

# “Music, Movement, & Literacy in Early Education”

Al deCant The Singing Principal

[info@aldecant.com](mailto:info@aldecant.com)

[www.aldecant.com](http://www.aldecant.com)





# *Welcome Song*

## Welcome

© Al deCant Half Moon Family Entertainment

All across this land, Of our great nation, We're all kinds of kids,  
From many different places, Shades of black and white,  
Yellow and tan, We can work and play together, United we stand

And we all sing...

Hola, jambo, bonjour, Ohayou, Buon giorno, shalom,  
welcome, I'd like to shake your hand

We've learned right from wrong, From our home and school,  
We treat each other fairly, We live by the golden rule,  
And like the notes of a song, That sings the melody,  
When we put our voice together, We create a symphony  
And we all sing...

(Chorus) X2

## **Did You Know?**

**That 90% of a child's brain is used when they actively participate in music**

**That children retain 50% more information when a movement component is added to learning**

**That we are all born with rhythm and pitch**

**That repetition invites us to become active participants with music**

# *Warming Up Using Rhythm and Tonal Patterns*

- **Clapping, tapping and stomping Patterns**
- **Tonal Patterns**

**Tonal patterns** provide a shorthand harmonic outline of the song.  
**Tonal patterns** consist of two, three, and sometimes four pitches

**The importance of keeping a beat: Researchers link ability to keep a beat to reading and language skills.**

A study in The Journal of Neuroscience by Dr. Nina Kraus showed a relationship between neural response consistency and ability to keep a beat. The findings of this Northwestern University study of more than 100 high school students lend proof to the surprising link between music, rhythmic abilities and language skills.

# ***Singing In The Rain***

**I'm singing in the rain,  
Just singing in the rain,  
What a glorious feeling,  
I'm hap, hap, happy again.**

**LEADER: Thumbs up!  
A Chee Chee Cha, A Chee Chee Cha,  
A Chee Chee Cha Cha Cha x2  
Elbows back,  
Feet together,  
Bum out  
Head back,  
Tongue out**

**Scientifically based research supports the use of music and musical instruction to build early literacy skills for young children and helps them improve:**

- **Reading Comprehension and Verbal Memory**
- **Listening Skills**
- **Vocabulary, including English Language Learners**
- **Phonological and Phonemic Awareness**
- **Writing and Print Awareness** (Fine motor skills and hand/eye coordination)
- **Impact on Children with Disabilities**
- **Classroom & Family Involvement**

## Ready to Read

©Al deCant

**I'm ready to read, 1, 2, 3**

**I'm ready, ready, ready**

**I'm ready to read**

**I'm ready to read, I know my ABCs**

**I'm ready to read, I know what words mean**

**I'm ready to read, I know my letter sounds**

**I'm ready to read, And action words and nouns**



### Chorus

**I'm ready to read, with accuracy**

**I'm ready to read, with fluency and speed**

**I'm ready to read, from left to right**

**I'm ready to read, my future is bright**

**I'm ready, ready, ready**

**I'm ready to read**

**If you're ready to read**

**Wave your hands up high**

**If you're ready to read**

**Wave them left and right**

**If you're ready to read**

**Let's Shout hooray**

**If you're ready to read let's begin today**

### Chorus

## **Create structure and safety to give kids control of their learning**

**A. Use hello songs to establish a daily routine.**

**Preschoolers need predictability in their lives.  
(Clean up song, Transition song, Bye, bye song)**

**B. Simple, clear instructions create understanding or expectation of what is coming next**

**C. Use: Kudos, Exaggerated Expressions, and Large Movements**

**Hey Hey How Do You Do?**  
**Traditional – (Skip to my Lou)**

**Hey hey how do you do? (3x)**  
**It's good to be here and it's good to see you**

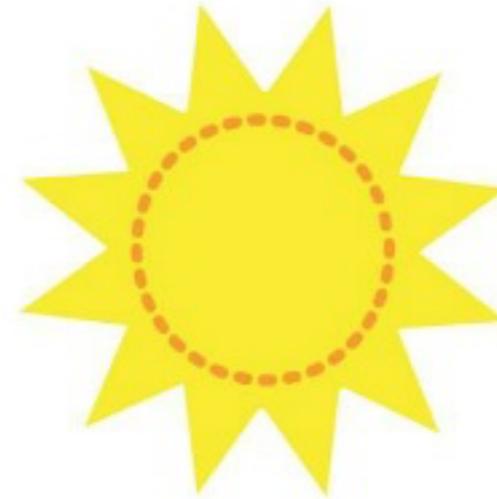
**Hello (Child's Name) how do you do? (3x)**  
**It's good to be here and it's good to see you**

**Clap your hands, how do you do?**  
**Stomp your feet, how do you do?**  
**Wiggle, Wiggle, Wiggle, how do you do?**  
**It's good to be here and it's good to see you**

# Good Morning to You!

Tune: Happy Birthday

Good Morning to you,  
Good Morning to you,  
Good Morning to (name),  
Good Morning to you!

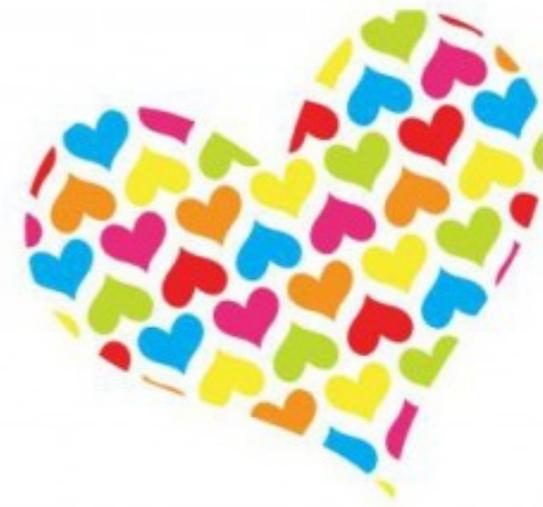


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# Clap a Friend's Name with Me

Tune: London Bridges Falling Down

Clap a friend's name with me,  
Name with me, name with me.  
Clap a friend's name with me,  
Let's clap (name).



*Variations: snap, stomp, pat (knees), bump (hips) flap (elbows)*

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# Hello Neighbor

Chant

Hello neighbor (wave)

What do you say? (shake hands)

It's going to be a beautiful day!

(make circle with both hands in front of you)

So clap your hands

And stomp your feet,

Jump up and down

And have a seat!



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# If You're Wearing Red Today

Tune: Mary Had a Little Lamb

If you're wearing red today,  
Red today, red today.

If you're wearing red today,  
Stand up and shout "Hooray!"

\*repeat the song and change the color



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# Good Morning Song

Good morning,  
Good morning,  
And how do you do.  
Good morning,  
Good morning,  
A happy day to you.



[K-1TeacherResources.com](http://K-1TeacherResources.com)

## We're Putting Our Toys Away

(Tune: The Farmer in the Dell)

We're putting our toys away,  
We hope it won't take all day,  
To have more fun,  
We'll get it all done,  
We're putting our toys away,



## Tidy up

(Tune: Jingle Bells)

Tidy up, tidy up, put the toys away,  
Tidy up, tidy up we're finished for today.  
Tidy up, tidy up, put the toys away.  
For we'll get them out again the next time that we play.

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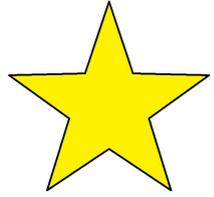
This is my cleanup song by Dr. Jean



Everybody have a seat  
Have a seat, have a seat  
Everybody have a seat on the floor.  
Not on the ceiling, not on the door  
Everybody have a seat, on the floor!

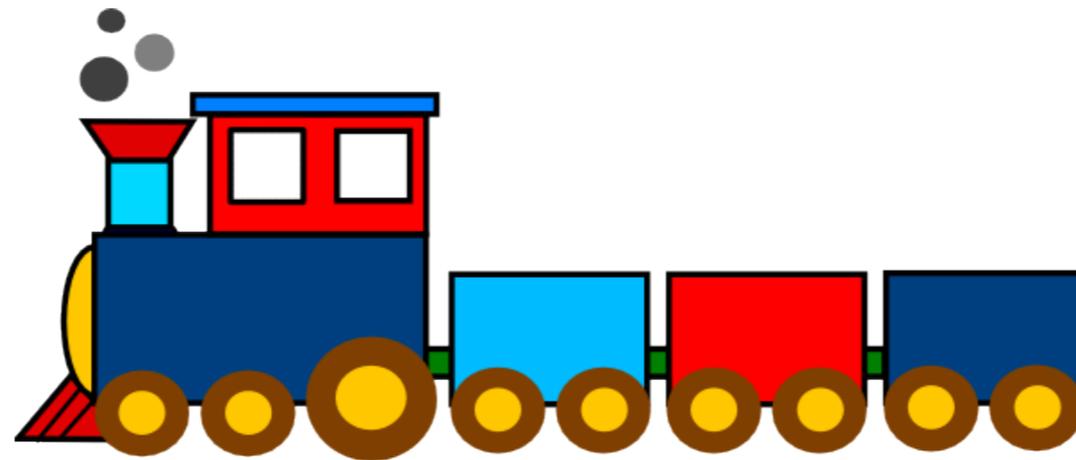


[KindergartenCrayons.blogspot.com](http://KindergartenCrayons.blogspot.com)



**Clean Up Song**  
**Sung to “Twinkle, Twinkle Little Star”**

**Twinkle, Twinkle little star,  
time to clean up where you are.  
Put the toys back in their place.  
Keep a smile on your face.  
Twinkle, twinkle little star,  
time to clean up where you are.**



# Hands Go Up

(to the tune of "Twinkle Twinkle, Little Star")



**Hands go up, and**



**Hands go down!**



**I can turn myself around.**



**I can stand up**

**On one shoe.**



**I can listen,**

**So can you!**

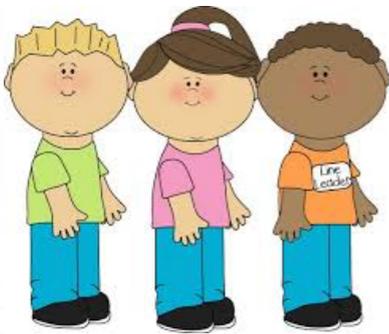


**I can sit. I'll show you how!**



**Story time is starting now!**

# Line Up Song



1., 2.  
listen and do;

3., 4.  
face the door;

5., 6.  
fingers on lips;

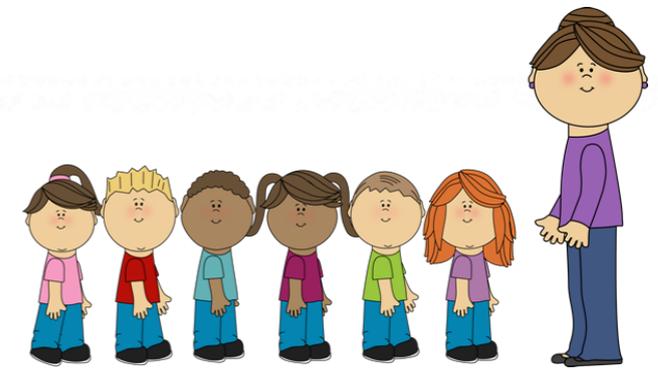
7., 8.  
line up straight;

9., 10.  
let the quiet  
walking begin.

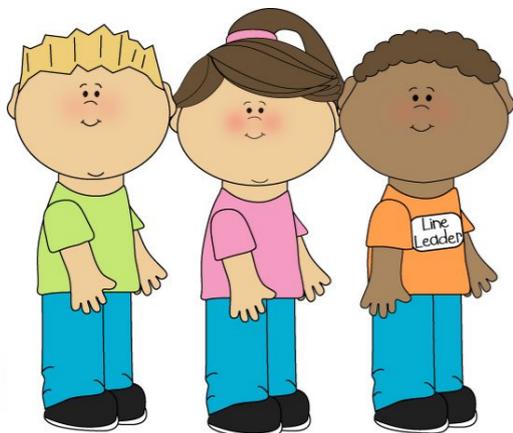
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Shared By Rachel on FB



# Doo Wah Ditty



Here we go just a walking down the hall  
Singing doo wah ditty, ditty, dum, ditty doo.  
Hands by our side, we're standing straight and tall  
Singing doo wah ditty, ditty, dum, ditty doo.  
We LOOK GOOD (look good)  
We LOOK FINE (look fine)  
We look good, we look fine,  
Here we go in our line.





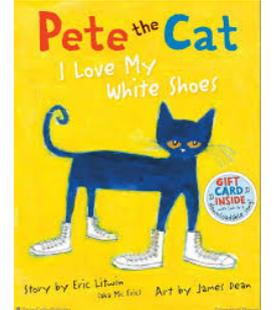
## Listening and Learning Activities with Pete the Cat

Pete the Cat books are perfect for preschool and a great way to begin a day of school.

I Love My White Shoes

I'm Rocking in My School Shoes

My Four Groovy Buttons



Building your classroom community and connect to Pete the Cat's character as an example for what to do when things don't go as planned.



## Following Directions Activities with Pete the Cat

**It's never too late to help children develop routines.**

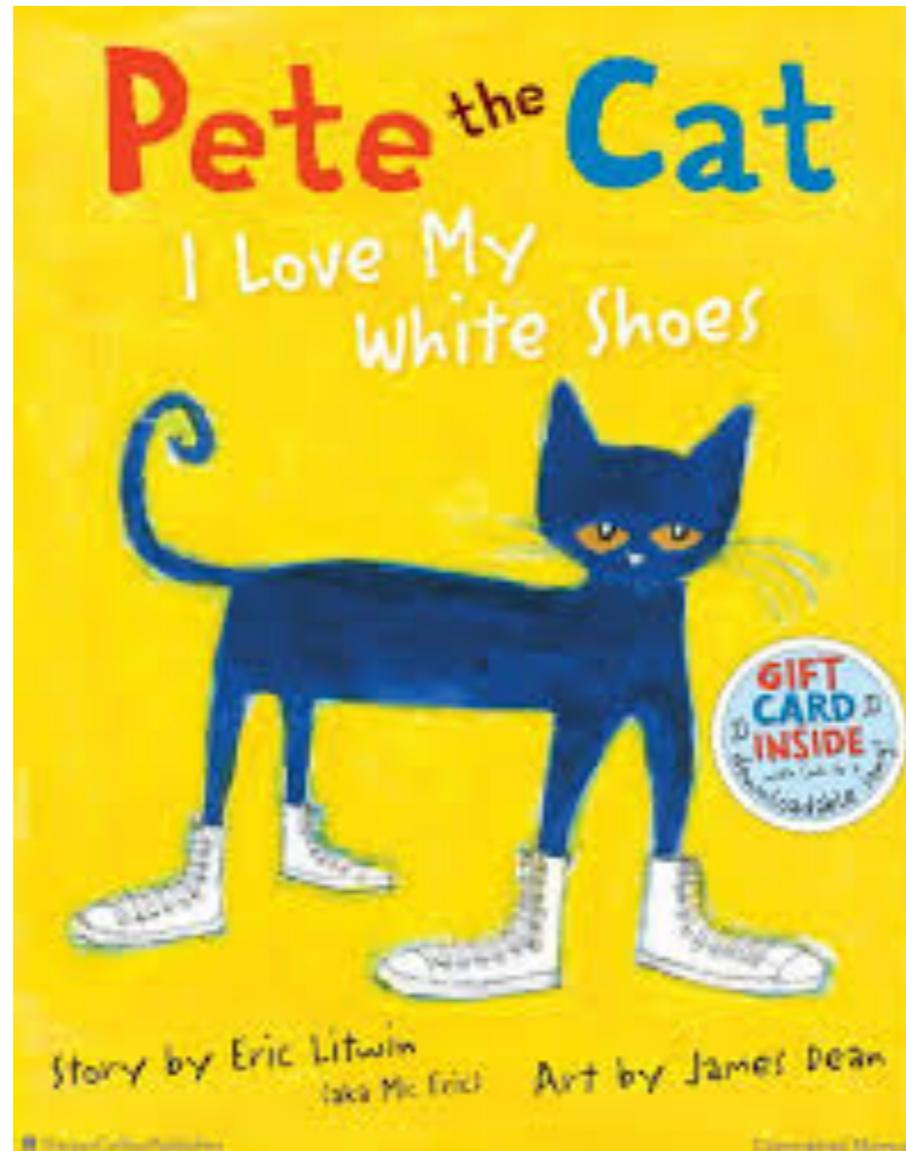
Some days can be challenging as you help your students learn the routines of the day. Teaching our young students to follow directions and build their listening stamina is crucial. "If they're not listening, they're not learning."

**I Love My White Shoes.** Read the book to the children and introduce the character Pete the Cat. Introduce a following directions game to the class.

This is a great way to teach them listening skills. Always model first.

Shhh!!! Listen to Pete the Cat.  
Touch your \_\_\_\_\_.  
Just like that.

Let's Read  
**Pete the Cat I Love my White Shoes**



## Comprehension Strategies – During Reading

I used two strategies that you can use while you are reading aloud to your children. The most important thing is that they are engaged and enjoying the story. We know that there are significant benefits when children are active listeners. Have them use their voices and their bodies and comprehension will improve!



Another “During Reading” strategy that is perfect for preschoolers is **Sequencing**. We know that students will have to retell stories with a beginning, middle, and end when they are in elementary school. They will have to retell the events of a book in order they happened. As preschool teachers we can prepare our students by giving them lots of practice putting events in order. One way to do this is to print pictures from the story (laminates them!) and give them to students before you read the story. Voilà! We have a “Before Reading” strategy and a “During Reading” strategy working together!

Then as you read the story they can place the pictures on a felt board, pocket chart, or easel in order.



# **5 traditional interactive techniques to keep kids interested!**

- 1. Call and Response**
- 2. Repetition**
- 3. Prediction**
- 4 Organized Movement**
- 5. Controlled dynamics of tempo, emotion, pitch, & volume**

# 1. Call & Response

Clap or tap lap pattern for response  
using a Stretchy Band

“There’s a Chicken on My Head”  
“Down By the Bay”  
“My Aunt Came back”  
“Going On a Picnic”

Some of the goals addressed in these songs:

- Improve group cohesion
- Improve gross motor skills
- Increase socialization through peer interaction
- Improve ability to follow directions
- Increase directional awareness

I like Peanut butter  
I like Jelly too  
I like Peanut Butter and Jelly  
I like you, you, you, you, you, you,  
you

I like Macaroni  
I like Cheese too  
I like Macaroni and Cheese  
I like you, you, you, you, you, you,  
you

I like Spaghetti  
I like Meatballs too  
I like Spaghetti and meatballs  
I like you, you, you, you, you, you,  
you

## **Preschool Classroom Activities for "I Like":**

**Sit-Down Song:** Pat your knees to the beat and sing each verse. Have your class echo each line after you. For the last line of each verse, you can point around the room (the children may also do this), while saying, "you & you & you & you" and have the class repeat. Take suggestions for two favorite foods to sing about in each verse.

**Stretchy Band:** If there is room in your class, you can use the stretchy band with the students. If you use the stretchy band, shake the band to the beat. In between each verse, lean back and say, "yum!".

**Explore Dynamics:** If you wish to explore dynamics in more detail, you can tell the class "we're going to sing softly & LOUDLY, so repeat after me at the same volume that I sing." Then vary your volume for various verses or even from line to line.

## 2. Repetition

**Over and over again: Kids love repetition. Why repetition is good for young children?**

A sense of comfort comes with the predictability of repetition. Children gain confidence in knowing what to expect. You may hear a child reciting each line verbatim and wonder what keeps them interested. It's the feeling that they have "mastered" something and quite often they will want to share it with you.

Adults like repetition, too. "Sweet Caroline" "Brown Eyed Girl"

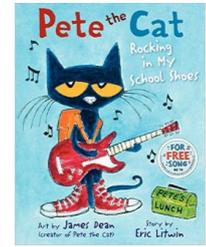
## 2. Repetition

### **WHO FED THE CHICKENS?** by Ella Jenkins

**Who fed the chickens? I did.  
Who stacked the hay? I did.  
Who milked the cow? I did.  
On this fine day.**

**(Repeat with pronouns she, he, we, they.)**

**And...  
Did You Feed My Cow?**



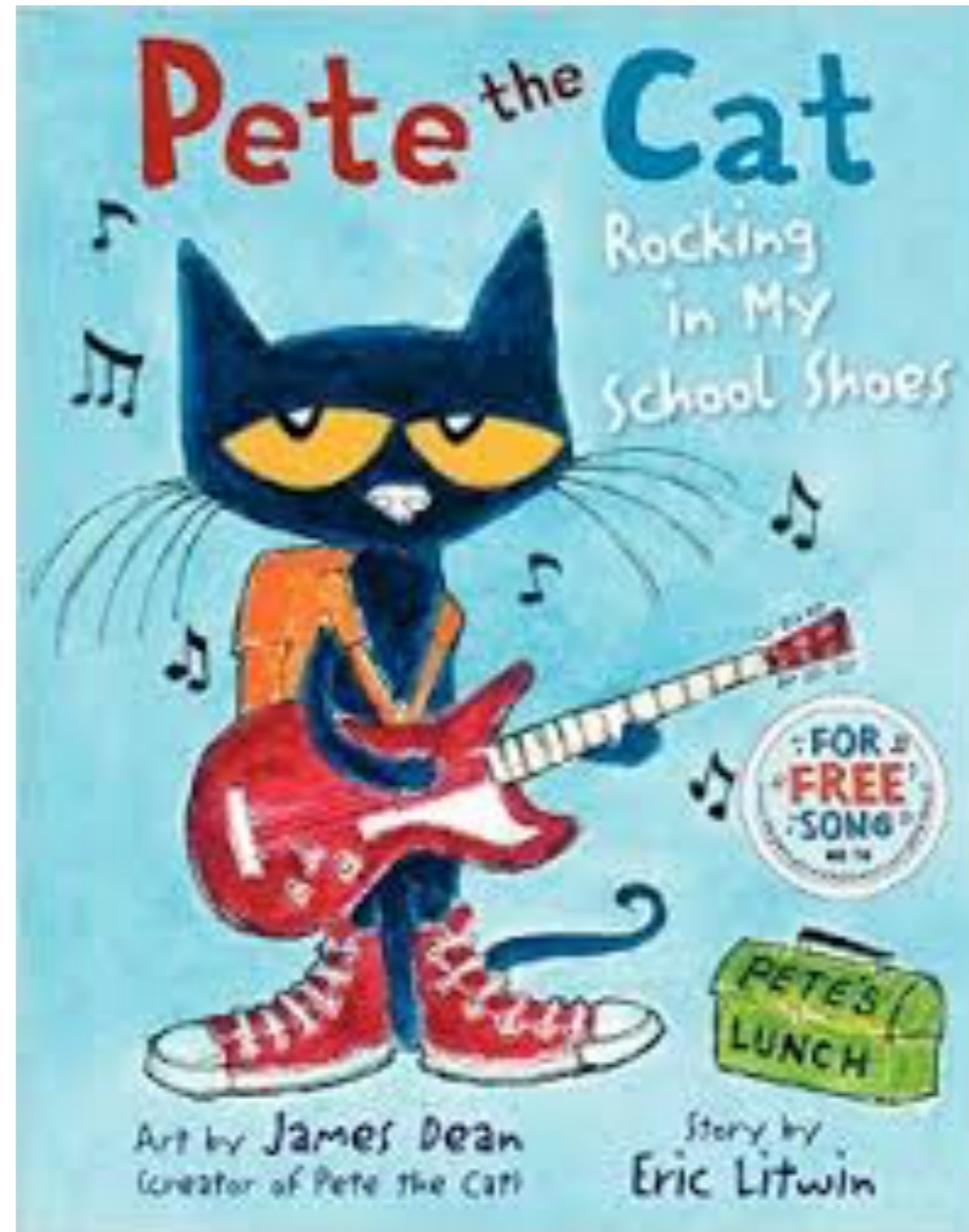
## 3. Prediction

- When we make predictions, we form ideas about the future based on what we've already know, seen or done.
- Preschool children are beginning to notice patterns, sequences, and connections that help them guess what to expect from the world around them.
- Prediction skills are important in literacy, math, science, and social development.
- It's fun, it gives children control, and helps them stay focused and engaged.

Children love to predict the words at the end of a sentence and what's coming next.

Let's read Pete the Cat Rocking in My School Shoes.





## **4. Organized Movement**

Children need to move!

**Movement can help children develop, not only motorically but emotionally and socially as well.**

**Movement is one of the most important aspects of a young child's life. Most early interactions involve movement.**

**It's fun, it gives them control, and allows them to become totally engaged and focused.**

# Organized Movement

## **Crazy Dance © Al deCant**

4 3 2 1

Dance a crazy dance all around the room

Dance a crazy dance all around, all around, all around the room

Now freeze 2 3 4

Slowly melting to the floor

4 3 2 1

Jump like a little green frog all around the room

Jump like a little green frog all around, all around, all around the room

Now freeze 2 3 4

Slowly melting to the floor

4 3 2 1

Twirl like a spinning top all around the room

Twirl like a spinning top all around, all around, all around the room

Now freeze 2 3 4

Slowly melting to the floor

4 3 2 1

Dance

Jump

Twirl like a spinning top

Dance, jump, twirl

And dance around the room

All around the room

All around the room

Now freeze 2 3 4

Crisscross applesauce on the floor

## Directional Songs can reinforce Organized Movement

The Ants Go Marching  
My Aunt Came Back  
The Button Factory

If You're Happy and You Know It  
Shake My Sillies Out  
Hokey Pokey



*Shake You're Shakers with Egg Shakers  
Knees Up Off the Ground  
Canon in D with Scarves  
Stand Up - Spin Around*

## **5. Controlled dynamics of tempo, emotion, pitch, & volume**

**Exposing young children to rhythm instruments can help to achieve the following:**

- **Increase gross and fine motor skills and helps to develop muscle tone in the hands and arms.**
- **Develop a sense of beat and rhythm**
- **Reinforce hand-eye coordination**
- **Encourage imaginative play and storytelling through sound effects**
- **Increase listening (and hence, reading) skills**
- **Reinforce and emphasize self-discipline and self-control**
- **Enhance comprehension of music notation (in its simplest form), dynamics, and musical form**
- **Develop patterning skills and learn basic mathematical concepts of sequencing, numerical order, counting forwards and backwards and addition/subtraction**
- **Develop understanding of where sound comes from and how it changes (according to instrument played)**
- **Develop a sense of teamwork and social skills such as sharing, taking turns, etc.**
- **Develop sense of cultural awareness**

## I've Got The Rhythm © Al deCant

I've got the rhythm, I've got the beat  
I've got the rhythm, I've got the beat  
I've got the rhythm, I've got the beat  
From the top of my head, Down to my feet

I can click my sticks all day long  
I can click my sticks and sing this song  
I can click click all day long  
I can click my sticks and sing this song

Chorus Cuz..

I can jump so high all day long  
I can jump so high and sing this song  
I can jump jump all day long  
I can jump so high and sing this song

Chorus Cuz..

I can fly in the air all day long  
I can fly in the air and sing this song  
I can fly fly all day long  
I can fly in the air and sing this song

Chorus Cuz..

I can run so fast all day long  
I can run so fast and sing this song  
I can run run all day long  
I can run so fast and sing this song

Chorus Cuz..

I can click my sticks all day long  
I can click my sticks and sing this song  
I can click click all day long  
I can click my sticks and sing this song

Chorus Cuz..

Drum roll





## Alouette

Traditional, adapted by Al deCant

Alouette gentille alouette,  
Alouette je te plumerai;  
I can shake them way up high, (I can shake them way up high)  
Way up high, (Way up high)  
Ahhhhh...

Alouette gentille alouette,  
Alouette je te plumerai;  
I can shake them way down low, (I can shaker them way down low)  
Way down low, (Way down low)  
Way up high, (Way up high)  
Ahhhhh...

Alouette gentille alouette,  
Alouette je te plumerai;  
I can shake them left and right, (I can shake them left and right)  
Left and right, (Left and right)  
Way down low, (Way down low)  
Way up high, (Way up high)  
Ahhhhh...

Alouette gentille alouette,  
Alouette je te plumerai;  
I can shake them on my tummy, (I can shaker them on my tummy)  
On my tummy, (On my tummy)  
Left and right, (Left and right)  
Way down low, (Way down low)  
Way up high, (Way up high)  
Ahhhhh...

Alouette gentille alouette,  
Alouette je te plumerai;  
Hey!!!

**The successful acquisition of reading and writing in early childhood depends on a solid background in oral language skills. What better way to gain knowledge and confidence in oral language than through music? Oral language is an interactive and social process, and music is a natural way for children to experience rich language in a pleasurable way.**

| <b>Literacy Skill</b>               | <b>Musical Skill</b>                        | <b>Example Song</b>     |
|-------------------------------------|---|-------------------------|
| Phoneme awareness                   | Pitch awareness                             | Apples and Bananas      |
| Discrimination of auditory elements | Discrimination of pitches and key awareness | Hickory Dickory Dock    |
| Speech signals                      | Auditory signals                            | Pop Goes the Weasel     |
| Letters, words, and sentences       | Notes                                       | Bingo                   |
| Visual focus                        | Visual focus                                | Row, Row, Row Your Boat |
| Rhyme                               | Rhyme                                       | Down by the Bay         |
| Rhythm                              | Rhythm                                      | Shoo Fly                |

# There's A Dog In School

This wonderful song by Bill Wellington is great for the new school year – or any time of year! It's a "zipper song" -- you just zip in a new animal for each verse, always ending with "There are Kids in school!", and let your child/ren sing the ABC Song by themselves. Be sure to applaud and cheer when they finish, or sing along supportively if they need help. Have fun with their choices of animals – what can you do for a bunny? Why not hop! What sound does a giraffe make? Why none – they can't, they don't have vocal chords. But they can nibble leaves from tall trees!

## **Lyrics:**

**There's a dog in school, OH NO!  
What are we going to do?  
As long as there's a dog in school  
He'll have to learn his alphabet, too!  
(sing the ABC song in dog, by woofing it!)**

## **Final Verse:**

**There are kids in school, OH NO  
What are we going to do?  
As long as there are kids in school,  
They'll have to learn their alphabet, too!  
Sing it, kids!**

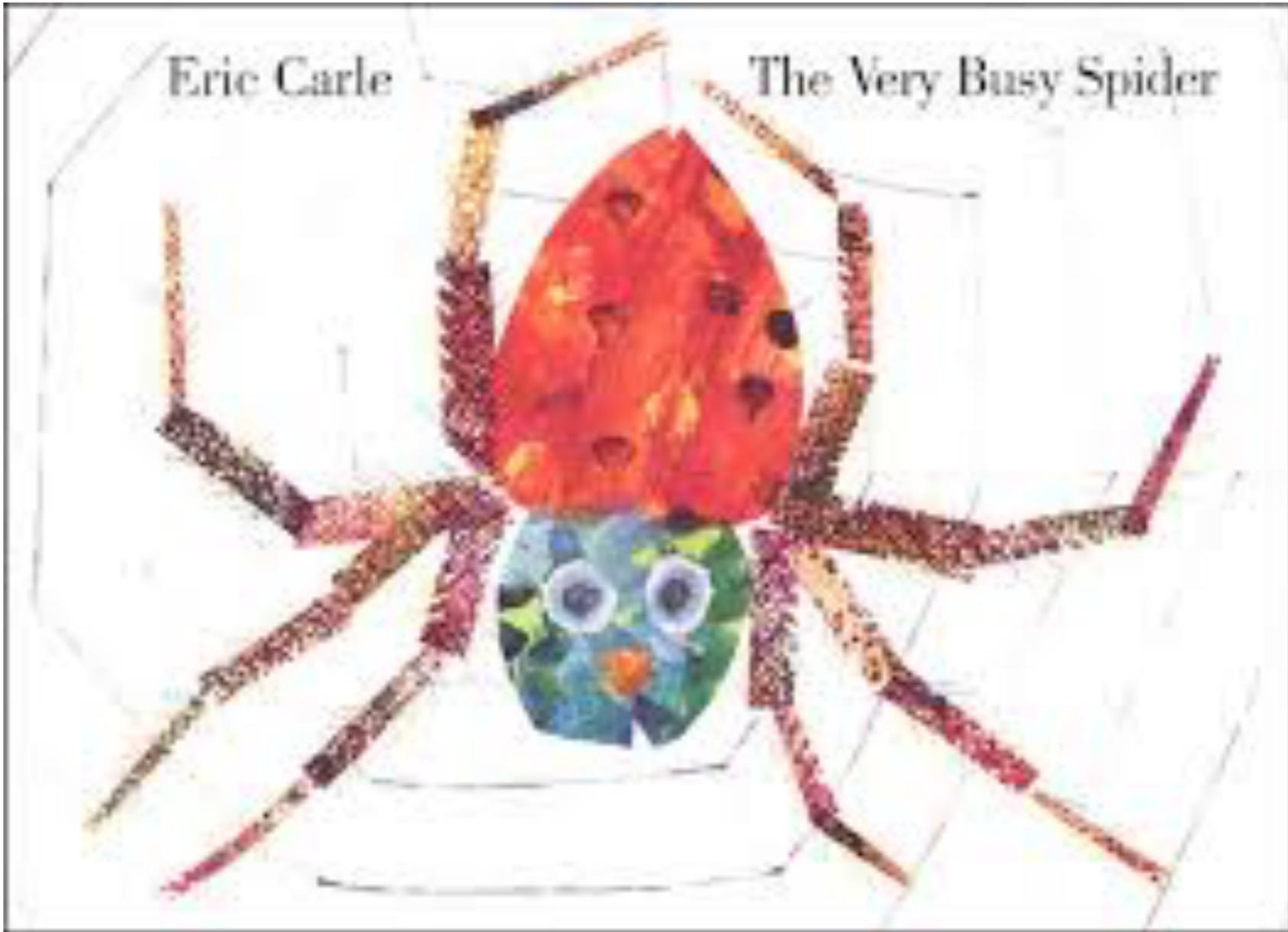
## **Movements:**

Oh NO!  
What are we going to do?  
As long as there are ....  
He'll have to learn his ....  
*put both hands to face, big eyes!*  
*hands outwards, questioningly*  
*waggle finger, kiddingly scolding*  
*hands on hips*

**This Old Man / She'll Be Coming Round the Mountain**

Eric Carle

The Very Busy Spider



# Itsy Bitsy Spider

## Lyrics:

The itsy bitsy spider went up the water spout.  
Down came the rain & washed the spider out.  
Out came the sun & dried up all the rain,  
And the itsy bitsy spider went up the spout again.

(Then, the itsy bitsy spider grew up into a big, fuzzy spider!)

The big fuzzy spider went up the water spout.  
Down came the rain & washed the spider out.  
Out came the sun & dried up all the rain,  
And the big fuzzy spider went up the spout again.

(Then, the big, fuzzy spider had a baby eentsy weentsy spider!)

The eentsy weentsy spider went up the water spout.  
Down came the rain & washed the spider out.  
Out came the sun & dried up all the rain,  
And the eentsy weentsy spider went up the spout again.

## Here are a two easy ways to develop literacy skills while singing and reading *The Itsy Bitsy Spider.*

### Comprehension

Discuss the song and what happened to the spider. You may find that many children can sing all the words and do all of the hand motions, but are unclear about what is actually going on in the song. They may not be able to picture what a water spout looks like or what it is. Show them some pictures of water spouts and talk about what they are to help them gain a clearer understanding of the song.

If you use a **felt board**, you can very easily act out the song by making a spider, a water spout, rain and the sun. Have the children practice their sequencing skills, by placing pictures representing the events in the song in the correct order.

Make a small book for each child with each line of the song written on a separate page. Then let the students illustrate the books.

### Sight Word Recognition

Choose 3-4 high frequency words from the song. **The**, **and**, **up** and **out** are all used more than once in *The Itsy Bitsy Spider*, so they are good choices, but if they are too easy you might use **went**, **down** or **again**. Write each word on an index card. Show the words to the children one at a time, reading each word and then saying the letters. Keep the words displayed all week, either on your word wall or somewhere else where they are visible to the students, so that you can use them with other sight word activities.

## Phonological focus:

*Raffi, the children's musician, has created a fun song that plays with long vowel sounds that children love:*

I like to eat eat eat apples and bananas. I like to eat eat eat apples and bananas.

I like to ate ate ate aypuls and baynaynays. I like to ate ate ate aypuls and baynaynays.

I like to eet eet eet eeples and beeneenees. I like to eet eet eet eeples and beeneenees.

I like to ote ote ote oopples and bononos. I like to ote ote ote oopples and bononos.

I like to ute ute ute uupples and bununus. I like to ute ute ute uupples and bununus.

Another **sound-changing song** can be done with “**Old MacDonald**”: Instead of singing “Ee-igh, ee-igh, oh!”, have the children manipulate the beginning sounds with different consonants. For example, if the children choose “pig” to be the animal for that verse, then they can sing, “Pee-pigh, pe-pigh, poh!” If the children choose a “sheep” for the verse, then they can sing, “She-shigh, she-shigh, shoh!” The entire song would go something like this:

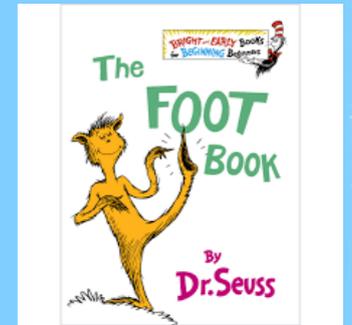
Old MacDonald had a farm Ee-eigh, ee-eigh, oh!

And on that farm he had a \_\_\_\_\_ (children's choice: goat) Gee-gigh, gee-gigh, goh!

With a Maa-maa here and a Maa-maa there, Here a Maa, there a Maa, everywhere a Maa-maa.

Old MacDonald had a goat, Gee-gigh, gee-gigh, goh!

# Children at Home

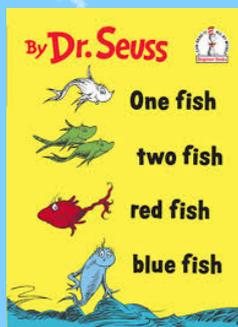


Children who are immersed in a rich language environment and have many opportunities to play with language often naturally perceive and manipulate the sounds in words.

The BEST thing you can do to build your child's phonemic awareness is to read aloud to your child — and make sure to include poetry as well as stories. Poets must have a wonderful sense of phonemic awareness because their words sound so beautiful when read aloud. They prove that sounds and rhythm contribute to the beauty of a poem as much as the words and images themselves.

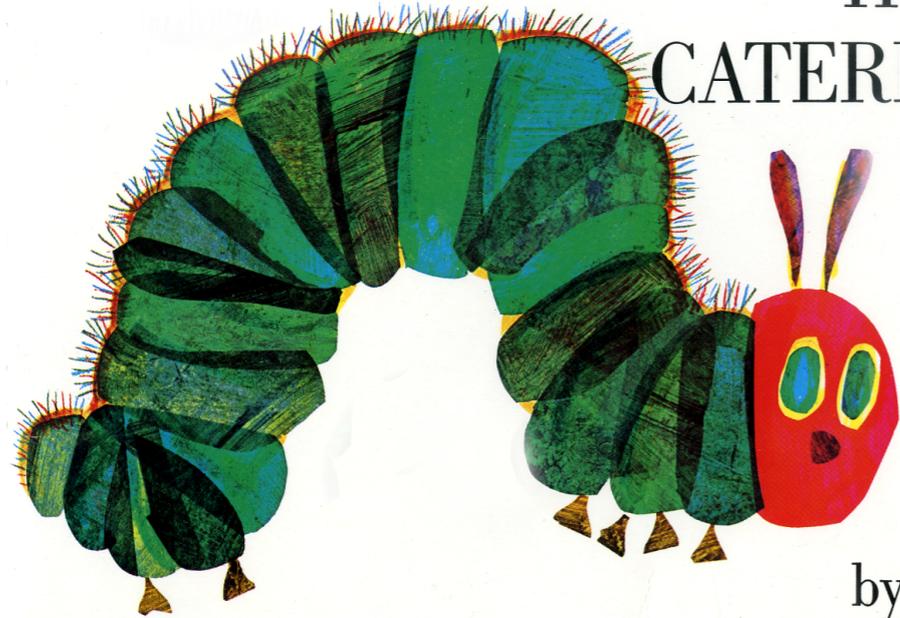
## RHYMING ACTIVITIES

Children are naturally drawn to rhyming words. Parents can incorporate rhyming activities by reading aloud books that play with language. The books they read can contain nonsense rhymes, be nursery rhymes, or familiar jingles. Dr. Seuss books are excellent resources to help children develop phonemic awareness.





THE VERY  
HUNGRY  
CATERPILLAR

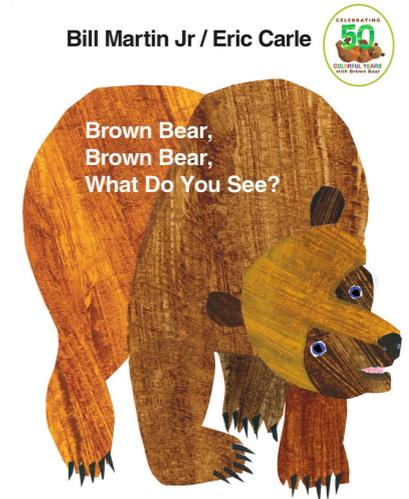


by Eric Carle

“One Hungry Caterpillar Song”

**One hungry caterpillar  
Climbing up a tree  
It's hot in the sun  
And cold in the breeze  
When I need a bite to eat  
I stop and munch upon a leaf  
Chomp chomp chomp chomp  
Then I'm on my waaaaaay**

# Brown Bear, Brown Bear, What Do You See?



Bill Martin Jr.'s *Brown Bear, Brown Bear What Do You See?* is a classic picture book that is still a favorite among preschoolers. It should be an essential book in your classroom library. Picture books with predictable text such as *Brown Bear, Brown Bear* are excellent ways to introduce your children to reading. It is also one of my favorite books to engage young readers in choral reading. This approach to reading is an effective way to increase fluency while also building confidence.

The rhythmically repetitious text and illustrations captivate even the youngest readers and can be used in numerous ways to introduce early math and literacy skills such as color identification, sorting, color words, sequencing and oral retell just to name a few.

# Brown Bear, Brown Bear, What Do You See?

**Tell the story with stick puppets.** Because this story is so simple and easy to memorize, it is a great one to act out and retell. Create some popsicle stick puppets and tell the story in a new way.

**Play Fill-in-the-Blanks.** Pause periodically as you read the story and allow your child to fill in a missing word or two. This is a great way to help pre-readers begin to understand how sentences are constructed and how rhyme works.

**Read and color.** Some kids listen better when they have something to do with their hands. Lay out some crayons and provide your class with a copy of printable Brown Bear coloring pages. As you identify each animal by color, have the children color the appropriate page with the correct color.

**Sing the story.** Each page of text in this book matches up to the first part of "Twinkle Twinkle Little Star." Change up your read-aloud style a little bit by singing each page, instead of simply speaking the words.

**Clap, tap, or shake to the rhythm of the text.** The text of this book has a great, consistent rhythm. Help your children feel the beat by encouraging them to clap their hands, tap on a drum, or shake a maraca or shaker egg as you read the text.

**Make the sounds of the animals.** Though this is one of the few animal books for toddlers that doesn't focus on animal sounds, it is still fun to add them in. (It's also funny to hear kids' interpretation of what they think a goldfish might say!)



Find printable illustrations and coloring pages and Directions at the following link:

<https://www.dltk-teach.com/books/brownbear/>

|   | <b><u>GOALS</u></b>   | <b><u>OBJECTIVES</u></b>   |
|---|---|--|
| 1 | <b>Explore Tempo</b>  | <b>a. Children recognize the difference between fast &amp; slow rhythms</b><br><b>b. Children clap to rhythms of various tempos</b>  |
| 2 | <b>Explore Dynamics</b>   | <b>a. Children recognize the difference between quiet &amp; loud volumes</b><br><b>b. Children sing at various volumes</b>   |
| 3 | <b>Explore the unique sounds of musical instruments</b>             | <b>Children recognize the timbres of commonly played instruments, including piano, guitar &amp; drums</b>  |
| 4 | <b>Explore different genres of music</b>                            | <b>a. Children will listen to music of various cultures and styles</b><br><b>b. Children will sing music from various cultures and styles</b>  |
| 5 | <b>Move expressively to various qualities of music</b>              | <b>Children will move expressively to music</b>  |
| 6 | <b>Sing expressively</b>  | <b>Children will convey various emotions while singing</b>   |
| 7 | <b>Children develop fine &amp; gross motor skills through music</b> | <b>a. Children will move their hands &amp; fingers in specific patterns to music (fine)</b><br><b>b. Children will move their whole bodies in specific patterns to music (gross)</b> |
| 8 | <b>Explore Pitch</b>  | <b>Children will sing various notes and melodies</b>   |
| 9 | <b>Explore Rhythm</b>   | <b>Children will keep various rhythms with their voices, bodies &amp; hand instruments</b>   |

## Skin a Ma Rink (All Day)

Skinnamarinkydinkydink

Skinnamarinkydo

I love you

Skinnamarinkydinkydink

Skinnamarinkydo

I love you

I love you in the morning, And in the afternoon.

Now, it's time to go home, But I'll see you soon.

Oh, skinnamarinkydinkydink,

Skinnamarinky do.

I love you

I love you

I love you