



## ***THEY CAN ALL SING:***

Developing That  
Beautiful Primary Head  
Voice

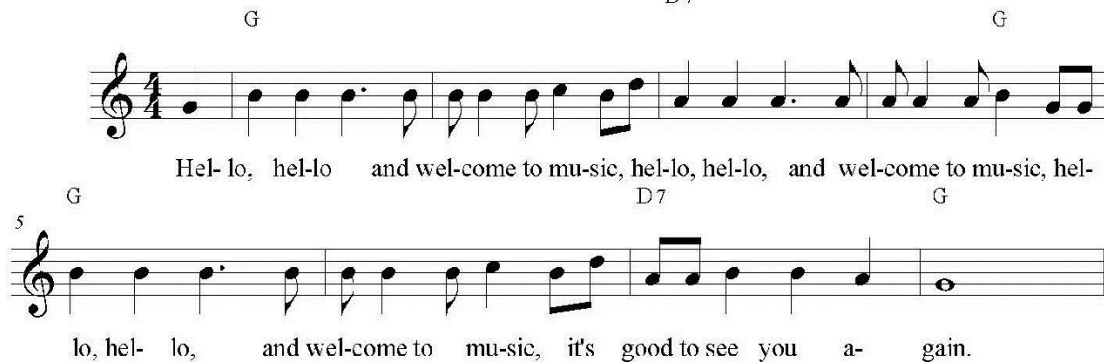
Presented by Karen Stafford  
Florida Music Educators Association  
January 10, 2019, 4:15 pm  
Tampa Conference Center  
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**Presentation will be selected from the following, not necessarily in order:**

## Hello, Hello

### Welcome Song

Karen Stafford



Hel-lo, hel-lo and wel-come to mu-sic, hel-lo, hel-lo, and wel-come to mu-sic, hel-lo, hel-lo, and wel-come to mu-sic, it's good to see you a-gain.

I see \_\_\_\_\_, and I see \_\_\_\_\_

I see \_\_\_\_\_, and I see \_\_\_\_\_

I see \_\_\_\_\_, and I see \_\_\_\_\_

And I see \_\_\_\_\_, too.

(Repeat as needed and change last line to "It's good to see you again".

On the first day I meet a class, I sing "I'm very glad to meet you".

Select random students and sing "Yoohoo (child's name)". They should sing "Yoohoo (your name)" back.

(Expanded lessons soon available from updated TPT store)

## Puppets, Props, and Pretty Little Things

Using puppets and other props is a great way for students to forget about being shy and get them involved.

\*The Adventures of Toby-Doo Music-responding to puppet for communication

\*Yodeling goat-to yodel or not to yodel?

\*Sing-a-Ma-Jigs

\*Hoberman sphere

\*Sound tubes-students get a fun adventure out of really listening to themselves

\*Mozart the Marvelous Mouth Magician-visual for head voice and story about empathy

## There's a Dinosaur in the Music Room!

Use of sound stories with visuals increases engagement. Packet available free upon request. Just send me an email.

### Movement

Spotify Link:

<https://open.spotify.com/user/1210945757/playlist/3U1dDTopkHYvuDouxIV4t3?si=55L5CabQRn25bZgZP1kw0Q>

A. Parachute Activity: *The Killavil Jig* by P.J. Hayes, Martin Hayes

Use to introduce music of Irish culture AND to add some “Whoos” into the music, following the parachute. It’s fun if you include a stuffed leprechaun or green Beanie on the parachute.

1. 15 counts: washing machine move side to side with parachute. On count 16, parachute pops up and everyone says “Whooo!” Repeat all Step One.
2. Skip with parachute counterclockwise 15 counts. Stop and repeat “Whoo” segment. Repeat, going clockwise.
3. Repeat all of Part One.
4. Repeat all of Part Two.
5. Pop the parachute up and down for 15 counts, trying to keep the toy on, and say “Whoo” on 16. Repeat.
6. For 32 counts, play color switch (i.e., greens and yellows, etc).
7. Repeat number 2
8. Hop for 15 counts, pop up parachute on 16 and say “Whoo”. Repeat and let go of the parachute.

B. Slide Whistle Movement Activity: Music: *Knight Bus* from **Harry Potter and the Prisoner of Azkaban**

Students move freely around the room in self-space, following the style of this rather abstract music. When the teacher plays the slide whistle on the higher pitches of the recording, students say “Toot, toot!” in a head voice. Start the slide whistle at the lower range so the student voices will imitate the ascent.

### Using Literature

A. **Mr. Willowby's Christmas Tree** by Robert Barry

1. As the tree gets smaller and smaller, sing “O Christmas Tree” in higher and higher pitch range.
2. Say “Oh rats” when decision is made to cut tree, and “whoosh” when tree is tossed.

B. **Wonky Donkey** by Craig Smith.

1. Use donkey clip art on a stick whenever you want the students to say “Hee Haw”. K's  
First grade-Display Power Point with the words in Word Art to display expected tone and timbre. Incorporate this story to prepare or practice ta and ti-ti.  
The song and chord symbols can be found here:

<https://youtu.be/SDeQT9zCvi4>

[https://tabs.ultimate-guitar.com/tab/craig\\_smith/the\\_wonky\\_donkey\\_chords\\_954492](https://tabs.ultimate-guitar.com/tab/craig_smith/the_wonky_donkey_chords_954492)

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## **Combination of Resources: *The Squiggle* by Carole Lexa Schaefer**

1. After reading the story, display a Power Point showing similar squiggle patterns, instructing the kids to follow with their voices.
2. Use yarn for the kids to work in groups, guiding their partners to follow patterns made with the yarn for their voices.
3. Using long rope, heavy string, or yarn, shape the tool in various contour patterns the kids can follow with their feet while vocalizing.

To see some of my kids in action with these activities, you can check these sources:

[https://www.youtube.com/channel/UCBQy5oyBLLZpJU1iVn2hmJg?view\\_as=subscriber](https://www.youtube.com/channel/UCBQy5oyBLLZpJU1iVn2hmJg?view_as=subscriber)

<http://www.twitter.com/southpointmusic>