

The Seashore



Camping at the Seashore
Music Camp for 5 Half-Days
With Instrument Making and Art Activities

Going to the Beach
8-10 One-Hour Lessons

Teacher's Guide and
Resource Materials

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The Seashore

Where the ocean meets the land

The seashore is a magical place full of the wonders of the natural world. Viewing the seashore as home place for so many fascinating creatures is a delightful theme for music. Imagine the children's added enjoyment when they next visit the beach.

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Also available from Musikgarten

- for this unit: *Seashore Poster (full color, 20" x 30") with 6 animal cut-out game pieces*
- 5 additional Habitat Units in the series *Music Makers: At Home in the World*

My Home Place
My Neighborhood Community
Woodlands
Marsh
Meadow

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Camping at the Seashore

This **Music Camp** is planned for children ages 4 years and older. Adults and siblings are invited for the final 10-15 minutes each day. Use these lesson plans for

- a full-morning session of 2½ hours, or
- a 2-hour session, leaving out the art activity

Themes: The Pelican, a Most Remarkable Bird
 Harbor Seals
 A Loggerhead Turtle is Born
 Speck, the Hermit Crab
 Sights and Sounds of the Sea

Features: Singing, Dancing, Movement Activities and Playing Instruments
 Storytelling
 Make 5 instruments, 4 to take home
 Daily Art Activities
 Family Time for Parents and Siblings

Daily Plan	Time
1. Making Music: Greeting Song, Play, Sing and Dance	15 minutes
2. Theme and Story Time	35 minutes
3. Making Instruments	20 minutes
4. Snack	20 minutes
5. Play Instruments and Dance	30 minutes
6. Art Activity	15 minutes
7. Family Time: Songs, Dances, with Parents, Siblings	15 minutes

5-Day Overview of Activities

Day	Story	Make Instrument	Play Instruments, Dance	Art Activity
1	Pelican	Triangle	Boat Song	Paper Boats
2	Harbor Seal	Sandpaper Blocks	Cockles and Mussels She Sells Sea Shells	Hand Prints
3	Loggerhead	Shakers	Flute, Harp, Viola	Seashore Life
4	Hermit Crab	Panpipes	Fiddler Crab Quadrille	Walnut Shell Turtle
5	Seascape	Flower Pot Chimes	Seascape	Seascape

Notes:

1. Before the lesson, order a **Seashore Packet** for each child. At registration time (or the end of the first class) give each family the CD and parent book to take home. The folder, game pieces, instrument page and the coloring page will be handed out in class, and then taken home on the final day.
2. Add patterns to each lesson. *Sea Shell* is ideal for major tonal patterns and duple rhythm patterns; *Boat Song* for minor tonal patterns and triple rhythm patterns.
3. If you have an adjacent outdoor space, some of the immersion activities from the Musikgarten publication *Nature Trails* would enhance the sensorial experience of the children.

Day 1 The Pelican, a Most Remarkable Bird

Instruments and Accessories:	Rhythm Sticks
Jingles	Sound-bar instruments, set up with Ds and As
Drums	Keyboard instruments, with Ds and As marked
Seashore Poster	Folder with CD and Parent Book for each child
Seashore CD	Game Pieces for Distribution: Pelican, Ring-billed Gull
Materials: to make Triangles and Paper Boats	
If possible: small collection of sea shells	

1. Making Music

		Page	Card	CD
Who Are You?	Greeting Song	41	13	
Jim Along Josie	Rhythm Sticks	31	2a	
Tideo	Jingles	40	4a	

2. Theme and Story Time

- Invite the children to go sailing on the sea, to travel to new places to meet new animals and plants. How do boats move? What safety measures must we take?

Boat Song	Theme Song, Traveling Movement	26	9	
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Seashore Poster	Theme	37		
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- Ask the children if they have visited the seashore and what they remember of their experience.
- Introduce the Seashore Poster. Invite the children to speak about things they see on the poster, or remember.
- Draw attention to the whale and dolphins in the deep water.
- Point out the pelican standing on the piling, and place the pelican game piece flying in for a landing.
- Draw attention to the seaweed and the abandoned sea shell home (cockle, clam). Ask the children if they know what seaweed is and what may have happened to the creatures who lived in the shells. Look at the shells which you have brought.

Sea Shell	Rocking Song	35	12	♪ 12
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- Sing and rock with the recording.

Listening Time	Focused Listening	47	17	♪ 5-7
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Ring-billed Gull, Whale, Pelican

- Tell the children about each of the animals. Listen to the voices.
- Be sure to introduce the related Game Pieces.

Lesson Suggestions Camping at the Seashore

		Page	Card	CD
Seaside Movements	Expressive Movement	39	3a	

- Explore the movement of
 - seaweed drifting in the water,
 - dolphins leaping from the sea and sailing through the air,
 - a whale blowing air bubbles and slapping its tall fluke on the water,
 - gulls probing for food in the seaweed,
 - sandpipers running back and forth with the waves, probing the sand for tiny animals,
 - pelicans (flat-footed walk),
 - gulls walking (quick steps), and
 - orca whales; use your hands for the movements.

Walk and Stop	Traveling Movement	41	20	
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- End the movement section with this all-time favorite song, which is also a good preparation for instrument time.

A Most Remarkable Bird	Story	46		
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- Choose a special location for story time. Consider having a special chair in which you sit, and/or a special shawl which you wear for story time.
- Involve the children in the story using several of the suggestions given.

The Pelican	Poem, Speech Chorus	34	7a	
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- Read the poem. Read again, inviting the children to answer each question with “fish.”

Seashore Folder and Pelican Game Piece		37		
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- Conclude this section by giving each child his/her folder. Look at the picture.
- Give each child the pelican game piece; ask the children to carefully place the pelican in its environment (provide restickable glue stick or something similar). Before collecting folders, give children a piece of paper on which to attach the game piece(s). Have them tuck the paper with the attached game piece(s) into the inside pocket.
- Keep the folders in the classroom until Day 5.

3. Making Instruments

Triangle		50		
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4. Snack Time

- Be sure to let the children help by setting places, serving snack and cleaning up.

5. Play and Dance

Boat Song	Triangles, Barred Instruments	26	9	
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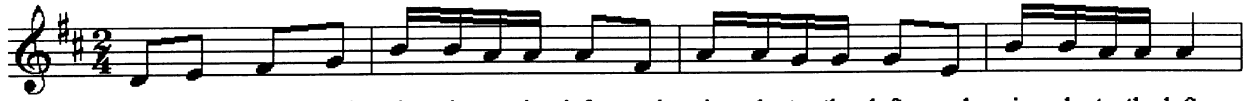
- Sing the song, practicing the movements learned earlier in the lesson.
- Sing the song with each child playing his/her triangle.
- Sing the song 1 step lower, starting on A. Accompany with a bordun on D and A, using all sound bar instruments (resonator bars, xylophones, metallophones, glockenspiels) and keyboards.

Lesson Suggestions Camping at the Seashore

		Page	Card	CD								
Sea Shell	Triangles, Barred Instruments	35	12									
<ul style="list-style-type: none"> • Sing the song with each child playing his/her triangle. • Sing the song again, accompanying it with a bordun on D and A as above. • If this task is EASY for your group, introduce a second chord: the dominant on G and A. Practice the following chord progression: I I V⁷ I. • Accompany the song with this progression. 												
Sailing in a Boat	Singing Game	35	8a									
<ul style="list-style-type: none"> • Sing and play the new game. 												
Walk and Stop	Drums	41	20									
<ul style="list-style-type: none"> • Sing and play on the drums. 												
Fiddler Crab Quadrille	Drums, Dance	28	17	♩31								
<ul style="list-style-type: none"> • Accompany on the drums; vary the way you play according to the ability of the class. • Depending on the ability level of the group, practice playing on the drums: <table border="0" style="margin-left: 40px;"> <tr> <td style="padding-right: 40px;">1. micro beat</td> <td>4. 4 beat patterns: beat 1 in the middle of the drum</td> </tr> <tr> <td>2. macro beat</td> <td style="padding-left: 20px;">with 1 hand, beats 2, 3, and 4 played on the rim</td> </tr> <tr> <td>3. beat with alternating hands</td> <td style="padding-left: 20px;">with the other hand</td> </tr> <tr> <td></td> <td>5. simple ostinato</td> </tr> </table> • Repeat with a dance. (See dance instructions p. 8) 					1. micro beat	4. 4 beat patterns: beat 1 in the middle of the drum	2. macro beat	with 1 hand, beats 2, 3, and 4 played on the rim	3. beat with alternating hands	with the other hand		5. simple ostinato
1. micro beat	4. 4 beat patterns: beat 1 in the middle of the drum											
2. macro beat	with 1 hand, beats 2, 3, and 4 played on the rim											
3. beat with alternating hands	with the other hand											
	5. simple ostinato											
6. Art Activity												
Paper Sailboats		55										
7. Family Time												
<ul style="list-style-type: none"> • Invite the children to demonstrate their triangles, explaining a little about how the sound is made, and why they chose the particular pieces which they did. 												
Boat Song	Triangles, Traveling Movement	26	9									
<ul style="list-style-type: none"> • Sing the song, all accompanying on the triangles. • Teach the movements for the <i>Boat Song</i>; sing and move together. Look at the Paper Sailboats. 												
Jim Along Josie	Rhythm Sticks	31	2a									
<ul style="list-style-type: none"> • All sing and play rhythm sticks. 												
Walk and Stop	Rhythm Sticks	41	20									
<ul style="list-style-type: none"> • Sing and play <i>Walk and Stop</i> on the rhythm sticks. 												
All Join Hands	Singing Game	25	1a									
<ul style="list-style-type: none"> • All sing and play the new game. 												

Songs, Movement Activities, Poetry

All Join Hands 🎵 18 Card 1a



All join hands and cir - cle to the left, and cir - cle to the left, and cir - cle to the left,



All join hands and cir - cle to the left, and swing them all a - round.



'Round and a - round and a - round we go; 'Round and a - round and a - round we go;



'Round and a - round and a - round we go, to swing them all a - round.

2 Old grey goose come flying home,
Come flying home, come flying home,
Old grey goose come flying home,
A gander by her side.

- Each child stands next to his/her partner, all holding hands in a circle.
Measures 1-8: walk in one direction.
Measures 9-end: join hands with your partner and swing around.

- Verse 2: partners *fly* around the room, next to each other. For the 2nd section of the song, join hands and circle.

Recording: Children's Choir, Piano, Bottle, Washboard

Boat Song **♩ 3** **Card 9**

Sail lit - tle boat a - long, and swift - ly may you go. So
 turn your sail a - round, to catch the winds that blow.

2 Sail little boat to sea
 And ride the gentle swell,
 Bring the traveler home
 With many a tale to tell.

- Sing the song, rocking from side to side to the macro beat.
- Sing and rock from a standing position.
- Create a traveling movement to the macro beat with the hands outstretched to the sides for the sail on the boat. Walk smoothly

forward until the words “turn your sail around” and then turn and walk backward. Begin singing Verse 2, walking backward until the words “turn your sail around,” when you turn and walk forward again.

Variations

1. **Add instruments** Metallophone or keyboard instrument:

Resonator bars or Xylophone:

Glockenspiel or Marktree: slow ascending glissando in measures 2, 4, 6, and 8.

Triangle

2. Movement game with hoops

- Each person sits in a hoop. Rock from side to side; chant “back and forth, back and forth.”
- All sing song. At the end of the song, the leader makes a wind blowing sound, stands and starts moving through the room, all around the hoops.

- All join the leader vocalizing and moving, until the leader sits down in a hoop.
- All rush to find a hoop. As each person sits down, s/he starts chanting “back and forth.”
- Pick a new leader, and start the game again.

Recording: Children’s Choir, Oboe, Clarinet, Bassoon

Cockles and Mussels

♩ 26

Card 10

In Dub-lin's fair ci-ty, where girls are so pret-ty, 'Twas there I first met with sweet
 Mol-ly Ma-lone. She drove a wheel-bar-row throughstreets broad and nar-row, Cry-ing
 "Cock-les and mus-sels, a-live, a-live-o. A-live, a-live-o, a -
 live, a-live-o." Cry-ing "Cock-les and mus-sels, a-live, a-live-o."

2 She was a fish-monger, but sure 'twas no wonder,
 For so were her mother and father before.
 They drove their wheelbarrows through streets broad and narrow,
 Crying, "Cockles and mussels, alive, alive-o." **Chorus**

3 She died of a fever, and nothing could save her,
 And that was the end of sweet Molly Malone.
 Her ghost wheels a barrow through streets broad and narrow,
 Crying, "Cockles and mussels, alive, alive-o." **Chorus**

- Talk with the children about shellfish and the seashore. Mention mussels, a dark-colored shellfish found in North America, and cockles, a small clam-like mollusk found only in Europe.
- Tell the children the story of Molly Malone and then listen to the recording.
- Act out the story of Molly Malone.
- Learn the chorus with the children: "Alive, alive-o ..."

- Accompany the chorus on the sound bar and keyboard instruments with the I chord (D/A) and the V⁷ chord (G/A). Adjust the difficulty level to the children in the class.
- The children may enjoy sitting in a close circle, linking elbows and swaying from side to side while listening to the recording. Sing along on the refrain.

Recording: Soprano, Harp

Fiddler Crab Quadrille 31

Note: The fiddler crab is known for the fact that it moves equally swiftly in all directions. It has one very large claw that it waves in a ‘come here’ gesture which is thought to be part of the mating ritual. Fiddler crabs are also known to stamp their feet and to click the large front claw audibly.

Dance

- Prepare each sequence of dance steps separately before putting the sections together.
- Allow the children to listen to the music while tapping the beat on their knees.
- Practice counting the steps in each sequence
“Step, 2, 3, 4, 5, 6, 7, 8.
Turn, 2, 3, 4, 5, 6, 7, 8,” etc.

Structure of the music: 2/4 dance, in 9 units of 16 measures (each 8 measures repeated)

Start: each person has a partner; all form a circle, *hunkering down in the sand.*

1. 16 measures: wave arms alternately backwards and forwards, gradually straightening to the upright stance. Towards the end, join hands and hold them at shoulder height.
2. Circle in one direction with bouncy steps. (8 measures)
Release hands, turn on the spot, kicking your heels. (8 measures)

Sounds of the Sea Improvisation

- Talk about visiting the seashore. Remind them of Howard Baer’s composition *Seascape*.
- Decide what sounds the children would like their *Sounds of the Sea* to include. Talk about the mood and the feelings of the improvisation, choosing a few sounds to be central. Think about wave sounds, seashore animals, and other ideas from the children.

Card 17

3. Repeat Section 2, in the opposite direction.
4. Join hands. Move to the center with bouncy steps. (8 measures)
Move backwards out of the center. (8 measures)
5. Face partner. Do a 4-beat clapping pattern: tap legs, clap hands, clap partner’s hands twice.
6. Repeat section 4.
7. Turn back to back with partner, join hands.
Jump sideways out from the circle. (8 measures)
Jump sideways back to the circle. (8 measures)
8. Repeat section 4
9. Repeat clapping pattern (from section 5). (8 measures)
Slowly hunker down and dig into the sand. (8 measures)

Drumming

- Start by drumming a steady beat. As you assess the children’s abilities, add:
alternating hands
alternate from micro to macro beat
add accents
play 2-beat rhythm patterns, such as:
du-ta-de du.

Recording: Folk Ensemble

Card 18b

- Help the children decide how to make each sound: vocally or instrumentally.
- Rehearse the sounds individually.
 - Put the sounds together. If the group is inexperienced, the teacher will need to direct the improvisation in detail. Allow more freedom, as the children are able to take over leadership.
 - Record the children’s improvisation and listen to it together.

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