

Nature's Music

by Lorna Lutz Heyge and Audrey Sillick

Move, Sing, Listen and Play – these are the core areas of *Nature's Music*. This collection of over 40 activities with 8 or 10 lesson suggestions is intended for group instruction of young children, each with an adult caregiver. Lessons are planned for approximately 30 minutes, but can easily be modified for a 45-minute period, as well as for mixed-age classes. *Nature's Music* is part of the **Musikgarten Music and Movement Series**: for children from birth; for group piano for young beginners; and for group piano for adult beginners.

How to use this collection:

- All activities and lesson plans are printed on file cards. Lesson Suggestions, Patterns, Focused Listening and Dance Music are on yellow cards; all individual activities are on white cards. For each lesson, put the cards in the order given on the lesson suggestion; alter the lessons for your personal situation. Use sticky notes for reminders to yourself.
- The theme material remains essentially the same for 2 lessons. If you wish to teach more than 8 lessons using this material, add a third lesson to each thematic unit, repeating the children's favorite activities. The added repetitions will be most appropriate for young children. Two supplemental lessons have been included as planning examples.
- Simple movement stories are included in the lessons. Children ages 3 and older will enjoy acting out these stories; younger children will simply make an approximate movement or be encouraged to do so by watching other children.
- Activities are written for the core age group, ages 1 – 3, with **Adaptations** for babies and **Extensions** for preschoolers provided. Vary the activities in your class according to its makeup. See the Musikgarten Publication *All Together Now! Teacher's Manual* (a General Guide to Teaching Mixed Ages) for a discussion of teaching mixed-age classes.

Teacher Materials include 48 cards, a CD and a planning binder.

Family Materials include CD, Parent's Guide and a pair of sand blocks.

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• **Classroom Equipment**

CD-player, good sound quality

Rhythm sticks – one pair per participant

Jingles – one per participant (except babies)

Drums – ideally, one per child

Variety of small percussion instruments

Scarves – one per participant

Rattles – one per participant

Resonator Bars (D Major)

The Musikgarten Music and Movement Series

Family Music for Babies

God's Children Sing

Family Music for Toddlers

Music Makers: At the Keyboard

Music Makers: At Home in the World

Music Makers: Around the World

The Cycle of Seasons

Musikgarten Adults: Enjoying the Piano Together

Additional Programs

Drumming and Dancing

My Musical World

My Neighborhood Community

Nature Trail

Nature's Music

Seashore

Summer

Musikgarten/Music Matters
507 Arlington Street
Greensboro, NC 27406

1-800-216-6864
www.musikgarten.org
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Lesson 1: Creepers and Crawlers

Materials: *Nature's Music* CD, Sandblocks, Jingles, Classroom Instruments

Title	Function	Card	CD
Sing Hello Together	Greeting Song	18	
There Was an Old Lady	Bouncing Song	19	
Triple Rhythm Patterns	Patterns	13	
Sun Up, Sun Down	Stationary Movement	20	
Creeping, Crawling Critters	Traveling Movement	21	
Eency, Weency Spider	Stationary Movement, Toe-dance	22	3
Major Tonal Patterns	Patterns	14	
Last Dance Polka	Dance	17	19
Wiggle, Wiggle Fingers	Finger Play	23	
Wiggley Woo	Movement, Sandblocks	24	
Toumba	Jingles	25	21
Santa Maloney	Movement	26	
My Secret	Classroom Instruments	27	
Jimmy Crack Corn	Singing Game	28	
Sing Goodbye Together	Closing Song	18	

Lesson 2: Creepers and Crawlers

Materials: *Nature's Music* CD, Sandblocks, Jingles, Classroom Instruments

Title	Function	Card	CD
Sing Hello Together	Greeting Song	18	
There Was an Old Lady	Bouncing Song	19	
Triple Rhythm Patterns	Patterns	13	
Sun Up, Sun Down	Stationary Movement	20	
Wiggle, Wiggle Fingers	Finger Play	23	
Wiggley Woo	Movement, Sandblocks	24	
Santa Maloney	Movement	26	
Last Dance Polka	Dance	17	19
My Secret	Classroom Instruments	27	
Creeping, Crawling Critters	Traveling Movement	21	
Eency, Weency Spider	Stationary Movement, Toe-dance	22	3
Major Tonal Patterns	Patterns	14	
Toumba	Jingles	25	21
Jimmy Crack Corn	Singing Game	28	
Sing Goodbye Together	Closing Song	18	

Lesson 3: Jumpers and Hoppers

Materials: *Nature's Music CD*, Scarves, Rattles, Sandblocks, Classroom Instruments

Title	Function	Card	CD
Sing Hello Together	Greeting Song	18	
▶ Pop! Goes the Weasel	Bouncing Song, Scarves	29	
Triple Rhythm Patterns	Patterns	13	
▶ Jumpy, Hopy Critters	Traveling Movement	21	
▶ Grasshoppers	Focused Listening	16	6
▶ Grasshoppers Three	Rattles	30	7
Major Tonal Patterns	Patterns	14	
Last Dance Polka	Dance	17	19
Wiggle, Wiggle Fingers	Finger Play	23	
Wiggley Woo	Movement, Sandblocks	24	
My Secret	Classroom Instruments	27	
▶ Hoop Dance	Dance	17	8
Santa Maloney	Movement	26	
Jimmy Crack Corn	Singing Game	28	
Sing Goodbye Together	Closing Song	18	

Duple Rhythm Patterns

1. $\frac{2}{4}$ 
 Du du. Du de du de. Du du de. Du de du.

2. $\frac{2}{4}$ 
 Du ta de ta du. Du ta de ta du de. Du du ta de ta. Du ta de du.

3. $\frac{4}{4}$ 
 Du du du de du. Du de du de du de du. Du du de du du de. Du du de du de du.

4. $\frac{4}{4}$ 
 Du du du ta de ta du. Du du du ta de ta du de.


 Du du ta de ta du du de. Du ta de ta du ta de ta du de du.

- Chant the patterns expressively; make patterns a musical experience.
- Set the beat by tapping lightly with both hands on your knees.
- Use one set of patterns in a lesson; use the same set of patterns for several weeks.
- The teacher chants one pattern on the neutral syllable “ba”. The group answers without pause. All keep the beat going without interruption. Continue following this procedure.
- Start by asking the entire group to echo the pattern. After a few weeks invite individual children to answer. When you start individual patterns remember:
 - Not all children will be ready to take a solo turn.
 - Accept each child’s answer. If the child’s echo differs from your pattern, echo the child’s pattern.
 - Adjust the difficulty of the pattern to the needs of the individual child.
- Rhythm language is given only for the teacher’s reference. Chant rhythm patterns for toddlers on the neutral syllable “ba.” Add language for individual preschoolers, when they can echo patterns accurately in time.

Triple Rhythm Patterns

1. $\frac{6}{8}$ 

Du da di du. Du da di du da di. Du di du di. Du du.

2. $\frac{6}{8}$ 

Du ta da di du. Du ta da di du ta da di. Du di ta du di. Du ta da ta di ta du.

3. $\frac{12}{8}$ 

Du da di du du da di du da di. Du da di du da di du da di du.



Du di du di du da di du. Du di du du da di du.

4. $\frac{12}{8}$ 

Du da di du du ta da di du. Du ta da di du ta da di du da di du.



Du di ta du di ta du di du. Du di du di du ta da ta di ta du.

- Chant the patterns expressively; make patterns a musical experience.
- Use one set of patterns in a lesson; use the same set of patterns for several weeks.
- Set the beat by tapping lightly with both hands on your knees.
- The teacher chants one pattern on the neutral syllable “ba”. The group answers without pause. All keep the beat going without interruption. Continue following this procedure.
- Start by asking the entire group to echo the pattern. After a few weeks invite individual children to answer. When you start individual patterns remember:
 - Not all children will be ready to take a solo turn.
 - Accept each child’s answer. If the child’s echo differs from your pattern, echo the child’s pattern.
 - Adjust the difficulty of your pattern to the needs of the individual child.
- Rhythm language is given only for the teacher’s reference. Chant rhythm patterns for toddlers on the neutral syllable “ba.” Add language for individual preschoolers, when they can echo patterns accurately in time.

Major Tonal Patterns

1. 
Sol mi do. Do mi sol. Sol sol mi. Sol sol do.

2. 
Mi re do. Do re mi. Sol mi do. Do ti do.

3. 
Do re mi fa sol. Sol sol do. Sol fa mi re do. Do sol do.

4. 
Do mi sol. Sol fa re ti. Ti re fa sol. Sol mi do.

Dances/Instrument Time

Selection	Track	Recording:
Aquarium	14	Orchestra (excerpt from Saint Saëns, <i>Carnival of the Animals</i>)
Hoop Dance	8	Children's Choir, drums
Last Dance Polka	19	Folk Ensemble

- Include a dance in each lesson. Adults and children alike will enjoy moving freely to the music.
- Encourage each pair to dance as they wish; some adults will wish to dance with the child in arm. Some children will seek each other out for a little group; encourage individual response.
- Choose repertoire which is inviting for movement. Note the following suggestions for our selections.

Aquarium

- Give each person one or two scarves; move the scarves in the air while dancing.
- Partners face each other, moving scarves like fish swimming in close proximity.
- Adults gather in a close circle, waving two scarves each; children *swim* through the scarves, like fish in the water.

Hoop Dance

- Try various rhythmic stepping; add shoulder shrugging.
- Accompany dance on drums, children and/or adults playing.
- Give each pair a hoop, dance around the hoop, tap the hoop on the floor, jump in and out of the hoop.

Consider other selections from your library, such as Rimky-Korsakov *Flight of the Bumblebee*.

Sing Hello Together

All

Sing hel - lo to - gethe - er, sing hel - lo, hel - lo. Sing hel - lo to -

Leader

geth - er. Sing hel - lo. hel - lo. Hel - lo. Hel - lo.

Adult, child, or all

Detailed description: The image shows two staves of musical notation. The first staff is for 'All' and the second is for 'Leader' and 'Adult, child, or all'. Both staves are in G major (one sharp) and 6/8 time. The first staff has a treble clef and a 6/8 time signature. The second staff has a treble clef and a 9/8 time signature. The lyrics are written below the notes.

- Sing the song, tapping the beat on your knees.
- Sing a verse for each child.
- When the children are comfortable in the music environment, invite each child to echo the “Hello” pattern at the end of his/her verse. Perhaps start by inviting the adults to echo individually.

There Was an Old Lady



There was an old la - dy who swal - lowed a fly, She swal - lowed a fly, I don't know why; I



hope she don't die. 2. There was an old la - dy who swal - lowed a spi - der that



wrig - gled and wig - gled and jig - gled in - side her. She swal - lowed the spi - der to



catch the fly, She swal - lowed the fly, I don't know why; I hope she don't die.

- 3 There was an old lady who swallowed a bird, She swallowed a bird, have you heard?
 She swallowed the bird to catch the spider That wriggled and wiggled and jiggled inside her.
 She swallowed the spider to catch the fly, She swallowed the fly, I don't know why,
 I hope she don't die.
- 4 There was an old lady who swallowed a cat, She swallowed a cat, imagine that!
 She swallowed the cat to catch the bird ...
- 5 There was an old lady who swallowed a dog, She swallowed a dog as big as a hog.
 She swallowed the dog to catch the cat,
- 6 There was an old lady who swallowed a cow, She swallowed a cow, I don't know how.
 She swallowed the cow to catch the dog, ...
- 7 There was an old lady who swallowed a horse ...**She died of course.**

- Invite each child to sit on adult's outstretched legs. Older children may prefer to sit next to adult and bounce their own legs.
- All sing the song, bouncing to the beat. Make a dramatic pause on each of the words "I hope she don't die," shaking the head and showing a concerned expression.
- Add a wiggly action for the spider text, "that wriggled and wiggled and jiggled inside her, ..." Perhaps make a gesture in the area of the child's tummy.
- The act of swallowing is repeated over and over. Make each swallow more exaggerated as a larger animal is swallowed.
- Observe spontaneous actions and reactions of children and adults; add them to the song. Add other motions for the text, such as shrugging ("I don't know why"), touching your ear ("Have you heard"), etc.

Sun Up, Sun Down

When the Sun comes up in the morning,
it lights up the day.
It calls little children
to come out and play.

When the Sun goes down in the evening,
it's going to bed.
It tells little children,
"Goodnight, sleepy heads!"

*Hunker down.
With head tucked in
jump up and romp about*

*With arms stretched wide,
slowly bring them in and
down, ending in a sleeping
position.*



Adaptation:

Adult holds baby, either from a seated or standing position. Adult makes gestures with babies arms:
sun coming up
come out and play
sun going down in the evening
going to bed

*Extend baby's arm up.
Bounce baby, or baby's arms.
Arc baby's arm down.
Cuddle baby.*

Perhaps follow this with a favorite lullaby as all the children 'go to bed.'

