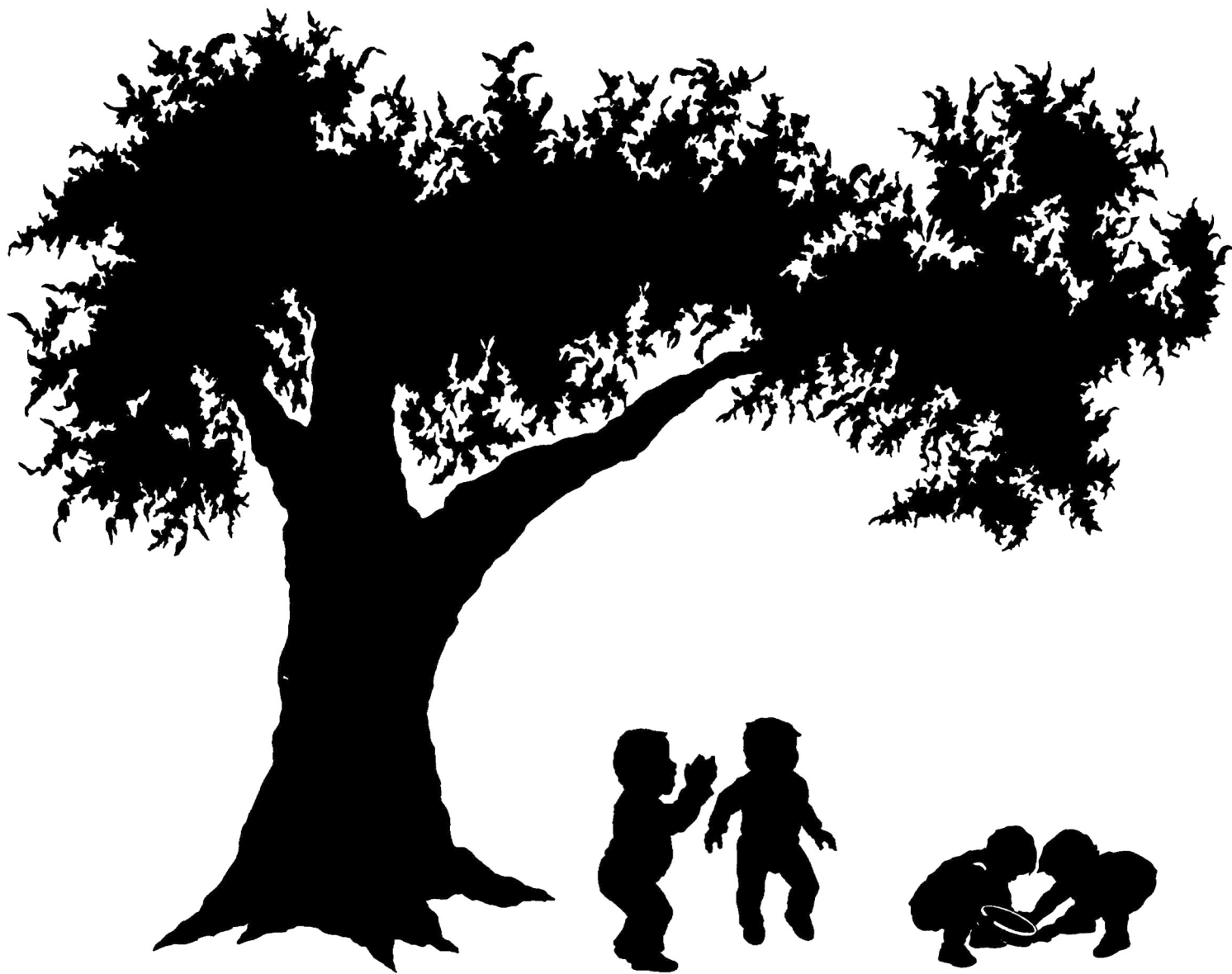


Musikgarten Music and Movement Series

Family Music: Volume 2

Play With Me • Clap With Me



**Teacher's Guidebook
and Resource Materials
for Group Instruction**
(includes 100 Activity Cards)

**Lorna Heyge, Ph.D.
Audrey Sillick**

**MUSIK
GARTEN®**



Musikgarten Music and Movement Series

Family Music: Volume 2 Play With Me • Clap With Me

Family Music is designed for families with children ages 15 mo. to 3^{1/2} and is written for adults who wish to make music part of the daily experience of children.

**Teacher's Guidebook
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Family Music includes the following:

- Teacher's Guidebook and Resource Materials Volume 1: *Sing With Me & Dance With Me*
- Teacher's Guidebook and Resource Materials Volume 2: *Play with Me & Clap With Me*
- Family Materials

Sing With Me: Recording, Parent's Book, 4 Rhythm Sticks

Dance With Me: Recording, Parent's Book, Scarf

Play With Me: Recording, Parent's Book, 2 Jingle Taps

Clap With Me: Recording, Parent's Book, 2 Bells

The 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
<i>Music Makers: Around the World at the Keyboard</i>	- from age 5
<i>Music Makers: At the Keyboard</i>	- from age 6
<i>Musikgarten Adults: Enjoying the Piano Together</i>	

Additional Programs and Publications

Drumming and Dancing

God's Children Sing

My Musical World

My Neighborhood Community

Nature's Music

Nature Trail

Nimble & Quick

Seashore

Summer

Twist & Turn

Credits: "Shout for Joy" from *American Negro Songs and Spirituals* by John W. Work, ©1940, 1968 by Crown Publishers, Inc.

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Family Music

The authors' fondest hope for this publication is that it will enable families to make music actively together in their homes. When immersed in a musical environment, children find their own unique ways to make music, especially when other family members participate. Moreover, 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. Body movement is a natural outlet for expressing feeling and is very closely tied to human expression. When toddlers move to musical sounds they are communicating their feelings and perceptions of the world. Children communicate effectively with body language long before they can communicate with spoken language, and adults gain a privileged glimpse into the inner world of childhood when observing a toddler's movements.

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 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.

Here at the dawn of the 21st century, 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.

"Follow the child."

The intuitive observer of children, Maria Montessori, wrote these words at the beginning of the 20th century. As we begin the next century we acknowledge her wisdom once again and urge teachers and parents to learn more about children and childhood. Before being able to bring music and movement to children, we feel deeply that we must first understand the nature of the child.

NATURE OF THE YOUNG CHILD

The Nature of the Young Child

“The child more than any other gift that Earth can offer to humanity, brings hope with him and forward looking thoughts.” (George Eliot, *Silas Marner*)

The story of the newborn begins in the family and in the home. At birth the infant is plunged into a world of sights and sounds, tastes, odors, and touch. Every little person deserves to begin the work of self-construction, the formation of a unique human being, within the environs of a loving, nurturing family. This incredibly complex stage of development occurs during the first three years of life.

Within a loving, protective home environment, there is a lot of growing to be done as the child develops consciousness of self as being separate from others and experiences a stimulating world in which to build competencies. 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. Inherited capacities are developed to their potential in such an environment.

From birth to 6 years, children go through two phases of development: 1) from birth to age 3 are years of intense activity and absorption; 2) from 3 to 6 years is a time to consolidate the gains of the first period. There is no more critical phase in human development than these early years. In the creative process from newborn to confident 3-year-old, there are series of transformations that take 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. This time can truly be considered a period of creative formation and transformation, which lays the foundation of the personality and builds self-identity.

The incredible work of formation is possible at a pre-conscious level because nature directs development and assists children through “critical periods.” Critical periods are times when children focus on those necessary factors in the environment that direct the work of inner construction. Critical periods for sensorimotor exploration, order, movement,

language, and independence are among those which have been identified for this age group.

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; sensorimotor experiences help baby adapt to the immediate environment without language. Sensory information is confirmed by movement and very gradually the senses (taste, smell, touch, vision, and hearing) begin to network to create baby’s primary structure of knowledge of the world. Exploration and manipulation are the ways the infant/toddler comes to know the attributes of objects. This intelligence makes sense of a new and wonderful world and leads to the development of the symbolic system, which is the basis of concept formation and cognitive learning.

Sensory and motor development 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. Once an experience is mapped on the body through movement, the basis for understanding is laid. In three short years, babies/toddlers have organized what was learned by acting on objects in their environment and now begin augmenting and reorganizing that knowledge in ways that encapsulate their own understanding.

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. 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

PLAY WITH ME - LESSON SUGGESTIONS

Play With Me Repertoire

This set of 15 Lesson Suggestions is centered around playful topics of many kinds. In each lesson we suggest that you introduce an instrument; you will find a recording of each instrument on the *Play With Me* CD. If possible, demonstrate the actual instrument yourself.

The following activities are suggested. The lesson number indicates the lesson in which each activity first appears. Repetition is critical for learning, therefore each activity is repeated in several lessons.

	Introduced in Lesson	Recording Number		Introduced in Lesson	Recording Number
Bouncing Songs			Call and Respond		
Humpty Dumpty	1	1	Cuckoo's Calling You, The	3	16
Jolly Sailors	5		Instruments		
Jig Jog	9	31	Introduce Instruments	1	
Girls and Boys	11		Little David	1	9
Finger Plays			A Ram Sam Sam	4	17
Grandma's Glasses	8		Let Us Chase the Squirrel	7	27
My Turtle	12	35	Scarves and Hoops		
There Goes the Turtle	12		Hiding	1	13
Body Awareness			Sally, Go 'Round the Sun	4	
Let's Play Now	1	3	Quickly, Slowly	11	33
Tickle	8		Dances		
Stationary Movement			Scherzo	1	4
Jim Along Josie	1	5	Händel, G.F.: Minuet		
Diddle, Diddle, Dumpling	1	2	(Water Music)	5	11
Green, Green	4		Polka Kehraus	9	26
We Are All Nodding	6		Strauß, J.: Emperor's Waltz	12	29
Wiggley Woo	7	24	Listening Time		
Grandfather's Clock	8		Drum	1	8
Swinging	10		Recorder	3	12
Jack in the Box	11		Triangle	5	20
Billa Boo	12	40	Guiro	7	23
Rocking Songs			Woodblock	9	30
Sulla Lulla	1	10	Cymbal	11	34
Sea Shell	5	19	Guitar	13	39
Boat Song	5	21	Extra Repertoire on the CD		
Child's Song, A	9	28	(for listening, dancing and playing		
Go to Sleepy	13	38	instruments)		
Traveling Movement			Bingo		44
I'm a-Rolling	1	6	Dvorak, A.: New World Symphony		41
Walk and Stop	3		Na Bahia tem		15
This Train	7	43	On the Waves		32
Stop!	10		Regner, H.: Concerto for Sparrows		22
Singing Games			Schumann, R.: Important Event		7
London Bridge	1	14	Tang Monk Riding a Horse (China)		37
All Join Hands	5	25	West Wind		18
Wild Horses, The	9	36			
Snail	13				
Zum Gali Gali	13	42			

PLAY WITH ME - LESSON SUGGESTIONS

WEEK 1

Materials	Teacher Recordings
Rhythm Sticks	Play With Me
Scarves	
Introduce Instruments: Drum	

	Function	Page	Card
	Greeting Song		
Humpty Dumpty *	Bouncing Song	19	108
Duple Rhythm Patterns	Patterns	99	193
Let's Play Now	Body Awareness	29	119
Jim Along Josie	Rhythm Sticks	34	126
Diddle, Diddle, Dumpling	Stationary Movement	31	122
I'm a-Rolling	Traveling Movement	48	141
Introduce Instruments: Drum	Listening Time	80	173
		Play With Me CD, No. 8	
Little David *	Drum Individual Playing **	83	178
Scherzo	Dance	95	198
		Play With Me CD, No. 4	
Sulla Lulla *	Rocking Song	45	140
Minor Tonal Patterns	Patterns	99	196
Hiding	Scarves	90	186
London Bridge	Singing Game	59	153
	Closing Song		

* Songs recorded. You may wish to extend one of the activities by moving and singing with the recording.

** Use *Little David* to give each child an opportunity to play the drum individually.

N = new activity

Family Materials

Each Family Packet includes a Parent's Book with songs, chants, and ideas for musical play at home and a CD with the recordings listed below. In addition *Play With Me* includes 2 jingle taps, and *Clap With Me* includes a two bells.

CD No.	Play With Me Title	Time	CD No.	Clap With Me Title	Time
17	A Ram Sam Sam	1:15	8	All the Pretty Little Horses	2:37
25	All Join Hands	1:06	16	Bartok, B.: From the Diary of a Fly	1:28
40	Billa Boo	1:26	3	Bella Bimba	2:48
21	Boat Song	1:45	19	Billy McGee	1:36
28	Child's Song, A	2:04	10	Bruce-Weber, R.: Divertimento for Violin	:46
16	Cuckoo's Calling You, The	:54	21	Cathrineta	2:11
34	Cymbal	30	1	Clap, Clap, Clap	1:56
2	Diddle, Diddle, Dumpling	:15	15	Click, Click, Click	1:34
8	Drum	1:00	9	Comin' Round the Mountain	2:44
41	Dvorak, A.: New World Symphony	1:30	18	Crow	:18
38	Go to Sleepy	2:06	26	Did You Ever See a Lassie?	1:55
23	Guiro	:22	4	Doorbell	:10
39	Guitar	1:15	28	Echo	:20
11	Händel, G.F.: Minuet (<i>Water Music</i>)	1:55	2	Hambone	1:41
13	Hiding	1:15	32	Hi-Lan' dey	2:04
1	Humpty Dumpty	1:33	31	Ho, Ho Watanay	2:07
6	I'm a-Rolling	1:36	37	Hush, Hush	1:43
44	Jenny Hopkins	3:04	30	Indo Eu (Portugal)	2:07
31	Jig Jog	1:27	34	It Ain't Gonna Rain	3:30
5	Jim Along Josie	:57	34	It Rained a Mist	1:00
27	Let Us Chase the Squirrel	1:19	5	Knocking	:10
3	Let's Play Now	1:55	25	Mozart, W.A.: Symphony No. 40	:52
9	Little David	2:00	39	No, No, No	1:16
14	London Bridge	1:10	14	Nykrin, R.: Music for Playing Along	1:44
27	Mouse, Mouse	1:19	20	Ole Ark's A-Movering, The	2:05
35	My Turtle	:13	11	Pig Snorting	:15
15	Na Bahia tem	1:55	33	Ping Pong Samba	2:27
32	On the Waves	3:35			
26	Polka Kehraus	2:01	34	Rain, Rain, Go Away	:30
33	Quickly, Slowly	:30	7	Schubert, F.: Marche Militaire	2:19
12	Recorder	:42	13	See How I'm Jumping	2:23
22	Regner, H.: Concerto for Sparrows	1:18			
4	Scherzo	1:42	38	Shout	:17
7	Schumann, R.: Important Event	1:05	27	Sing-a-Ling-a-Ling	1:37
19	Sea Shell	1:51	35	Snow (Korea)	1:38
29	Strauß, J.: Emperor's Waltz	3:53	23	Steam Engine	:18
10	Sulla Lulla	1:16	29	There's Someone	1:37
37	Tang Monk Riding a Horse (China)	1:15	12	Three Little Pigs	2:06
43	This Train	1:45			
20	Triangle	:24	22	Train Whistle	:15
18	West Wind	2:11	40	When Johnny Comes Marching Home	3:03
24	Wiggley Woo	1:40	17	When the Saints Go Marching In	1:44
36	Wild Horses, The	1:09	24	When the Train Comes Along	1:58
30	Wood Block	:20	36	Whisper	:06
42	Zum Gali Gali	1:52	6	Who's That?	3:21
			40	Yankee Doodle	3:03

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Range Index				Minor or Modal Songs	
Range	Title	Range	Title	Title	Key
4 th	Rain, Rain, Go Away	8 th	Green, Green Hiding	All the Pretty Little Horses	c
5 th	Greeting Song Hambone Jack in the Box Let Us Chase the Squirrel Let's Play Now Mouse, Mousie Oh, My! Sea Shell When the Train Comes Along Who's That? Wild Horses, The	8 th	I Am a Fine Musician I Went to Visit a Farm I'm a-Rolling Jig Jog Let's Sing Hello Together No, No, No Ole Ark's a-Moverin', The Sing, Sing, Sing Hello Sing-a-Ling-a-Ling Stop! Sulla Lulla Swinging There's Someone Trot, Trot, Trot Walk All Around When Johnny Comes Marching Home Zum Gali Gali	Big-eyed Rabbit	d
6 th	Big-eyed Rabbit Billa Boo Boat Song Bow, Wow, Wow Here Comes a Bluebird Hi-Lan' dey Ho, Ho Watanay Hoo, Hoo It Rained a Mist London Bridge Old Brass Wagon Rolling Along Run, Children, Run Sally, Go 'Round the Sun See How I'm Jumping Snail Two Little Dicky Birds Walk and Stop	9 th	Did You Ever See a Lassie? Hush, Hush Jimmy Crack Corn Little David Louisiana Lullaby We Are All Nodding Wiggley Woo Yankee Doodle	Billy McGee	e
7 th	It Ain't Gonna Rain Jim Along Josie Jolly Sailors Little Tom Tinker	10 th	All the Pretty Little Horses Clap, Clap, Clap Comin' Round the Mountain Somebody's Knocking This Train	Boat Song	e
8 th	A Ram Sam Sam All Join Hands Billy McGee Child's Song, A Click, Click, Click Cuckoo's Calling You, The Girls and Boys Go to Sleepy Grandfather's Clock	12 th	Humpty Dumpty Three Little Pigs	When Johnny Comes Marching Home	g
				Triple Meter Songs	
				Title	Meter
				Did You Ever See a Lassie?	3/4
				Girls and Boys	6/8
				Go to Sleepy	6/8
				Greeting Song	3/4
				I Went to Visit a Farm	6/8
				It Rained a Mist	3/4
				Jack in the Box	3/4
				Let's Play Now	6/8
				Let's Sing Hello Together	6/8
				Little Tom Tinker	6/8
				No, No, No	3/8
				Oh, My!	12/8
				Rolling Along	6/8
				Sally, Go 'Round the Sun	6/8
				Sea Shell	6/8
				Sing, Sing, Sing Hello	6/8
				Sulla Lulla	3/4
				Swinging	6/8
				Three Little Pigs	3/4
				Two Little Dicky Birds	6/8
				When Johnny Comes Marching Home	6/8

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Bow, Wow, Wow	77	169	I'm a-Rolling (H)	48	141
Bruce-Weber, R.: Divertimento for Violin	95	199	Indo Eu (Portugal)	95	198
Cathrineta (K)	95	198	Introduce Instruments	80	173
Child's Song, A	41	134	It Ain't Gonna Rain	80	174
Choo, Choo Chant	77	170	It Rained a Mist	81	175
Clap, Clap, Clap	78	171	Jack in the Box	34	125
Click, Click, Click	56	150	Jenny Hopkins	95	198
Comin' Round the Mountain	17	105	Jig Jog	20	109
Cuckoo's Calling You, The (H, W)	65	159	Jim Along Josie	34	126
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H = Music Makers: At Home in the World

W = Music Makers: Around the World

K = Music Makers: At the Keyboard

The activities so marked will be further developed for singing, ensemble playing, dancing, writing and reading, or playing the piano in the Music Makers Series.

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