

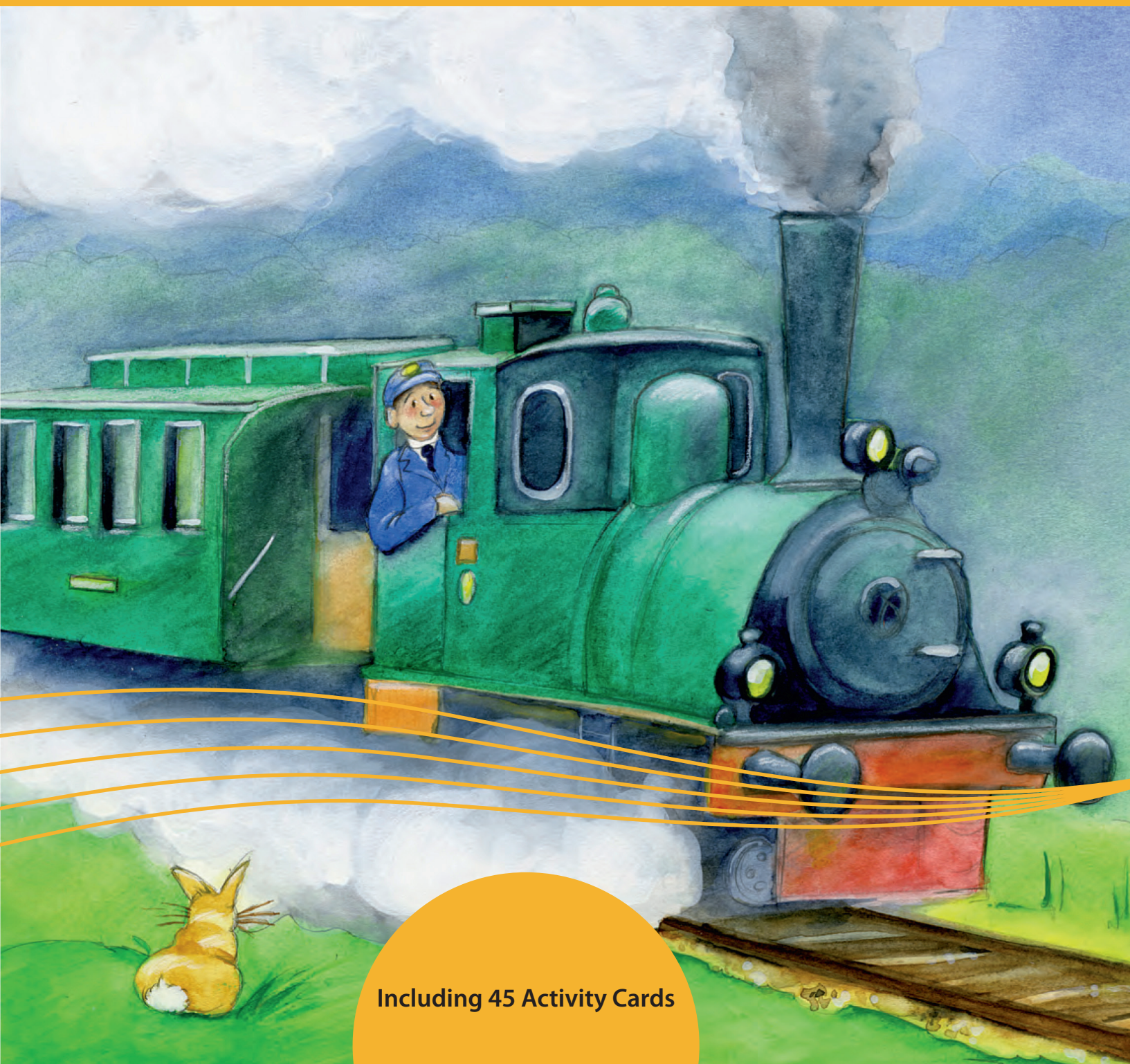
Lorna Lutz Heyge Mary Louise Wilson



On a Trip

Family Music

Teacher's Guidebook



Including 45 Activity Cards

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Family Music **On a Trip**

Teacher's Guidebook

Including 45 Activity Cards



Musikgarten Music and Movement Series

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

- *Children's picture/activity book (48 pages)*
- *Recording with over 60 minutes of songs, dances, and listening activities*
- *Teacher's Guidebook with 45 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
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Toddlers often go through a difficult period around 2 years. Their behaviors appear contrary, obstinate, and unreasonable to adults who do not understand the motivation for seemingly stubborn intractable behavior. An innate desire to free themselves from dependency is so strong that when a task is self-chosen, children of this age insist on acting for themselves and following the task through to its conclusion. The best solution here is to allow the cycle to be completed without interference, giving the right dose of help when needed to avoid frustration.

Learning to observe and appreciate the efforts of toddlers and allowing them to try out newly forming skills is a difficult discipline for teachers and parents alike, but is critical to the toddler's self-confidence, initiative, and self-esteem. In the scarf activity for *Seascape*, we invite the children to move their scarves like fish swimming in the water and move them "appropriately" when the big sound of the wave hitting the stone is heard. It is important for both the teacher and adult companions to provide guidance by modeling but not insist the child copy every movement.

Toddlers love a challenge that enables them to feel more independence, and they want to do things themselves no matter what the outcome. Rather than operating merely from the trial and error approach, toddlers are learning to solve problems in various situations and are using their growing abilities to think. The implications for the child's future learning in such situations are far reaching.

"Let's do it again!" Repetition is essential to learning.

Repetition is a spontaneous response of children who delight in doing enjoyable experiences again and again. When an adult performs an action, it is usually to achieve an end, to produce something. Not so with the baby/toddler, who repeats the action because s/he is refining or perfecting the action from within. For children of this age, repetition is an important aspect of both learning and teaching. While necessary for memorization, children welcome repetition because it allows them to enjoy the experience again. Children derive pure pleasure as well as enhanced memory from repeating a favorite activity – whether a song or a dance or a story.

Repetition strengthens the initial experience of the movement in the muscular system so that the action becomes smoother and more controlled with each repetition. Skilled precise movement comes with practice guided by a growing awareness of how the action should feel while it is happening. Once the activity is mastered, children will challenge themselves and begin to explore ways and means by which they might apply their new-found skill in other situations.

Musical Development

Musically, early childhood is a time of preparation, especially vocally and rhythmically. Establishing body control, grace and flow of movement, beat competency, and nurturing the singing voice are priorities. Children need to have experiences without expectation or judgment; affirmation of their efforts will support their continued experimentation.

Children learn most effectively when they participate in a rich environment, from which they absorb those aspects, for which they are developmentally ready. The music environment has four main components: Sing and Chant, Move, Listen, and Play Instruments.

Sing and Chant. *On a Trip* features a rich collection of songs and chants. Most of the songs in the collection are folksongs and seek to introduce a new generation to the roots of our musical heritage. The songs selected come from numerous countries and share the histories of many cultures. Activities in general are simple and short, but not simply entertaining.

The early years are rich in vocal development, both speaking and singing. The cadences, rhythms, and melodies of the languages spoken in the environment pose no difficulty for the young child, since the ear is tuned with great sensitivity to these aspects. The acuity of audition at this period of life will not be available again after it has passed. A critical period for the formation of the language of the environment peaks at around two years, but continues to be a focal point in the child's life as it elaborates into formal language to age six. The experiences of the sensory-motor explorer spur language development, since the children need to communicate their perceptions with words.

Children learn through listening and then experimenting with their voice. Opportunities to hear singing voices and be with singing people provide the basis for developing the singing voice. Playing games that encourage a musical response will further lay the groundwork for learning to sing with ease and joy. *On a Trip* presents many vocal activities that are appropriate for developing the young child's singing voice.

- Familiar Songs – *Row, Row, Row Your Boat* and *The Bear Went over the Mountain*
- Easy-to-sing songs with a narrow range and lots of repetition of words – *Charlie Over the Ocean, Riding in a Buggy, and That's a Mighty Pretty Motion*
- Songs in which the child can be a part of the vocal activity by just filling in a spoken word – *Little Ducky Duddle* just saying "Quack" and *Five Freckled Frogs* saying "Yum" or "Glug".
- Longer Songs with short phrases or repeated passages the children can easily sing – *Down By the Station, When the Train Comes Along, and Down the River*
- Call and respond – *Tah-boo*

Move. Learning for young children involves movement constantly. Movement activities in the music class take many forms, from finger plays and body awareness songs and chants, to various story settings, which involve the child's growing imagination. Traveling Movement songs, as *Ha, Ha, This-a-Way* and *Forward March*, challenge all to move in a certain way, this-a-way or that-a-way, forward march or turn around and stop. Children enjoy an active part in the song as they learn to increasingly control their movements. Feelings and moods are important to them; and the use of gestures, facial expressions, and body language, as in *There Was an Old Lady*, are well suited to their need for communication.

Listen. Children need to hear good music. The recording features the work of Howard Baer, composer, arranger and director of music production, and provides the family with a variety of music styles and recordings made primarily on acoustic instruments. In addition, selected excerpts from classical instrumental music introduce the children to masterpieces from many genre, as Schumann's *The Wild Rider* for piano and Brahms' *Hungarian Dance No. 6* for orchestra.

The entire music class is a rich aural experience. The specific listening exercises are chosen to develop auditory acuity and discrimination skills. Most importantly the recordings allow the parents to take the sound environment home, so a rich musical experience can become part of their daily lives.

Week 1 Sail to Africa

Materials: Scarves, Rhythm Sticks, Hoops

Make music together!

Name	Page	Card	Track	Remarks
Sing Hello, Hello, Hello Major tonal patterns	61 55	35 28A		Greeting Song Sing and echo.
There Was an Old Lady	65	39		Bouncing. After singing a few verses, show the pictures of the animals on pp. 6-7.
Two Little Thumbs	68	42		Fingerplay
Ha, Ha, This-a-Way	45	16		Traveling Movement
Duple rhythm patterns	54	27A		Chant and echo.

Let's go on a trip! Look at the sailboats on pp. 8-9

Name	Page	Card	Track	Remarks
Sailing, Sailing	59	32		Parents and children sit vis-à-vis. Rock from side to side.
Listening: Wind Blowing	50	23	3	Focused Listening. Imitate the sound vocally.
Blow the Wind Southerly	35	4	(2)	Scarf Dance Use of recording optional
Listening: Gulls Chattering, Whales Calling	50	23	4 5	Listen, imitate the sounds, and look at the picture on p. 10.
Tah-boo	62	36	7	In faraway places, people speak new words. Listen to this African chant and echo.
Kwaheri	49	21	6	Rhythm Sticks
Thula Baba	66	40		Rocking

Choose your favorites and sing goodbye.

Name	Page	Card	Track	Remarks
Charlie Over the Ocean	36	5		Hoops
Ask for favorite songs				
Gallant Ship	44	15		Singing Game
Sing Goodbye, Goodbye, Goodbye	61	35		Closing Song

Mini-Parent-Ed (after *Kwaheri*): Did you know that our brains have a control center called the frontal lobes? Steady beat is important food for nurturing this part of the brain. You've provided your child with many steady beat activities today.

Recording

Track List		Alphabetical List	
Track	Title	Title	Track
1	There Was an Old Lady	A la rurro niño	15
2	Blow the Wind Southerly	Bear Went Over the Mountain, The	18
3	Wind Blowing	Bear's Voice	19
4	Gulls Chattering	Birds' Courting Song, The	24
5	Whales Calling	Birds' Voices	25
6	Kwaheri	Blow the Wind Southerly	2
7	Tah-boo	Chorus of Frogs	34
8	Ha, Ha, This-a-Way	Concerto for Sparrows (H. Regner)	26
9	Duple Rhythm Patterns	Ding, Dong	44
10	Gallant Ship	Don Gato	13
11	Ship's Horn Blowing	Donkey Riding	39
12	La Raspa	Donkey's Voice	40
13	Don Gato	Down the River	30
14	Minor Tonal Patterns	Duck's Voice	35
15	A la rurro niño	Duple Rhythm Patterns	9
16	Train Whistle Blowing	Five Freckled Frogs	33
17	When the Train Comes Along	Forward March	29
18	The Bear Went Over the Mountain	Gallant Ship	10
19	Bear's Voice	Gulls Chattering	4
20	Waltz of the Bears	Ha, Ha, This-a-Way	8
21	Santa Maloney	Horse Whinnying	38
22	Triple Rhythm Patterns	Hungarian Dance No. 6 (Brahms)	42
23	Tap, Tap, Tap	I Hear the Mill Wheel	41
24	The Birds' Courting Song	I've Got the Rhythm	36
25	Birds' Voices	Kwaheri	6
26	Concerto for Sparrows (H. Regner)	La Raspa	12
27	Tideo	Major Tonal Patterns	28
28	Major Tonal Patterns	Minor Tonal Patterns	14
29	Forward March	O Mama	46
30	Down the River	Riding in a Buggy	37
31	Sound of a Running Stream	Santa Maloney	21
32	Seascape	Seascape	32
33	Five Freckled Frogs	Ship's Horn Blowing	11
34	Chorus of Frogs	Sound of a Running Stream	31
35	Duck's Voice	Tah-boo	7
36	I've Got the Rhythm	Tap, Tap, Tap	23
37	Riding in a Buggy	That's a Mighty Pretty Motion	43

38	Horse Whinnying	There Was an Old Lady	1
39	Donkey Riding	Tideo	27
40	Donkey's Voice	Train Whistle Blowing	16
41	I Hear the Mill Wheel	Triple Rhythm Patterns	22
42	Hungarian Dance No. 6 (Brahms)	Waltz of the Bears	20
43	That's a Mighty Pretty Motion	Whales Calling	5
44	Ding, Dong	When the Train Comes Along	17
45	The Wild Rider (Schumann)	Wild Rider (Schumann), The	45
46	O Mama	Wind Blowing	3

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 Foundation for Music-Based Learning 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's Studio, Baertracs, is located in Ontario, Canada.

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