

All Together Now!

## ***Twist & Turn***

Nursery Rhymes Re-imagined with Music and Movement

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*Twist & Turn* 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 Grooved Rhythm Sticks
- *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 children's interest in the group setting, and to bring families together.

*Twist & Turn* is from the series *All Together Now!*, a curriculum for mixed ages. A companion packet *Nimble & Quick* 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	Grooved Rhythm Sticks – one pair 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**

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## Nursery Rhymes – a Cultural Treasure for the 21<sup>st</sup> 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:** Grooved Sticks, Jingles, Variety of Instruments, Packet for Each Family, *Twist & Turn CD*

Title	Function	CD	Card
Tweedle-dee-dee	Greeting Song		21
The Tailor and the Mouse	Bouncing	8	22
Duple	Rhythm Patterns		13
This is Straight	Stationary Movement		23
Oliver Twist	Recorded Movement Rhyme	1	24
Tap With Me	Grooved Sticks		25
Minor	Tonal Patterns		16
Maruschka	Dance	11	20
Mary Had a Little Lamb	Rocking		26
Animal Voices: Lambs, Horses	Listening Time	3, 6	17
Bell Horses	Jingles		27
You Turn	Traveling Movement		28
Indo Eu	Instrument Time	9	19

# 3

<b>Title</b>	<b>Function</b>	<b>CD</b>	<b>Card</b>
Little Boy Blue	Chant		29A
Clarke: <i>Trumpet Voluntary</i> (excerpt)	Concert Time	13	18
Gallant Ship	Singing Game		30
Tweedle-dee-dum	Closing Song		21

## Week 2

**Materials:** Grooved Sticks, Jingles, Variety of Instruments, *Twist & Turn CD*

Title	Function	CD	Card
Tweedle-dee-dee	Greeting Song		21
The Tailor and the Mouse	Bouncing	8	22
Duple	Rhythm Patterns		13
This is Straight	Stationary Movement		23
Oliver Twist	Recorded Movement Rhyme	1	24
Tap With Me	Grooved Sticks		25
Minor	Tonal Patterns		16
Maruschka	Dance	11	20
Mary Had a Little Lamb	Rocking		26
N Animal Voices: Cows, Ducks	Listening Time	4-5	17
N The Farmer in the Dell	Recorded Movement Rhyme	7	31
Little Boy Blue	Chant		29A
Clarke: <i>Trumpet Voluntary</i> (excerpt)	Concert Time	13	18
Bell Horses	Jingles		27

<b>Title</b>	<b>Function</b>	<b>CD</b>	<b>Card</b>
You Turn	Traveling Movement		28
Indo Eu	Instrument Time	9	19
Gallant Ship	Singing Game		30
Tweedle-dee-dum	Closing Song		21

## Instrument Time

Indo Eu	Track 9	2' 10"
Recording: Ensemble for Renaissance Music		
New England Medley	Track 29	3' 48"
Recording: Accordion, Flute, Keyboard, Percussion		

Instrument Time is a special feature of All Together Now! Take time to allow everyone to relax with the experience of making music together. Allow the children to choose their instruments and to change instruments within the piece.

### Selection of Instruments

- Select instruments that are safe for the children's use.
- Use wood sticks instead of metal strikers.
- Make sure that there are no sharp edges or small parts that can come off.
- If babies are present, do not use jingle bells.
- Use a large variety of instruments, but not necessarily every instrument you have!

### Organization

- Place instruments in the middle of the circle.
- Allow the children to select their instruments.
- For reticent children, offer them a choice of two specific instruments.

## **Timbre**

- Gradually point out the various timbres within the instrument collection.
- Start out with mixed timbres. Later try only woods, skins, etc., for a different experience.

## **Tips**

- Establish a way to start and stop.
- Play the music only as loudly as necessary.
- Consider pausing the CD so that children can “trade” instruments with a friend.
- Set up an attitude of exploration, and realize that young children are not always going to play the instruments with the correct “technique.” You can “model” how to use the various instruments, but limit how much you “show” the child how to play correctly.

## Dance

Dances are easily adaptable to all ages. Children enjoy moving on their own or being carried, depending on their age and personality. Allow free dancing also so that all have an opportunity to develop their own dance steps. Lightly choreographed dances (move in a circle, in and out, turn around) are an appropriate variation for all ages.

### Maruschka

Track 11

Recording: Clarinet, Violin, Bassoon, Piano, Percussion

### Blow the Wind Southerly

Track 18

Chorus

Blow the wind south - er-ly, south - er-ly, south - er-ly, Blow the wind south o'er the bon-ny, blue sea.

Verse

Blow the wind south - er-ly, south - er-ly, south - er-ly, Blow bon-ny breeze my lov-er to me. I. They told me last night there were ships to the off-ing, and I hur-ried down to the deep, roll-ing sea; But my eye could not see it, wher e'er it might be, the bark that is bear-ing my lov-er to me.

Chorus 2      Blow the wind southerly, southerly, southerly,  
 Blow the wind south that my lover may come.  
 Blow the wind southerly, southerly, southerly,  
 Blow bonny breeze and bring him safe home.

Vs. 2    I stood by the lighthouse that last time we parted  
 Till darkness came down o'er the deep, rolling sea;  
 And I no longer saw the bright bark of my lover  
 Blow bonny breeze and bring him to me.

Vs. 3    Is it not sweet to hear the breeze singing  
 As lightly it comes o'er the deep rolling sea?  
 But sweeter and dearer by far when 'tis bringing  
 The bark of my true love in safety to me.

- Sing the chorus of the song, rocking gently side to side.
- Invite all to dance. Move through the room on the verse; stand and rock on the chorus.



### Extension:

- All take scarves. Sing the chorus only, moving the scarf side-to-side (without the recording).
- After the chorus, move quickly through the room making wind sounds.
- Sing the chorus again, adding the scarf side-to-side movements.
- Distribute hoops. Parents and children share a hoop, both holding onto the hoop opposite each other. Parents move the hoop side-to-side as the teacher chants “side-side.”
- Make wind sounds and move, with the parent pulling the child holding the hoop.
- The teacher stops and silently rocks her/his hoop, while gently chanting “side-side.”
- All sing the chorus while rocking their hoops.
- Repeat the game several times.
- Insert triple patterns while rocking the hoop.

**Key and Range:** A $\flat$  Major, c' – f''

**Recording:** Children's Choir, Flute, Clarinet, Horn, Celesta, Harp

**Text and Melody:** Folksong, Northumberland, England

## Tweedle-dee-dee

- Chant the following two lines as a counting-out verse; speak them rhythmically.

Tweedle-dee-dee and Tweedle-dee-dum  
Let's see who's here to have some fun.

- Speak with excitement: "(Name) is here!"
- Improvise a tune for "Sing hello to (Name)."
- Invite all to echo you.
- Improvise the same or a different tune each time for "Sing hello to (Name)."
- Invite all to echo you.
- Change the action from time to time, e.g., "Clap hello, " "Wave hello," etc.

### Closing Song

- Change the text as follows:  
Tweedle-dee-dum and Tweedle-dee-dee  
It's time to sing goodbye to me.
- Improvise a phrase for "Goodbye, (Name)." All echo.

**Four Suggestions:**

Singhel-lo to (Name).

Improvise melodies which are an appropriate challenge for your class.

**Text:** Traditional, adapted by the authors

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