboard

- After everyone is secure with the location of D, ask the children to echo you singing *Do – Sol*, but on the syllable “bam”. When the children are singing in tune, switch to singing the *solfeggio* syllables *Do - Sol*.
- Model in the air using your right thumb on D for *Do* and fifth finger for *Sol*. Ask the children to sing and play the pattern, first in the air, then on the keyboard. Allow those with small hands to use their index fingers on both hands to play the notes.

► *The Wild Horses – Movement*

- All stand in circle holding hands; turn body to run in one direction.
- Circle using running steps while singing the first 2 bars.
- Change direction for bars 3 and 4.
- Standing in place, stamp the macro beat for bars 5 and 6.
- Turn quickly and run in a circular direction for bars 7 and 8.
- Follow the dance with the 4 duple patterns, done as echos, first on “ba” and then with rhythm language.

Du du. Du - de du - de. Du du - de. Du - de du.

► Drumming

- Repeat *The Wild Horses* accompanying the singing with the drums, as follows:

Verse 1: play hands together on the macro beat

Ostinato 1

Du du

Verse 2: play with alternating hands

Ostinato 2

Du de du de

Verse 3: play with alternating hands

Ostinato 3

Du de du de du de

- You may wish to do this with the CD, Track 3.

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► *London Bridge*

- Sing the song and play the game.
- Ask the children to describe the placement of D on the keyboard (between 2 black keys).
- Ask the children to echo you as you sing “*Do - Sol*”. Repeat the procedure from above, modeling in the air playing and singing, “*Do - Sol*”.
- Invite the children to go their keyboards and find the interval, using their thumb and fifth finger. When everyone has found it, begin singing *London Bridge*, playing the open fifth as an accompaniment to the singing.

► Write and Read

Book: Page 1 Finger Numbers
Page 6 locate *Do - Sol*

► Parent Time

Review the placement of D and *Do - Sol*.
Play the open fifth accompaniment and sing *London Bridge*.
Sing and dance *Hey! Let's Dance Together*.

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|---|
| <p>At Home: Listen to the CD. Sing <i>London Bridge</i> and play the open-fifth accompaniment. <u>Book:</u> Page 2 (draw hands and finger numbers) Page 3 (find 2 black keys) Page 4 (find 3 black keys)</p> |
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Introduction to Music Makers: At the Keyboard

Hey! Let's Dance Together (CD Track 11)

Hey! Let's dance to - geth - er. Child - ren won't you dance with me. With your
foot, foot, foot, with your fin - ger, fin - ger, fin - ger. Hap - pi - ly we dance a - round.

The image shows two staves of musical notation in G major and 2/4 time. The first staff contains the melody for the first line of lyrics, and the second staff contains the melody for the second line. The lyrics are written below the notes.

2. With your knee, ...with your foot, ...with your finger.
3. With your hips, ...knee, foot, finger.
4. With your shoulder, ... hips, knee, foot, finger.
5. With your head, ... shoulder, hips, knee, foot, finger.

- Stand in a circle, holding hands.
- Sing the first phrase, repeated, moving the circle in one direction.
- Stand, dropping the held hands and facing the center of the circle.
- Tap your foot three times with the words “foot, foot, foot” and shake your index finger three times with the words “finger, finger, finger.”
- Turn individual circles on the words “Happily we dance around.”
- Add the other parts named in Verses 2-5, tapping the body part three times on the respective word.

Recording: Children's Choir, Recorder, Drum, Guitar

See the Pony (CD Track 8)

See the po - ny gal - lop - ing, gal - lop - ing, down the coun - try lane.
Slower
See the po - ny com - ing home all tired out. All tired out. All tired out.

The image shows two staves of musical notation in G major and 6/8 time. The first staff contains the melody for the first line of lyrics, and the second staff contains the melody for the second line, marked 'Slower'. The lyrics are written below the notes.

Recording: Children's Choir, Trumpet, Trombone, Temple Blocks, Piano

Love Somebody (CD Track 5)

Love some - bod - y yes, I do, love some - bod - y yes, I do.
Love some - bod - y yes, I do, love some - bod - y but I won't tell who.

The image shows two staves of musical notation for the song 'Love Somebody'. The first staff contains the melody for the first line of lyrics: 'Love some - bod - y yes, I do, love some - bod - y yes, I do.' The second staff contains the melody for the second line of lyrics: 'Love some - bod - y yes, I do, love some - bod - y but I won't tell who.' The music is written in a 2/4 time signature with a treble clef.

Recording: Children's Choir, MIDI

London Bridge (CD Track 1)

Lon - don Bridge is fall - ing down, fall - ing down., fall - ing down.
Lon - don Bridge is fall - ing down, My fair la - dy.

The image shows two staves of musical notation for the song 'London Bridge'. The first staff contains the melody for the first line of lyrics: 'Lon - don Bridge is fall - ing down, fall - ing down., fall - ing down.' The second staff contains the melody for the second line of lyrics: 'Lon - don Bridge is fall - ing down, My fair la - dy.' The music is written in a 2/4 time signature with a treble clef and a key signature of one sharp (F#).

2. London Bridge is half-way down.
3. London Bridge has fallen down.

- Make a *bridge* with two children. One child chooses to be *sticks* and the other *stones*. It is a secret which is which. All the other children form a line.
- Sing the song while the line of children passes under the bridge. At the point in the text, "My fair lady," the bridge is lowered on either side of the child passing under.
- As the next verse is sung the bridge couple moves their arms back and forth around the captive.
- The bridge couple takes the captive away, who decides whether s/he will have *sticks* or *stones*, and whispers the choice. The captive then goes to the side s/he has chosen.
- Gradually a line forms behind each of the two bridge children. When there are no more children left to go under the bridge, the leaders identify which line is sticks.
- The first *stick* child chooses a *stone* partner; they join hands and form an arch. The second *stick* child chooses a *stone* partner; they join hands, go under the arch, and then form another arch. Continue the game until all the children are part of the formation.
- End the game by singing Verse 1, gradually falling, falling, falling until everyone is on the ground.

Recording: Children's Choir, MIDI

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Hop, Old Squirrel (CD Track 10)



Hop, old squirrel, ei - dle - dum ei - dle - dum, Hop, old squirrel, ei - dle - dum dee.



Hop, old squirrel, ei - dle - dum, ei - dle - dum, Hop, old squirrel, ei - dle - dum dee.

2. Dig, old squirrel.
3. Hide, old squirrel.
4. Swish your tail
5. Run, old squirrel.

Recording: Children's Chorus, Oboe, Bassoon, Piano, Vibraphone, Timpani, Belltree, Xylophone Belltree is Bell tree

The Wild Horses (CD Track 3)



This is the dance of the wild and run - ning hor - ses. This is the dance of the



wild and run - ning hor - ses. Stamp on the ground now.



Tramp on the ground now. This is the dance of the wild and run - ning hor - ses.

Recording: Children's Choir, Guitar, Piano

Lesson Suggestion 2

Materials

Song Basket with Song Cards
Drums
CD player

► Singing Circle

Note: Be sure to include ample movement in the singing circle, sometimes using a piece as a traveling movement activity and then returning to the circle to simply sing the song and echo the tonal patterns.

See the Pony

Love Somebody

London Bridge

Hey! Let's Dance Together

The Wild Horses

- Include one set of major and minor patterns after appropriate songs.
- End with *Hop, Old Squirrel*, drumming if time permits

► Keyboard

- Review the placement of D on the keyboard.
- After everyone is secure with the location of D, ask the children to echo you singing *Do – Sol*. Model using your right thumb on D for *Do* and fifth finger for *Sol*. Allow those with small hands to use their index fingers on both hands to play the chord. Have the children echo you singing and playing the pattern.
- When everyone has found it, have the children echo you singing, *Do – Sol – Do – I* chord (sing “I chord” on *Do*). Then have them echo you singing and playing the same thing.
- Sing *London Bridge*, accompanying the singing with the 2-note I chord.
- Ask the children to echo you singing “*Sol – mi – do*” in the key of D. If the children are not singing in tune, use the neutral syllable “Bam” first, then proceed with the *solfeggio* syllables. After they echo, tell them that “*mi*” is somewhere in between “*do*” and “*sol*” and they should try to find the note that sounds like it with their middle finger. You may have to guide them to try any white or black key that they can reach with their middle finger until they find the one that sounds correct (f#). Give them a few minutes to “hunt and peck”, helping where necessary.
- Model singing the *solfeggio* and playing the pattern using fingers 5, 3, and 1 with the right hand. Ask the children to echo – singing and playing.

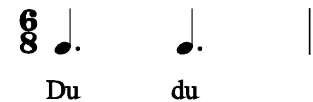
Introduction to Music Makers: At the Keyboard

► See the Pony – Drumming

- Sing *See the Pony*, accompanying the singing with the drums. If you want to use the CD, drum the macro beat (dotted quarter) with both hands. The children will experience playing the steady beat, the *accelerando*, and the joy of playing in ensemble with other instruments.
- Introduce the 3 ostinato patterns below, playing and saying the patterns first on “ba” then using the rhythm language. Ask the children to echo after each pattern.

- Play hands together on the macro beat.

Ostinato 1



- Play with alternating hands.

Ostinato 2



- Play with hands as indicated.
(Left hand plays the first 2 notes.
Right hand plays the next 2.)

Ostinato 3



- Accompany the singing without the CD and without singing the *accelerando* – keeping the same tempo throughout, except at the end (See the pony coming home all tired out.).
- At the conclusion of the song introduce the 4 triple patterns, having the children first echo on “ba” and then echo with the rhythm language.



Write and Read

Book: Pages 2, 3, 4 look at the children’s homework
Page 7 locate “mi”

► Hop, Old Squirrel – Keyboard

- Sing *Hop, Old Squirrel*, playing the motif F# F# F# alternating the 3rd fingers on both hands every time you sing “hop old squirrel, dig old squirrel, hide old squirrel, swish your tail, run old squirrel”. If necessary give the children something else to do with their hands on “Eidle dum, Eidle dum”, such as clapping or pulsating the 2 beats with their palms facing upwards (common Orff-type motion for rests).

CD Track List

1. **London Bridge** – Children’s Choir, MIDI
2. Major Tonal Echo Patterns
3. **The Wild Horses** – Children’s Choir, Guitar, Piano
4. Minor Tonal Echo Patterns
5. **Love Somebody** – Soprano, MIDI
6. Duple Rhythm Echo Patterns
7. **Drum Song** – Children’s Choir, Percussion
8. **See the Pony** – Children’s Choir, Trumpet, Trombone, Temple Blocks, Piano
9. Triple Rhythm Echo Patterns
10. **Hop, Old Squirrel** – Children’s Choir, Oboe, Bassoon, Piano, Vibraphone, Timpani, Bell tree, Xylophone
11. **Hey! Let’s Dance Together** – Children’s Choir, Recorder, Drum, Guitar