

Music Makers

At Home in the World



Teacher's Guidebook
and Resource Materials
for Group Instruction

Includes 125 Resource Cards
and a Lesson Planning Binder



Lorna Lutz Heyge • Audrey Sillick



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Includes 125 Resource Cards**

**Lorna Lutz Heyge
Audrey Sillick**

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Music Makers: At Home in the World

Teacher's Guide, with 125 activity cards, a lesson planning binder and lesson suggestions for
My Home Place (1-7), Woodlands (8-15), Cattail Marsh (16-22), and Meadow (23-30)

Full-color posters with game pieces: My Home Place, Woodlands, Cattail Marsh, and Meadow

Notation Games: Graphic Notation, Duple Rhythm, Triple Rhythm, Dynamics,
Duple Rhythm with Rests, and Major Tonal

Nature's Voices CD

Instrument Pages: Recorder, Drum and Guitar; Brass; Percussion; Woodwinds; Strings

Family Packets: My Home Place, Woodlands, Cattail Marsh, and Meadow

Related Programs:

My Neighborhood Community
Seashore

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>Music Makers: At the Keyboard</i>	- from age 6
<i>Musikgarten Adults: Enjoying the Piano Together</i>	

Additional Programs:

<i>Drumming and Dancing</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>
<i>Introduction to Music Makers: At the Keyboard</i>	



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ISBN 1-885537-10-7

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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 program for children from birth to age 9. She has been developing preparatory music materials since 1971 and is recognized internationally as a music educator and teacher trainer in the field of early childhood music and movement. Dr. Heyge holds degrees from the Eastman School of Music, Northwestern University and the University of Cologne in Germany. Lorna Heyge is the founder and president of Musikgarten as well as the Musikgarten Foundation.

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 *Music Makers: At Home in the World* over thirty-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. Mr. Baer's fresh

perception of tried and true favorites together with his feeling for children's music makes him a unique and sensitive artist in this field. 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 *Music Makers: At Home in the World* poetry of the earth which will awaken the senses of children, both young and old, to the natural world.

Anne Marshall Runyon

Ms. Runyon, a natural science illustrator, is well-known for her work with the North Carolina wildlife commission. After completing her Art and Design degrees at Carleton College and the University of Minnesota, Ms. Runyon has done creative work for many clients including the University of North Carolina, Western Publishing, and Ciba-Geigy. In describing her own work she writes, "I feel that the discipline of live drawing and the fieldwork that it requires is vital to the nature artist. Sometimes, especially when I work with photographs, I will act out a gesture that I am drawing – trying to feel the bend of the branch, the tension of the stalking predator, or the alarm widening the eyes of the prey." Ms. Runyon created the magnificent posters and game pieces for this publication.

1 PREFACE

1.1 The Music Makers Programs

The *Music Makers* Programs were created by Musikgarten to lead children to the next step in their musical lives - into the wonderful world of more conscious, active music making. The Musikgarten **Music and Movement Series** offers children from birth to age five three programs of informal music-making: *Family Music for Babies*, *Family Music for Toddlers*, and *The Cycle of Seasons*. In these programs the musical interest and ability of the child and the musical life of the family are nurtured in age-appropriate ways. Musikgarten's curricula are based on understanding children's needs – developmental, musical and experiential – and understanding how they learn.

The **Music Makers Programs** build on the competencies the children have gained in the first years, leading eventually to Musikgarten's highly acclaimed group piano instruction program, *Music Makers: At the Keyboard*. *Music Makers: At Home in the World* is the cornerstone, the turning point. Children are rapidly gaining language and motor skills, and at about age four are ready to gradually begin sequential learning.

Music Makers: At Home in the World presents materials for the first year of a sequential program. The program includes a guidebook, posters with game pieces, recordings and notation games for the teacher; recordings, folder/posters with game pieces, notation games, instrument pictures and parent books are provided for the families at home.

Teacher's Guidebook (208 pages) with 125 resource cards and a lesson planning binder
The *Teacher's Guidebook* presents a clear step-by-step approach that will enable children's musical development through moving, listening, singing, and playing instruments. This curriculum features age-appropriate building of ensemble skills and a first introduction to writing and reading notation. There are 30 lessons, material intended for 9 months of study. The thematic material is based on *Home Place* – that

safe place where humans and animals alike feel most secure and able to develop freely. The Home Places featured are *My Home Place* (a child's home and garden), *Woodlands*, *Cattail Marsh*, and *Meadow*.

Companion Materials

- **Posters and Game Pieces.** A special highlight of the program is the artwork, commissioned by Musikgarten from North Carolina natural artist, Anne Marshall Runyon. The posters are full of detail about animals and plants in each habitat. They are suggestive of many sounds, and informative about nature. Each poster is accompanied by several Game Pieces that allow the children to interact with each habitat.
- **Recordings.** Five CDs accompany the program, featuring a broad repertoire of songs, sounds, and stories for the Home Place themes. An additional thematic feature is the introduction of the families of instruments: brass, woodwinds, strings, percussion and a special ensemble of recorder, drum and guitar. The instruments can be heard individually, playing children's repertoire, and playing classical repertoire.
- **Instrument Pages.** Five color pages illustrate the instruments and players in the ensembles.
- **Notation Games.** Six manipulative games enable the children to play with the puzzles which lead to understanding notation.
- **Family Packets.** To enable parent involvement, which is a critical element for the children's learning, there is a CD, folder/poster, game pieces, instrument pages, notation game(s), and a parent book for each of the four units.
- **Music Makers Album.** Notebook for collecting the children's poster/folders, notation games and drawings.

Note: Two additional habitats are available as separate programs, appropriate for summer camps as well as other through-the-year programs: *My Neighborhood Community* and *Seashore*.

1.2 Musikgarten: An Integrated Approach to Music Education

Musikgarten is committed to a holistic and integrated approach to music education. Musikgarten curricula address the whole mind-brain/body entity, giving children a total musical experience.

Whether listening or moving, vocalizing or playing an instrument, creating or reading music, or enjoying an ensemble, the focus is on the process, not on a performance.

When the environment speaks to the children, they bring to it a creative spontaneity that cannot be commanded, but simply coalesces. The whole being interacts on a sensory, feeling, thinking, and moving plane. The development of the whole child – psychologically, physically, emotionally, and socially – occurs in an integrated manner when the whole personality is actively engaged in this dynamic process.

Age and Experience Level of the Children

Music Makers: At Home in the World is written for children who have had experience in informal music-making and are ready for their first experience with a program which introduces sequential pathways to learning specific skills.

We highly recommend that a child's first group musical instruction be in a setting of active music-making without the direct building of skills in sequenced activities – just singing, moving, listening, and playing instruments. *The Cycle of Seasons* provides many suitable activities, as well as lesson plans, which are appropriate first experiences for children through five years of age.

The *Music Makers* lessons are intended for children from ages four (with previous musical experience) to seven. The teacher will be able to determine the levels of challenge needed by observing the children carefully and adjusting the lessons accordingly.

The Curriculum

The core areas of Musikgarten curricula are movement, focused listening, singing, and playing instruments. A pathway to literacy is a key element in all Musikgarten curricula; initially this is exhibited in the building of an intentional vocabulary of patterns. *Music Makers: At Home in the World* introduces two specific, age-appropriate new skill layers: building ensemble and an introduction to writing and reading.

Movement

Physical activity for young children is exhilarating and energizing. A child's full repertoire of movements is developed through experimentation and discovery – learning by doing. Whereas all children have a natural urge to move and a critical developmental period in which to acquire coordination of the sensory-motor system, adults can play a significant role by helping them to develop control of the physical mechanics of movement. Children, with their inner sense of the kind of movement their body/mind needs, will practice (repeat) movement variations relentlessly.

All muscular and mental activity is movement. Movement involves the central nervous system, which activates and directs the muscular system, which in turn responds to the input of the senses. This brings mind-brain and body into play as an interconnected functioning system. At birth all the systems are incomplete, and the structures are rudimentary: the systems must develop functions and integration as a whole unit. The nervous system, guided by the brain, must introduce order to the stimuli that bombard the senses; it must begin the tremendous task of mobilizing the muscular action system to respond and adjust appropriately.

Movement in the human being is our clearest example of mind-brain (central nervous system) and body (sensory and muscular systems) functioning as a whole interdependent unit. We seek to help the child make movement purposeful, so that mind-brain and

body movement are part of the same entity. Voluntary control and direction of muscular movement occurs in the brain in response to environmental stimuli received by the senses. This is a thought-will-action cycle of events.

As the child develops control of movement, s/he frees the body to express his/her individuality. As s/he continues to gain control, the body becomes a rhythmic, graceful instrument through which music can be expressed. Movement is central in the Musikgarten curricula for four basic reasons:

1. It is the children's favorite way of learning.
2. It is the children's deepest way of learning.
3. It energizes the children.
4. Gaining body control frees the ear to develop the superior listening skills required for music study.

Listening

All of the curricula in the Music and Movement Series place central emphasis upon the ear and its unique function in human development. We have known for decades about the importance of the ear in learning, but have only poorly understood how to apply this knowledge. The human ear is the most important sensory organ for learning, governing the vestibular function (body position, balance and equilibrium, posture and body consciousness) and the auditory function. To develop body image both functions are needed. Listening is a conscious directing of the ear to a sound source to capture and integrate information selectively. The vestibular function alerts the whole body posture to a "listening attitude."

The Listening experience is central to education because it is a first step in all learning. Since the ear controls both verticality and audition, human language, both spoken and music, develops as a total body experience. Self-listening is the beginning of language, and focused listening is the basis for cognitive development, reasoning, social argument, and dialogue. Listening to music, not just having music in the background, also draws on the creative imagination and can soothe or arouse the emotions.

The human ear as the organ of balance and equilibrium innervates the entire body. Equilibrium means a notion of space, of environment, of body consciousness. When in motion, the body is governed by its notion of the upright position. Both the vestibular nerve (balance of equilibrium) and the auditory nerve (hearing) reach the same area of the brain, the cerebellum. Both have a relation to all the motor nerves that control all movement. When we understand the dual role of the ear, the wholeness of the child suddenly takes on new meaning in the context of learning and the integration of the whole personality, both physical and psychological.

The ear is the sense organ par excellence. The ear is a finely tuned instrument that never sleeps. The body experiences sound over its entire surface as airwaves touch it. In that sense, the skin is a tympanic membrane, responding to vibrations that surround us in an ocean of sound stimulation. The human ear is characterized by the ability to listen selectively; thus, it provides the basis for all communication and therefore for all learning. To engage the child's listening attitude opens the way to a learning engagement with the world around him/her.

Music Makers: At Home in the World offers focused listening opportunities to nurture the child's ability:

- to listen (critically) to self.
- to focus on and identify sounds in isolation.
- to identify and appreciate sounds within an ensemble, in the world of nature as well as in musical ensembles.
- to become acquainted with the families of instruments and their individual members.
- to consider and appreciate music of many styles and periods.

Vocal Development

All children can learn to sing. The voice is our most important musical instrument, and the children bring it with them on the first day. The use of the child's own voice and body is the point of departure for his/her musical involvement and development.

8.2 MY HOME PLACE 1 – Week 1

Materials: Rhythm Sticks
Scarves
Family Packet for each child

Poster: *My Home Place*
Game Piece: *Parent and Child*
CD: *Nature's Voices (NV)*, *My Home Place (MHP)*

Unit includes:

Instrument Pages: Recorder, Drum, Guitar, and Brass

Ensemble Development Repertoire: The Workshop, The Tree in the Wood

Write/Read Exercises: Graphic Notation Cards, Long and Short, Snail

Title	Function	Page	Card	CD
Move and Sing				
Who are You?	Greeting Song	108	76	
Major Tonal Patterns	Patterns	150	109	
Hands on Shoulders	Stationary Movement	65	38A	
Traveling Movement	Traveling Movement	61	122	
Walk and Stop	Traveling Movement	88	59	
Duple Rhythm Patterns	Patterns	150	107	
My Home Place				
Houses	Finger Play	66	35A	
<i>My Home Place 1</i> : Introduce the Theme	Theme	14	1	
Voices: Children, Male, Female	Listening Time	203	32	NV 1-3
The Workshop, Step 1	Ensemble Development	136	98	
The Old Grey Cat	Traveling Movement	84	55	
Voices: Dog, Indoor Bird, Cat	Listening Time	204	123A	MHP 6-8
Rossini, G.: <i>Cat Duet</i>	Listening Time	204	123A	MHP 9
My Cat	Poem	20	7A	
Parent Time				
Allee Galloo • Add vocal sounds; prepare for Graphic Notation.	Scarves	120	82B	
Hey! Let's Dance Together	Singing Game	94	65	

Nature's Voices CD

Card 32

My Home Place

- 1 Music Makers Song (p. 142)
Children's Voices
- 2 Male Voice
- 3 Female Voice
- 4 Dog
- 5 Cat
- 6 Indoor Bird
- 7 Bird Chorus
- 8 Bees
- 9 Downy Woodpecker
- 10 Robin
- 11 Tree Homes Soundscape (p. 15)
- 12 Squirrel

Woodlands

- 25 Pileated Woodpecker
- 26 Chipmunk
- 27 Cicada
- 28 Hermit Thrush
- 29 Weather Is Full of the Nicest Sounds (p. 75)
- 30 Rain
- 31 Wind
- 32 Thunder
- 33 The Storm (p. 73)
- 34 Great-horned Owl
- 35 Raccoon
- 36 Katydid
- 37 Porcupine
- 38 The Wind and the Sun (see p. 27)

Cattail Marsh

- 39 Mallard
- 40 Red-winged Blackbird
- 41 Weasel
- 42 Kingfisher
- 43 Great Blue Heron
- 44 Squirrel
- 45 Raccoon
- 46 Bullfrog
- 47 Green Frog
- 48 Frog Chorus
- 49 Frog in a Bog (p. 122)
- 50 Marsh Soundscape (p. 32)

Meadow

- 51 Meadowlark
- 52 Red Fox
- 53 Meadow Vole
- 54 Northern Flicker
- 55 White-tailed Deer
- 56 Grasshopper
- 57 Cricket
- 58 Cicada
- 59 Katydid
- 60 Insect Quartet (see pp. 48, 147)
- 61 Down in the Meadow (p. 145)

Note: The *Nature's Voices* CD also includes listening examples for the other two habitats available in the *Music Makers* programs: *My Neighborhood Community* and *Seashore*.

My Neighborhood Community

- 13 Children's Voices
- 14 Robin
- 15 Down woodpecker
- 16 Horse
- 17 Paper Wasps
- 18 Running Stream
- 19 Little Rabbit
- 20 Crow
- 21 Red Fox
- 22 Billy McGee
- 23 Merry Robin
- 24 The North Wind Doth Blow

Seashore

- 62 Ring-billed Gull
- 63 Whale
- 64 Pelican
- 65 Ocean Sounds
- 66 Harbor Seal
- 67 Fiddler Crab Quadrille
- 68 Seascape
- 69 O Mama

RECORDINGS
My Home Place CD (MHP)
Card 123A
Woodlands CD (W)
Card 123B

	Track		Track
Bach, J.S.: <i>Minuet in G</i> (Guitar Demonstration)	21	Beethoven, L.v.:	
Bee (Voice)	28	Appassionata Sonata	28
Bird (Voice)	7	Beethoven, L.v.: Storm	22
Cat (Voice)	8	Billa Boo	11
Cuckoo's Calling You	14	Cicada (Voice)	4
Dog (Voice)	6	Cymbal – Demonstration	31
Downy Woodpecker	29	Day and Night	15
Drum – Demonstration	20	Debka Hora	27
Drum Song	16	Duple Rhythm Cards	36
Duple Rhythm Patterns	12	Duple Rhythm Patterns	14
French Horn – Demonstration	38	Dynamics Cards	37
Graphic Notation Cards	43	Hermit Thrush (Voice)	38
Here Comes a Bluebird	11	Hop Up, My Ladies	13
Hey! Let's Dance Together	42	How Hermit Thrush Found the Sweetest Song	39
Home, Sweet Home	3	I See the Moon	16
Hop, Old Squirrel	32	Introduce Percussion Instru..	30
Introduce Brass Instruments	36	Introduce Weather Sounds	18
Introduce <i>My Home Place</i>	2	Introduce <i>Woodland</i> Voices	2
Introduce <i>My Home Place</i> Sounds	5	Katydid (Voice)	8
Introduce Recorder, Drum, Guitar	18	Katydids	9
Introduce Tree Sounds	27	Let Us Chase the Squirrel	24
Isaac, H.: <i>Helas</i>	40	Major Tonal Patterns	25
Major Tonal Patterns	15	Minor Tonal Patterns	12
Minor Tonal Patterns	17	Music Makers	1
Mouret, J.: <i>Rondeau</i>	35	My Secret	29
Music Makers	1	Owl, Great-horned (Voice)	5
Old Blue	4	Owl Sings, The	6
Old Grey Cat, The	10	Rain (Nature Sound)	19
Renaissance Dance	22	Seven Jumps	35
Robin (Voice)	30	Sh! Little Mouse	26
Rossini, G.: <i>Cat Duet</i>	9	Shakers – Demonstration	32
Shout for Joy	13	Sing-a-Ling-a-Ling	10
Snail (Recorder Demonstration)	19	Storm, The (Baer)	23
Snail's Pace	33	Thunder (Nature Sound)	21
Squirrel (Voice)	31	Triple Rhythm Patterns	7
Squirrel Tale, A	44	Vibraphone – Demonstration	33
Tommy and the Apples	41	Weather Is Full of the Nicest Sounds	34
Tree Homes Soundscape	34	Wind (Nature Sound)	20
Tree in the Wood, The	26	Wind and the Sun, The	17
Triple Rhythm Patterns	23	Woodpecker, Pileated (Voice)	3
Trombone – Demonstration	39		
Trumpet – Demonstration	37		
Walk Together Children	24		
Windy Tree	25		

RECORDINGS
Cattail Marsh CD (CM)
Card 124A
Meadow CD (M)
Card 124B

	Track		Track
All the Little Ducklings	22	Beethoven, L.v.: Allegro	20
Bassoon - Demonstration	11	Cello - Demonstration	19
Bella Bimba	28	Chirping	29
Blackbird, Red-winged (Voice)	20	Cicada (Voice)	26
Bullfrog (Voice)	18	Cricket (Voice)	28
Bullfrog, The	30	Do As I'm Doing	4
Clarinet - Demonstration	8	Donizetti: Duet (<i>Lucia di Lammermoor</i>)	32
Danzi, F.: <i>Minuet</i>	15	Down in the Meadow	7
Dragonflies	3	Duple Rhythm Patterns	23
Duple Rhythm Patterns	14	Flicker, Northern (Voice)	9
Frog in a Bog	32	Fox, Red (Voice)	10
Frog Went a-Courtin', A	13	Grasshopper (Voice)	25
Frogs	31	Grasshoppers Three	31
Haydn, F.: German Dance	6	How the Birds Got Their Feathers	38
Heron, Great Blue	35	Insect Quartet	30
Hush, Hush	33	Introduce <i>The Meadow</i>	2
I See You	26	Introduce <i>Insect</i> Voices	24
Introduce <i>Cattail Marsh</i>	2	Introduce <i>Meadow</i> Voices	8
Introduce <i>Marsh</i> Voices	16	Introduce <i>Strings</i>	15
Introduce <i>Woodwinds</i>	7	Katydid (Voice)	27
Little Painted Turtle	29	Little Bird, Little Bird	22
Major Tonal Patterns	23	Major Tonal Patterns	13
Mallard (Voice)	17	Meadowlark (Voice)	11
Marsh Soundscape	21	Melodic Notation	37
Minor Tonal Patterns	25	Minor Tonal Patterns	34
Mozart, W.A.: <i>Divertimento</i>	12	Mozart, W.A.: Symphony No. 40	21
Music Makers	1	Music Makers	1
No Place Like Home	36	No, No, No	5
Oboe – Demonstration	9	Rests in Duple	36
Oboe and Clarinet - Demonstration	10	There's Someone	12
Trampin'	27	There's a Little Wheel	35
Triple Rhythm Cards	34	Triple Rhythm Patterns	6
Triple Rhythm Patterns	5	Twinkle, Twinkle	14
Walking in the Green Grass	4	Under a Stone	3
Weasel (Voice)	19	Viola – Demonstration	18
Willum	24	Violin – Demonstration	16
		Violins (2) – Demonstration	17
		Zum Gali Gali	33

Songs in Minor Tonality or Church Modes

Debka Hora
 Down in the Meadow
 Drum Song
 Hey! Let's Dance Together
 How Do You Do?
 Oh, Belinda
 Willum
 Zum Gali, Gali

Songs in Triple Meter

Allee Galloo
 Bella Bimba
 Grasshoppers Three
 Hickety Pickety
 Let's Sing Hello Together
 Listen for Bells
 Moving Through the Marsh
 No, No, No
 North Wind Doth Blow, The
 Oh, Oh the Sunshine
 Old Grey Cat, The
 Owl Sings, The
 Row, Row, Row
 Sing Together
 Tommy and the Apples
 Walking in the Green Grass

Songs in Mixed Meter

Little Bird, Little Bird
 Merry Robin
 My Secret
 Old Blue
 Seven Jumps

Range Index

3rd

Hop, Old Squirrel
 Hot Cross Buns
 Star Light

5th

Allee Galloo
 Debka Hora
 Hickety Pickety
 How do You Do?
 I See the Moon
 Let Us Chase the Squirrel
 Listen for Bells
 Mouse, Mousie

6th

All the Little Ducklings
 Bullfrog, The
 Down in the Meadow
 Drum Song
 Here Comes a Bluebird
 Hey! Let's Dance Together
 Little Bird, Little Bird
 Little Ducky Duddle
 Merry Robin
 Naughty Pussycat
 Old Grey Cat, the
 Run, Children, Run
 Snail
 Tideo
 Trampin'
 Twinkle, Twinkle
 Wake Me! Shake Me!
 Walk Together Children
 Walk and Stop
 Walking in the Green Grass
 Who are You?
 Willum

7th

Little Sandy Girl
 North Wind Doth Blow, The
 Shout for Joy

8th

Frog in a Bog
 Hop Up, My Ladies
 I See You
 Let's Sing Hello Together
 Music Makers
 No, No, No
 Oh, Oh the Sunshine
 Old Blue
 Owl Sings, The
 Robin, The
 Row, Row, Row
 Sing Together
 Sing-a-Ling-a-Ling
 There's Someone
 Tree in the Wood, The
 Zum Gali Gali

ALPHABETICAL INDEX

Title	Page	Card	Title	Page	Card
All 'Round Town	77	48A	Hop Up, My Ladies	81	52
All the Little Ducklings	120	82A	Hop, Old Squirrel	124	86
Allee Galloo	120	82B	Hot Cross Buns	124	85B
Animal Houses	12	8B	Houses	66	35A
Ant Hill	50	29A	How Do You Do?	106	74A
Aural Recognition Games	152		How Hermit Thrush Found the Sweetest Song	26	13
Away He Flew	77	48B	How the Birds Got Their Feathers	46	26
Bedtime	21	9B	Hush, Hush	95	66
Bella Bimba	91	62	I See the Moon	67	36
Billa Boo	64	34	I See You	96	67
Brass Instruments	53	33	In the Marsh	125	87A
Bullfrog, The	109	77	Insect Quartet (Recording)	147	106
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