

PRE-K Standards Mobile Lab School
Music and Movement – Classroom Workshop

Supplies Needed:

- **Large Group:** Lizard's Song, Author George Shannon, Illustrated by Jose Aruego & Ariane Dewey, CD with 'Listen and Move' song by Greg & Steve, 25 different musical instruments, and 25 pieces of felt, fabric or rectangle laminated colored paper
- **Art:**
 - Drum:** Empty tape rolls, plastic bags, wax paper or fabric, rubber bands or string, white and colored construction paper, tape, stickers, markers, sticks, or unsharpened pencils
 - Maracas:** Paper plates, toilet paper rolls, empty pill bottles, small rocks, beans, stapler, stickers, crayons, colored tape, pre-cut crepe paper, yarn, and glue sticks
- **Sensory Bin:** Different sizes of jingle bells and different sized cups
- **Math:** A variety of homemade drums- each with different shapes taped to the tops, pattern cards with these shapes representing different sequences, pencils with erasers used for drum sticks
- **Library:** A variety of sing along books and posters of songs
- **Technology:** Laptop, 3 different music videos from the internet that support music and movement

Areas of Interest

Large Group: Music and Movement

Materials Needed:

Story: Lizard's Song, Author George Shannon, Illustrated by Jose Aruego & Ariane Dewey

Song: CD with 'Listen and Move' song by Greg & Steve,

Activity: 25 different musical instruments, 25 pieces of felt, fabric or rectangle laminated colored paper.

Story:

Read the Lizard's Song Book

Educational Opportunities

This story is about a song that a lizard sings about his home, a rock. Reading this book will **combine music with language** for the children. After reading the story, refer to the last page in the book which has a picture of each of the characters singing their own version of the song. Ask the children how each animal would sound singing his own song about his home. Use a **variety of sounds** with your **voice** for each animal and their song.

Content Standards: 1.0: **Music and Movement** – Singing; 8.0: **Music and Movement** - Application to Life

Indicators:

MM 1.PK.1 Make a variety of sounds with their voices.

MM 8.PK.2 Demonstrate math and language age skills while participating in music.

Large Group: Music and Movement

Song: 'Listen and Move' by Greg and Steve, We All Get Together Vol. #1

Instrumental with spoken cues - children do as the spoken cues indicate:

1st Rhythm - Walk

2nd Rhythm - Gallop

3rd Rhythm - Tiptoe

4th Rhythm - Run

5th Rhythm - Skate

6th Rhythm – Hop

Educational Opportunities

In this **musical activity**, the children will **move in a variety of ways** and move differently with **the change in tempo**. They will develop listening skills which is a component of **language**.

Content Standards: 1.0: Music and Movement – Singing; 8.0: Music and Movement - Application to Life; 10.0: Music and Movement - Cross-curricular **Indicators:**

MM 1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.

MM 8.PK.2 Demonstrate math and language skills while participating in music.

MM 10.PK.1a Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).

MM 10.PK.1c Respond to changes in tempo.

Large Group: Music and Movement

Activity- Magic Carpets:

Have children sit in a circle. Have one child help pass out magic carpets (felt, paper, or fabric cut into a rectangle shape) to each student. Model for them how to sit crisscross with the magic carpet on the floor in front of them. Before passing out an instrument to each child, explain that they are to keep their instrument quiet and place them on top of their magic carpet. Show the children what this looks like. Explain that when they hear you say **FLY**, they can play their instrument. When they hear you say **MAGIC CARPET**, they stop playing their instrument and put it quietly on top of their magic carpets. Be sure to model with your own magic carpet and instrument.

Educational Opportunities

A few times during this large **group musical activity** have the children pass their instrument to the person next to them; this will give them the opportunity to **play a variety of instruments**. Model different **patterns** with the instruments such as: **2 times fast**, or **3 times loud**. **Accompany simple music** with the instruments so the children can play along with the music.

Content Standards: 1.0: **Music and Movement** – Singing; 2.0: **Music and Movement** - Playing Instruments; 6.0: **Music and Movement** – Listening,
Indicators:

MM 1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.

MM 2.PK.1 Play and identify a variety of musical instruments.

MM 6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.

Art: Making Musical Instruments

Materials Needed:

Drum: Empty tape rolls, plastic bags, wax paper or fabric, rubber bands or string, white and colored construction paper, tape, stickers, markers, sticks, or unsharpened pencils

Maracas: Paper plates, toilet paper rolls, empty pill bottles, small rocks, beans, stapler, stickers, crayons, colored tape, pre-cut crepe paper, yarn, and glue sticks

Educational Opportunities

The materials will be provided for the children to make **a variety of musical instruments** such as a drum and maraca. They will identify these **instruments** at the end of the session.

Content Standards: 2.0: **M**usic and **M**ovement - Playing Instruments

Indicators:

MM 2.PK.1 Play and identify a variety of musical instruments.

Sensory: Bells

Materials Needed:

Different sizes of jingle bells and different sized cups.

Educational Opportunities

Put different size bells in the sensory bin as well as cups and bowls. Examples of ways to **demonstrate math skills** while the children explore and play these instruments are: have them count how many bells are in each cup/bowl, sort them by size or sound based on the different sizes. Encourage the children to **identify simple elements of the music** that the bells make while playing **fast and slow or loud or soft**. While participating in these different **musical activities** with the bells, the children will have the opportunity to **demonstrate language skills** while discussing and expressing their findings.

Content Standards: 1.0: **Music and Movement** – Singing; 6.0: **Music and Movement** – Listening; 8.0: **Music and Movement** - Application to Life

Indicators:

MM 1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.

MM 2.PK.1 Play and identify a variety of musical instruments.

MM 6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.

MM 8.PK.2 Demonstrate math and language skills while participating in music.

Math: Drumming Patterns

Materials Needed:

A variety of homemade drums- each with different shapes taped to the tops, pattern cards with these shapes representing different sequences, pencils with erasers used for drum sticks

Educational Opportunities

In this center there are homemade drums- each with a picture of different shapes, a circle, triangle, and square. There are also **pattern** cards with these shapes. The children will follow the **pattern** on the card while playing the drum. This is a musical activity that allows the child to play a **musical instrument** while **demonstrating math skills**, and **simple elements of music**.

Content Standards: 1 .0: **Music and Movement** – Singing; 2.0: **Music and Movement** - Playing Instruments; 3.0: **Music and Movement** – Improvisation; 6.0: **Music and Movement** – Listening; 8.0: **Music and Movement** - Application to Life

Indicators:

MM 1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.

MM 2.PK.1 Play and identify a variety of musical instruments.

MM 3.PK.1 Improvise simple songs and rhythmic patterns using voice, body or instrument.

MM 6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.

MM 8.PK.2 Demonstrate math and language skills while participating in music.

Library: Musical Stories and Posters

Materials Needed:

A variety of sing along books and posters of songs.

Educational Opportunities

Sing Along Books and posters with pictures and words from different songs will be provided for the children to look at. The children will be encouraged to look at/read these books and posters that have **simple songs** that they may **recognize**. Some of the Sing Along Books have **changed the words** from the original songs lyrics. Having these types of books and posters available will allow them to **demonstrate language skills while participating in music**.

Content Standard: 1.0: Music and Movement – Singing; 3.0: Music and Movement Improvisation; 8.0: Music and Movement - Application to Life

Indicator:

MM 1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.

MM 3.PK.3 Take familiar songs and change the words, feelings, sound of voice or dynamics.

MM 8.PK.2 Demonstrate math and language skills while participating in music.

Technology: Music/Movement Video

Materials Needed:

Laptop, 3 different music videos from the internet that support music and movement.

Use a computer/laptop, DVD player and TV, smart board or iPad with internet connection to show these videos to the students. If you do not have an internet connection then you can download the videos to your device. These three videos provide just a small sample of different types of videos that can be used with young children to support young children's learning with music and movement.

Educational Opportunities

While the children are **participating** with the **music** and **movement** videos they will have the opportunity to **demonstrate both language and math skills**. The children will **move in a variety of ways** to the **music to reinforce physical development basic movements**. They will have the chance to **select** which **musical activity** they will like to participate in.

Content Standards: 1.0: **Music and Movement** – Singing; 8.0: **Music and Movement** - Application to Life; 10.0: **Music and Movement** - Cross-curricular **Indicators:**

MM 1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.

MM 8.PK.2 Demonstrate math and language skills while participating in music.

MM 10.PK.1a Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).