

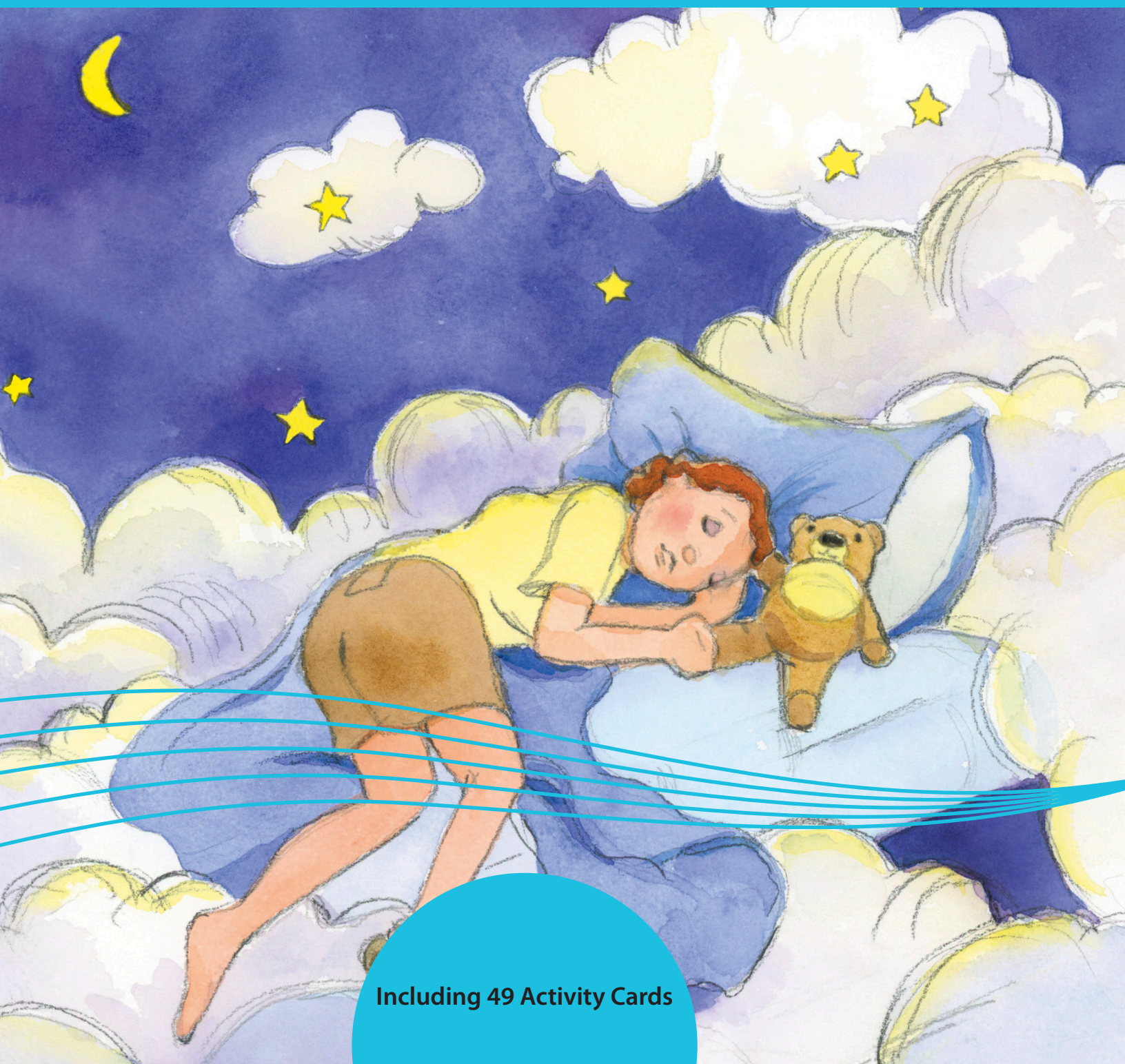
Lorna Lutz Heyge Mary Louise Wilson



My Day

Family Music

Teacher's Guidebook



Including 49 Activity Cards

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Family Music **My Day**

Teacher's Guidebook

Including 49 Activity Cards



Musikgarten Music and Movement Series

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

- *Children's picture/activity book (48 pages)*
- *Recording with over 60 minutes of songs, dances, and listening activities*
- *Teacher's Guidebook with 49 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
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1 Introduction

The Musikgarten Music and Movement Series is written for music teachers, educators, and parents together with young children – everyone who wishes to make music an everyday part of family life and to nurture the inborn musical talent of all children. We invite you to play with music while we enjoy **My Day** together. When children experience music as an active part of their daily lives, their own pleasure in making music will begin to unfold.

In a world so replete with be-alone activities, playing together musically is an ideal medium for families to grow together. Positive contact and interaction with a caring adult is the single most important ingredient for a child's healthy development. Nothing pleases very young children more than having a parent/caregiver share an experience with them. Adults benefit as well, as they witness the magic of music, movement, and song and realize just how appropriate and enjoyable simple activities shared with their children can be.

All children are musical.

Children are innately musical and have an inborn ability to sing and move rhythmically. Every voice has the ability to sing, every moving body has the ability to move rhythmically. The key is to experience music early in life with a loving companion.

Research and experience tell us that the earlier a child is in an environment of active music-making, the more likely that child's inborn musicality will be awakened and developed. When surrounded by music and musical instruments and allowed to participate actively in a musical environment, children learn to make music both freely and naturally.

Music meets the needs of children.

Music-making is active and joyful! Psychological studies tell us that a child's primary learning motivation comes from being in a pleasant and non-threatening environment. Moving to music, playing instruments, and listening to music are all naturally joyful experiences for children and adults alike.

This guidebook represents a collection of songs and rhymes and instrumental favorites for musical play which children and adults have shared for generations. These well-worn and time-tested activities come from our culture, as well as from many others, and naturally attract children through their beauty and their possibilities for movement and imagination.

Music makes a difference.

Music is once again being valued as part of a well-rounded education. Researchers, teachers, parents, and educational leaders are all coming to the same conclusion: music makes a significant difference in the lives of children. Music improves overall development, decreases learning problems, and enhances brain functioning – all in a learning environment that fosters the building of community. Through music we touch the whole child and can make a positive impact on the child and family.

Music-making belongs in the family.

The time to start experiencing music is in early childhood; the place is in the family. Home is the first and most important school for children, and involved parents are the most effective teachers. Many well-meaning parents have been led to put their faith in sophisticated “things” rather than to trust their own natural instincts. Moreover, things have supplanted the simple joys of being with each other. However, this is changing since we are seeing an exciting breakthrough for early childhood music – public awareness about the benefits of music for children and families is on the rise. Adults are learning how to interact effectively and easily with children through music, and families are growing together musically. This is good for children and good for families.

Keep the sense of wonder alive.

Very young children’s most appealing quality is their sense of wonder and amazement. They are astonished at the commonplace nuances which adults no longer notice. Their need to know energizes the young explorers’ endless curiosity about the world in which they live. Their sensorimotor mode of knowing dominates every tiny human’s genetic endowment. The simplest experience is occasion for deep concentration that mystifies the adult observer, and such phenomena deserve a moment of reflection on the meaning of what is being observed. When children make “wonder-filled” discoveries, they are fueled with creative energy to explore further. Wonder is one of the qualities which makes the child’s learning effortless and joyful. As adults we can help keep this sense alive through observing and following the child. When you become a companion to children by sharing their wonder, you give them a gift that will last a lifetime.

2 The Child

Natures and Attributes

Every waking moment of each day the child is assimilating the world through the senses, “roughing” in the big picture and filling in more and more detail in response to each situation. From birth to age 3 are years of intense activity and absorption in the development of the child. In the creative process from newborn to confident 3-year-old, a series of transformations takes the child from helpless infant to being a person in his/her own right, a person with a growing sense of selfhood, an ability to communicate needs and desires in language as well as through increased mobility and coordination.

Why are the first three years of human life critical? Because it is a time when intellectual growth occurs most rapidly and cognitive functions are set. Early experience in an interesting and stimulating environment promotes optimal development physically, emotionally, socially, spiritually, and intellectually.

The senses are the child’s window to the world.

At birth the infant begins to absorb impressions quite effortlessly during every waking moment. Sensorimotor exploration is a way of learning that focuses on the here and now. Sensory information is confirmed by movement and very gradually the senses (taste, smell, touch, vision, and hearing) begin to network to create the first knowledge of the world. Exploration and manipulation are the ways the infant/toddler comes to know the attributes of objects.

Sensory and motor developments are aspects of neurological organization and must be integrated for children to function effectively in dealing with both simple and complex tasks. The more complete the integration, the easier academic learning will be later on for the child. Once an experience is mapped on the body through movement, the basis for understanding is laid.

Children need to move. Children learn through movement.

Once children learn to walk, their greatest need and most persistent drive is to explore the exciting world that beckons them. *'Til the Music Stops!* and *Walk All Around* in the first lessons validate and support this need. Toddlers are incessantly on the move to obtain control and mastery of body movements and to direct their action systems to a desired goal. It is well to remember that sensorimotor systems are fundamental components of brain/body functioning, and that sensorimotor integration is prerequisite to cognitive learning.

A child's movements – from reaching and grasping to crawling, standing, and walking, – become ongoing discoveries that serve as a source of delight to child and observer alike. The spiraling response of trial and error represents intentional and purposeful action. It is insightful and fun to observe a child's exploration of their hands and fingers in finger plays as *Whoops! Johnny* and *Grandma's Glasses*. Toddlers practice every action response over and over and in doing so strengthen and enhance the body/mind/neural connections which are so critical to this stage of development. With repetition in subsequent classes, whether it is the stationary movements in *Hands a-Washing* to the gross motor movements in *The Mulberry Bush*, you will probably notice how comfortable they become with the activity.

As the body becomes better coordinated, toddlers can direct movement toward goals established by the environment. The body also becomes an expressive instrument with ever higher levels of awareness and complexity.

Listening is the most important sensory channel for learning.

Of the sensory channels of human experience, the faculty of listening is perhaps the most important and least appreciated. Formed early *in utero*, the ear is fully functional at four months after conception.

More than just hearing, listening is a voluntary act which gives full attention to a sound source. The barrage of environmental sounds in today's world makes it difficult to discriminate subtleties of sound against a backdrop of competing noise. The listening ability is of utmost importance to every aspect of learning – physical, social, emotional, and intellectual. Listening requires an environment at home and in music class that will nurture this gift while also encouraging appropriate interaction between adults and toddlers.

Listening activities in ***My Day*** invite young children to focus attention on familiar sounds – splashing water, blowing on hot soup, hammering – and then to discriminate between these sounds. Other sounds – the alarm clock or a cymbal – might be newer sounds to the toddler. Adults have the privilege of observing the children's responses, as recognition and amazement literally dawn on the children's faces. Young children's listening abilities will be enhanced as teachers consciously and intentionally use their voices to provide rhythm and inflection and to energize or calm their young learners.

Week 1 Wake up!

Materials: Rhythm Sticks, Jingles, Scarves

Make music together!

Name	Page	Card	Track	Remarks
Sing Hello	65	36		Greeting Song
Bounce Along	33	1		Bouncing
Duple rhythm patterns	59	28A		Chant and echo.
Tap the Jingles	68	40		Jingles
Major tonal patterns	60	29A		Sing and echo.
Whoops! Johnny	75	47		Fingerplay
'Til the Music Stops!	71	43		Traveling Movement

Let's get up! Look at the pictures on pp. 15 and 17.

Name	Page	Card	Track	Remarks
Go to Sleepy	40	9		Rocking
Listening: Alarm Clock Ringing	48	18	18	Focused Listening. Look at the clocks on p. 17.
Cuckoo Clock Sounding			17	
Children's Symphony (L. Mozart, excerpt)	35	3	16	Dance, Scarves
Listening: Cuckoo Bird Calling	48	18	15	Focused Listening. Look at the bird on p. 16.
The Cuckoo's Calling You	36	5		Call and Respond

Make music and sing goodbye.

Name	Page	Card	Track	Remarks
In the Docks	47	16	12	Rhythm Sticks
Debka Hora	38	7		Singing Game
Sing Goodbye	65	36		Closing Song

Mini-Parent Ed (after *Whoops! Johnny*): Simplicity can be so satisfying! Saying your child's name rhythmically, touching individual fingers, sliding down the long index finger with a delightful "Whoooooops!!" is a simple activity but pure delight for your child. Repeat it often – your child will repeat it someday, becoming more and more aware of what his/her fingers can do.

Recording

Track List	
Track	Title
1	Bounce Along
2	Debka Hora
3	Peasant Cantata (Bach)
4	'Til the Music Stops
5	Ninna Nanna
6	Rub-a-dub-dub
7	Drawing Water
8	Splashing Water
9	Hands a-Washing
10	See How I'm Jumping
11	Minor Tonal Patterns
12	In the Docks
13	Go to Sleepy
14	The Cuckoo's Calling You
15	Cuckoo Bird Calling
16	Children's Symphony (L. Mozart)
17	Cuckoo Clock Sounding
18	Alarm Clock Ringing
19	Hot Cross Buns (medley)
20	Chopping Vegetables
21	Stirring Soup
22	Blowing on Soup
23	Peek-a-Boo
24	Svenska Mari
25	Triangle
26	Cymbal
27	Teddy Bear
28	Major Tonal Patterns
29	My Day
30	Lullaby and Good Night (Brahms)
31	The Workshop
32	Hammering
33	Drilling
34	Sawing
35	Sanding
36	Golden Slumbers
37	Dance a Baby Diddy
38	Triple Rhythm Patterns

Alphabetical List	
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Debka Hora	2
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Polka Kehraus	54
Pop! Goes the Weasel	41
Rub-a-dub-dub	6

Track	Title
39	Zum Gali Gali
40	Duple Rhythm Patterns
41	Pop! Goes the Weasel
42	Mother and Father
43	A Child's Song
44	Grandma's Glasses
45	Clock Ticking
46	Westminster Clock Chimes
47	Clock Symphony (Haydn)
48	London Bridge
49	Sleep Now and Rest
50	Diddle, Diddle, Dumpling
51	Twinkle, Twinkle, Little Star
52	In and Out the Dusty Bluebells
53	Walk and Stop
54	Polka Kehraus

Title	Track
Sanding	35
Sawing	34
See How I'm Jumping	10
Sleep Now and Rest	49
Splashing Water	8
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Teddy Bear	27
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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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