

All Together Now!

Nimble & Quick

Nursery Rhymes Re-imagined with Music and Movement

Lorna Lutz Heyge

Martha Hallquist

Nimble & Quick is a set of music and movement activities with 8-10 lesson suggestions for children, ages birth to kindergarten, with adult partners. The publication includes:

- Teacher's Resources: Teacher's Guide, CD, and Parent Book
- Family Packet: CD, Parent Book, and Bean Bag
- *All Together Now!* General Guide to Teaching Mixed Ages (available separately as part of series)

The classes are filled with a great variety of music and movement activities to meet children's developmental needs, to hold the children's interest in the group setting, and to bring families together.

Nimble & Quick is from the series *All Together Now!*, a curriculum for mixed ages. A companion packet *Twist & Turn* presents additional nursery rhymes re-imagined with movement and music.

- All activities and lesson plans are printed on file cards. Teachers may put activity cards in the order given on the lesson suggestion and then alter the lessons according to personal situations. Use sticky notes as reminders to yourself.
- The material is presented in 8 lessons plus 2 supplemental lessons. The suggested lesson time is 35 – 50 minutes, including an instrument discovery time.
- 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.

- **Classroom Equipment**

CD-player, good sound quality	Bean bags – one per participant
Rhythm sticks – one pair per participant	Scarves – one per participant
Jingles – two per participant (except babies)	Rattles – one per participant
Drums – ideally, one per child	Resonator Bars (D Major)
Variety of small percussion instruments for Instrument Time	

The Musikgarten Music and Movement Series

Family Music for Babies

Music Makers: At Home in the World

God's Children Sing

Family Music for Toddlers

Music Makers: Around the World

Nature Trail

The Cycle of Seasons

Music Makers: At the Keyboard

My Musical World

Seashore

Nature's Music

My Neighborhood Community

©2006 Musikgarten

All rights reserved. No part of this publication may be produced, stored in a retrieval system, or transmitted in any form or by any means without the prior written permission of Music Matters, Inc. Every reasonable effort has been taken to trace ownership of copyrighted material and to make due acknowledgement. Any errors or omissions will be gladly rectified in future editions.

Design: Michael Ladd

Production: Ann Martinez Dunn

Musikgarten/Music Matters
507 Arlington Street
Greensboro, NC 27406

1-800-216-6864
www.musikgarten.org
ISBN 1-885537-34-4

Nursery Rhymes – a Cultural Treasure for the 21st Century

Nursery rhymes have the staying power of a lasting art form. They offer today's children the wisdom of the ages as well as what current research and practice tell us children need: communication, movement, interaction, repetition, and cultural customs – all experienced in a playful way. Musikgarten offers these rhymes to modern families in hopes that parents will rediscover the value and joy that traditional rhymes have for children in our time. Nursery rhymes provide a cultural heritage for singing, dancing, and reciting, while engaging children at a deep and profound level.

Nursery rhymes are to be heard, spoken, repeated, and fondly remembered. Young children delight in hearing and repeating ear games over and over. Older children may master an entire rhyme as they run or skip down the hallway, while younger children take great pleasure in rhythmically repeating key phrases such as “Hickory Dickory” or “Rub-a-dub-dub.” Speaking such rhymes again and again leaves an indelible impression in the body and gives children a beginning understanding of how sounds, words, and sentences are put together. They offer just the right amount of humor, surprise, and absurdity to engage both the child's and the adult's attention effortlessly.

Nursery rhymes draw on childhood themes. They address many familiar daily activities that engage the growing child – simple activities such as bath time, bedtime, dressing, playing, etc. Children love to repeat and mime such phrases as “This is the way I wash my hands.” Mimicking the adult gestures of a tea party or riding in a buggy while singing and moving rhythmically delights children and brings forth gales of laughter.

Nursery rhymes build musicality. Nursery rhymes easily lend themselves to musical activities since they are rich in rhythm, meter, inflection, and song. Likewise, nursery rhymes invite clapping, tapping, jumping, and skipping, thus making our emphasis on movement delightfully appropriate. Through music and movement, Musikgarten brings new life to traditional rhymes that have been enjoyed by children for centuries.

Nursery rhymes build language skills. Children delight in playing with beginning and ending sounds of words. Nursery rhymes are filled with imaginative alliteration, such as Wee Willie Winkie, as well as charming rhymes such as “Hickory, dickory, dock. The mouse ran up the clock.” Recognition of these ending and beginning sounds is the basis for phonological awareness – what reading authorities have determined to be the best predictor of early reading. The engaging meter of these rhymes also gives children a sense of speech rhythm – something vitally important in fluency.

Nursery rhymes build a love for literature. Rich in language, poetic meter, and linguistic form, these rhymes are founded on children’s receptivity to the spoken word that later develops quite naturally into a love of literature. It is no wonder that nursery rhymes are so important to children’s language development.

Week 1

Materials: Bean Bags, Variety of Instruments, Packet for Each Family, *Nimble & Quick* CD

Title	Function	CD	Card
All Together Now!	Greeting Song		21
Major	Tonal Patterns		15
Jack and Jill	Bouncing		22
The Birds' Courting Song	Bouncing	8	23
Bean Bag Chant	Bean Bags		24
Duple	Rhythm Patterns		13
Fee, Fie, Foe, Fum	Finger Play		25
Ha, Ha, This-a-Way	Traveling Movement		26
Oh, Dear, What Can the Matter Be?	Dance	7	20
Bye, Baby Bunting	Rocking		27
Jack Be Nimble	Recorded Movement Rhyme	1	28
Bath Time Sounds:	Listening Time	4-5	17
Drawing Water, Splashing			
The Mulberry Bush	Traveling Movement		29

3

Title	Function	CD	Card
Westphalian Polka	Instrument Time	3	19
Two Little Dicky Birds	Singing Game		30
All Together Now!	Closing Song		21

Week 2

Materials: Bean Bags, Variety of Instruments, *Nimble & Quick* CD

Title	Function	CD	Card
All Together Now!	Greeting Song		21
Major	Tonal Patterns		15
The Birds' Courting Song	Bouncing		23
Jack and Jill	Bouncing		22
Jack Be Nimble	Recorded Movement Rhyme	1	28
Bean Bag Chant	Bean Bags		24
Duple	Rhythm Patterns		13
Oh, Dear, What Can the Matter Be?	Dance	7	20
Bye, Baby Bunting	Rocking		27
Fee, Fie, Foe, Fum	Finger Play		25
Ha, Ha, This-a-Way	Traveling Movement		26
N Baby's Bath	Finger Play		31
Bath Time Sounds: Drawing Water, Splashing	Listening Time	4-5	17

Title	Function	CD	Card
N Rub-a-dub-dub	Stationary Movement		32
Westphalian Polka	Instrument Time	3	19
N Regner: <i>Concerto for Sparrows</i> (excerpt)	Concert Time	10	18
Two Little Dicky Birds	Singing Game		30
All Together Now!	Closing Song		21

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.

- Invite the children to sit on the adults' outstretched legs.
- Chant the verse, bouncing the children to the beat.
- On the words "fell down," make time for the child to fall between the legs, jostling the arms.
- Roll and toss the child playfully for the words "And Jill came tumbling after."
- Repeat the verse several times.

Variation:

- Sing the song, instead of chanting.

Jack and Jill went up the hill, To fetch a pail of wa - ter;

Jack fell down and broke his crown, and Jill came tumb - ling af - ter.

Key and Range: B♭ Major, a – d”

Melody and Text: Traditional


NQ 8 The Birds' Courting Song


"Hi," said the black-bird, sit-tin' on a chair, Once I court-ed a la-dy fair,



She proved fick-le and turned her back, And ev-ersince then I've dressed in black.



Tow - dy, ow - dy, dill - doo - dum, Tow - dy, ow - dy, dill - doo - day,



Tow-dy, ow - dy, dill-doo-dum, De-tow -dy, ow - dy, dill-doo-day.

Vs. 2 “Hi,” said the bluejay, sittin’ on a chair,
 Once I courted a lady fair.
 She proved fickle and away she flew,
 And ever since then ____, I’ve dressed in blue.

Vs. 3 “Hi,” said the woodpecker, sittin’ on a chair,
 Once I courted a lady fair.
 She proved fickle and away she fled,
 And ever since then ____, I’ve dressed in red.

- Invite the children to sit on the adults’ outstretched legs.
- Sing the song, bouncing the children to the beat of the song.
- Bounce up-and-down on the verses. On the long notes (in measures 7/8 and 16/17), rear back or hold still. Bounce side-to-side on the chorus.



Extension

- All take a scarf. Talk about what color scarf each child has.
- Bounce the scarf. Turn on the spot, making a flying motion with the scarf for measures 7/8.
- Each verse emphasizes a color. Children listen for their color; they are invited to “fly” through the room on the last 2 lines of the song.
- Add verses for other colors, e.g.,
 “Hi,” said the goldfinch, And did not follow, I’ve dressed in yellow.
 “Hi,” said the parakeet, And had a dream, I’ve dressed in green.

Key and Range: F# minor, c#’ – e”

Recording: Children’s Choir, Flute, Horn, Violin, Celesta, Harp, Pizzicato Strings

Text and Melody: Anglo-American Song

Bean Bag Chant

Show me your bean bag,

1 2 3.

Where did it go?

1 2 3.

Up on your head,

1 2 3.

Down on your toe,

1 2 3.

Show me your bean bag,

1 2 3.

Where can it be?

1 2 3.

Up on your shoulder,

1 2 3.

Down on your knee,

1 2 3.

Lift it up high,

1 2 3.

Drop it!

Oh, my!

- Give each person a bean bag. Begin the activity seated.
- After looking at the bean bag, place it on your head, inviting all to copy you. Place it on other body parts.
- Chant the verse rhythmically, adding appropriate actions.
- Challenge the children to walk around balancing the bean bag on their heads. Try walking with it on your shoulder, on your elbow, etc.
- Repeat the chant from a standing position.



Adaptation

- Use this chant as a touch game for babies. Touch each part of the body mentioned; then walk with your fingers on baby's body each time you chant "1, 2, 3."

Fee, Fie, Foe, Fum

Fee, fie, foe, fum,
See my fingers,
See my thumb.

*Touch each finger on one hand.
Point to the four fingers
Point to the thumb.*

Fee, fie foe, fum,
Fingers gone,
So is thumb.

*Touch each finger.
Fold the fingers in.
Fold the thumb in.*

- Ask the children to wiggle the fingers on one hand. Ask them to wiggle the thumb on that hand. Wiggle the fingers and then the thumb on the other hand.
- Speak the verse slowly, adding actions as suggested above.
- Repeat the verse with the other hand, and then with both hands.



Adaptation

- Use this simple activity as a touch game for fingers or toes.

Text: Traditional

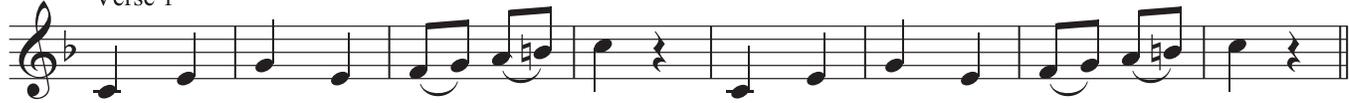

NQ 2 Ha, Ha, This-a-Way

Chorus



Ha, ha, this - a - way, ha, ha, that - a - way, ha, ha, this - a - way, all day long.

Verse 1



Walk - ing, walk - ing, up the street; walk - ing, walk - ing, to the beat.

Verse 2



Jump - ing, jump - ing up and down, look at me, look at me.



Jump - ing, jump - ing up and down, jump - ing mer - ri - ly.

Vs. 3 Crawling, crawling, oh, so slow. (tune: verse 1)

Crawling, crawling, way down low.

Vs. 4 Bouncing, bouncing, like a ball, look at me, look at me, (tune: verse 2)

Bouncing, bouncing, like a ball, bouncing merrily.

Vs. 5 Swinging, swinging, side to side. (tune: verse 1)

Swinging, swinging, do not hide.

Vs. 6 Turning, turning round and round, look at me, look at me, (tune: verse 2)

Turning, turning round and round, do not make a sound.

- Stand and sing the song. Swing side-to-side during the chorus.
- For each verse, move through the room with appropriate movements to the text. When introducing this song, repeat the verses several times, as needed, before returning to the chorus, to give the younger children time to explore the movement.
- Sing the chorus; signal everyone to stand on the spot, swinging side-to-side.

Variations

- Sing and move with the recording.
- Sing and accompany yourselves on drums.



Adaptation

- Parents do all of the motions, holding their babies and moving through the room.
- For young babies, place them on the floor on their backs. Grasp baby's legs by the ankles and swing legs side-to-side for the chorus. Create motions for the verses, such as "walking" baby's legs, "jumping" baby's legs, "crawling" with the fingers up baby's body, etc.

Key and Range: C Major, c' – d''

Recording: Children's Choir, Clarinet, Bassoon, French Horn, Snare Drum, Marktree, Jaw's Harp, Vibraslap, Piano

Bye, Baby Bunting



Bye, ba - by bunt - ing, Dad - dy's gone a - hunt - ing, To



catch a lit - tle rab - bit skin, to wrap his ba - by bunt - ing in.

- Sing the song, rocking the children.

**Extension**

- Distribute scarves. Each child spreads out a scarf on the floor. Fold the scarf in halves as you sing the song, emphasizing “wrap his baby bunting in” by repeating this phrase at the end. Repeat the song and pick up the folded scarf while rocking it to and fro before giving it back to the teacher. Repeat singing as needed.
- Take out resonator bars d’ and a’. Accompany the song, giving children turns as they wish. With older children, reinforce the patterns of sol-sol-do on the bars at the end of the activity.

Key and Range: D Major, f#'-b'

Text and Melody: Traditional

Note: “Bunting” is an old form of endearment.

Index

Title	Card	Track
All Together Now!	21	
Baby's Bath	31	
Bath Time Sounds: Drawing Water, Splashing	17	4-5
Bean Bag Chant	24	
Birds' Courting Song, The	23	8
Bye, Baby Bunting	27	
Chorus of Birds	17	9
Clock Sounds: Ticking, Westminster Chimes	17	21-22
Concert Time	18	
Dance	20	
Debussy: <i>Clair de lune</i> (excerpt)	18	19
Down the River	40	13
Duple Patterns	13	
Fee, Fie, Foe, Fum	25	
Ha, Ha, This-a-Way	26	2
Haydn: <i>Clock Symphony</i> (excerpt)	18	24
Hickory Dickory Dock	44	23
Instrument Time	19	
I've Got the Rhythm	38	14
Jack and Jill	22	
Jack Be Nimble	28	1
Kiddy Kum Kimo	43	25
Lesson Suggestions	3-12	

Title	Card	Track
Listening Time	17	
Lullaby, My Pretty One	39	16
Major Patterns	15	
Man in the Moon, The	42	18
Minor Patterns	16	
Mulberry Bush, The	29	
Off She Goes	20	15
Oh, Dear, What Can the Matter Be?	20	7
Oh, My!	37	
Pat-a-Cake	36	
Polonaise: <i>The English Dancing Master</i>	19	26
Regner: <i>Concerto for Sparrows</i> (excerpt)	18	10
Riding in a Buggy	35	12
Ring Around the Rosey	47	
Rub-a-dub-dub	32	6
Seesaw, Margery Daw	33	11
Sing a Song of Sixpence	34	
Teddy Bear	45	20
Tick Tock	46	
Triple Patterns	14	
Two Little Dicky Birds	30	
Wee Willie Winkie	41	17
Westphalian Polka	19	3