

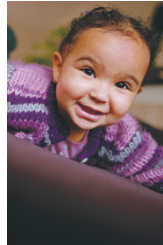


My Musical World

CD Enclosed



Songs and instrumental music
from around the world



Lorna Heyge
Audrey Sillick



My Musical World

*Songs and instrumental music from around the world
for you and your child.*

**Lorna Heyge
Audrey Sillick**



Produced by Music Matters

© 2000, revised 2004
2007 Reprint
Musikgarten, Greensboro, NC, USA

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ISBN 1-885537-43-3

Welcome and Hello!

Children have an inborn love for music! We sincerely hope that the activities in this collection will help you create a bond with music and your child. Most of all we urge you to play musically with your child; your best guide will be your own instincts.

You will notice your child's pleasure as s/he hears your voice. S/he will first intentionally listen and then start moving in response. Above all, your child needs to listen to you sing, to feel your warmth and love through the sound of your voice and the movement of your body. Your child's own vocal response will come later.

We have created the *My Musical World* recording to be a listening pleasure for the whole family! You will find a wide variety of repertoire and sounds: songs of many moods, recorded on a variety of instruments, songs for bouncing, rocking, tapping, songs in varying tonalities and meters, as well as classical music for dancing and listening.

The recording was played, sung and produced by professional musicians of the highest calibre. Only the very best is good enough for children's listening ears, for they will remember this music a lifetime. Play the recording often, in your car, at bath time, and before bed; but keep in mind, your child will most enjoy hearing YOU sing.

The goals for *My Musical World* are:

- to offer you, the caregivers, ideas for music play in order to best serve your child's development in every sense, both musical and total development. Play builds basic sensory-motor skills effortlessly, as your child structures and integrates his/her knowledge of the world – with your help.
- to offer delightful music and movement activities which have been passed down for generations, and whose value have recently been validated by early childhood research. In a playful manner, you are contributing to your child's musical intelligence and neurological connections, both of which are vital to all future learning.
- to heighten your child's sensitivity to music and to contribute to his/her aural perception.
- to lay the groundwork for singing and speech so that your child will learn to sing at the same time s/he learns to talk – joyfully and easily.
- to awaken your young child's curiosity and spontaneous response to music.
- to help you to learn many of the lovely songs and rhymes that are part of our cultural tradition – to pass on to a new generation, while you enjoy them with your family.
- to give you activities the whole family can enjoy all week with each other.
- to learn activities that older siblings can share with the baby; siblings learn to pass on a loving attitude through musical play.
- to give you and your child opportunities to feel pleasure in listening to and making music.
- to bounce, wiggle, rock, roll, crawl and play simple instruments.

My Musical World seeks to offer you the gift of simplicity. *My Musical World* is not a curriculum, but rather selected activities to enhance development through active participation in music-making.

Above all, we wish you joy with your child and music.

Lorna Lutz Heyge

Audrey Sillick

Welcome and Hello

Wel-come, wel-come, Wel-come and hel - lo! Wel-come, wel-come,
Wel-come and hel - lo! Wel-come, dear chil-dren. Wel-come and hel - lo!

Vs. 2

(Child's Name, Child's Name). Welcome and hello! (2 times)
(Caregiver's Name and Child's Name). Welcome and hello!

We will start every music class with the significant ritual of welcoming each person. Your child will delight in hearing words which s/he is starting to recognize: most importantly his/her name, and then the greeting of *hello*.

Songs which we sing many times, especially this greeting song which signals the beginning of music class AND names your child, develop a special meaning for your child, because they become so familiar. All the children learn what to expect.

Sing the song at home using your child's name; add verses to welcome siblings, friends and visitors. Sing a verse naming each person.

Try the song also for goodbyes, using the following text:

Bye, bye, *child's name*. We're glad that you were here.

Bye, bye, *child's name*. We're glad that you were here.

Caregiver's name and child's name. We're glad that you were here.

The Bear Went Over the Mountain



No. 1

The bear went o - ver the moun - tain, The bear went o - ver the moun - tain. The
bear went o - ver the moun-tain, To see what he could see._____ To
see what he could see._____ To see what he could see._____ The
bear went o - ver the moun - tain, the bear went o - ver the moun - tain. The
bear went over the moun - tain, To see what he could see._____

Vs. 2 The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see. Etc.

The deep lumbering sound of the bass clarinet establishes the mood for this well-known children's song. Bounce your child rhythmically while you sing and listen to the recording. Stop all movement at the holding place on *mountain*. When you hold your body still, engaging your child with your eyes, s/he will soon giggle with delight as that special place in the song comes near. Hold for a few seconds, then resume singing and bouncing.

Repeat the stop/hold each time there is a holding place (musically, a fermata). Conclude the song with a big hug.

Recorded by Baritone, Bass Clarinet, Piano

Alouette



No. 2



Fine



D.C. al Fine

Vs. 2 Baby, let me touch your toes,
Baby, let me touch your toes.
Touch your toes, touch your toes,
Touch your head, touch your head,
Alouette, Alouette,
Oh
Chorus.

Vs. 4 Baby, let me touch your knees.
Baby, let me touch your knees.
Touch your knees, touch your knees,

Touch your nose, touch your nose,
Touch your toes, touch your toes,
Touch your head, touch your head,
Alouette, Alouette,
Oh
Chorus.

Vs. 3 Baby, let me touch your nose.
Baby, let me touch your nose.
Touch your nose, touch your nose,
Touch your toes, touch your toes,
Touch your head, touch your head,
Alouette, Alouette,
Oh
Chorus.

This French folksong is beloved around the world. In our version the text is adapted to help your child become familiar with body parts and names. As you sing the words in this charming song, at the same time touching and identifying body parts, you create a multiple sensory impression for your child.

Keep the beat by clapping or tapping your child's body while singing the Chorus, in French. Sing the verses more slowly and deliberately. Insert your child's name for the word "Baby". At the words "Baby, let me touch your head", look at your child, and touch the head while singing the word. Repeat the deliberate touch each time you sing "head".

Enjoy singing the long note on Oh, and sliding down to the beginning again! If your child enjoys it, run your fingers up and down the length of his/her body as you slide.

Recorded by Soprano, MIDI

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17. Stop!
18. Korean Lullaby

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 Concept: Lorna Heyge and Audrey Sillick
 Songs arranged, conducted and produced by Howard Baer
 Recorded in Toronto, Canada