

Movement IS FUNdamental!

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FMEA, Tampa FL, January 2020

Movement is fundamental to music skill development. Include multiple types of movement in each teaching session:

- Asynchronous (non-synchronized) movement** (can be random or purposeful)
- Rhythmic movement** (taps into children’s natural movement)
- Beat and meter movement** (macrobeat; microbeat; “here and there”)
- Phrase movement** (helps children feel the hyperbeat and develop music artistry)
- Continuous flow movement** (prompts students to feel the space between the beats)

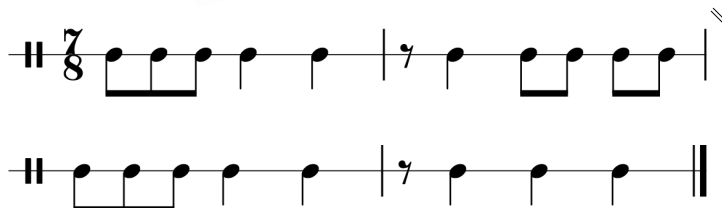
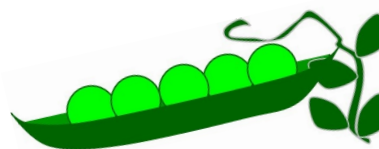
Asynchronous (uncoordinated) movement

Five Little Peas

Five little peas (make a fist with thumb tucked in),
in a pea pod pressed.

One grew (hold up one finger),
Two grew (hold up two fingers),
And so did all the rest (hold up five fingers).

They grew (hands in front, palms together),
And they grew (pull hands apart),
And they did not stop (hands wide apart).
Until one day they all went—POP!
(clap hands)



Randomly move to the teacher’s spoken rhythm pattern. Repeat, with “Four little peas . . .”, etc.

Flight of the Bumblebee



Children move a “bee” or their bodies to recorded music.

Rhythmic movement

Miss Mary Mack

Miss Mary Mack, Mack, Mack,
 All dressed in black, black, black,
 With silver buttons, buttons, buttons,
 All down her back, back, back.
 She asked her mother, mother, mother,
 For fifty cents, cents, cents,
 To see the elephant, elephant, elephant.
 Jump over the fence, fence, fence.
 He jumped so high, high, high,
 He reached the sky, sky, sky,
 And he never came back, back, back,
 'Till the end of July, 'ly, 'ly.

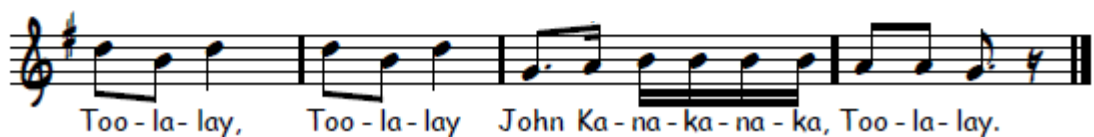
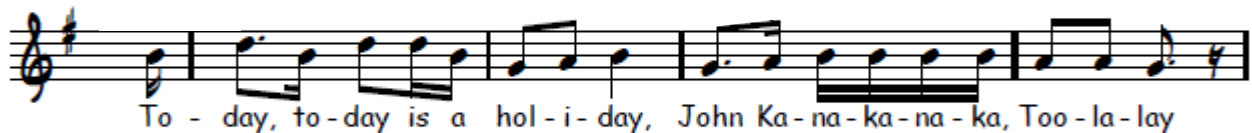
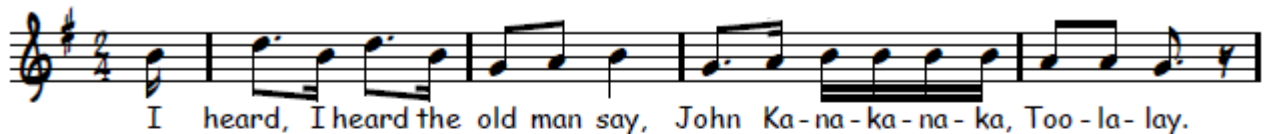


PreK , K, 1:

1. Pat floor or clap own hands on Mack, Mack, Mack, etc.
2. Partners face each other and “high five” each other’s hands on Mack, Mack, Mack, etc.

Higher grades can engage in more complex hand movements. See <https://www.youtube.com/watch?v=f9NoUQcFzE> for an example.

John Kanaka



Formation: Standing Circle. Students face each other in pairs. One partner faces clockwise, the other partner faces counterclockwise.

John = stamp foot

Kanakanaka = pat rhythm (alternating hands) on legs

Too-la-lay = clap on each syllable for “Too-la” then “high five” partner on “lay.”

Last phrase = partners take hands and travel a half circle, let go hands and then do a jump-turn 180-degrees to face the person behind them. This person is the new partner.

Beat Movement



Old MacDonald (Grassmaster - *Best 'uv Grass*)

Macrobeat and microbeat movement

m: pat legs

m: "here and there" - 2 beats on each side

M: feed chickens

m: milk a cow alternating hands

M: pitch hay

m: ride tractor



Additional activities are
available at:
www.do-re-mi-kids.com

Stretchy Band

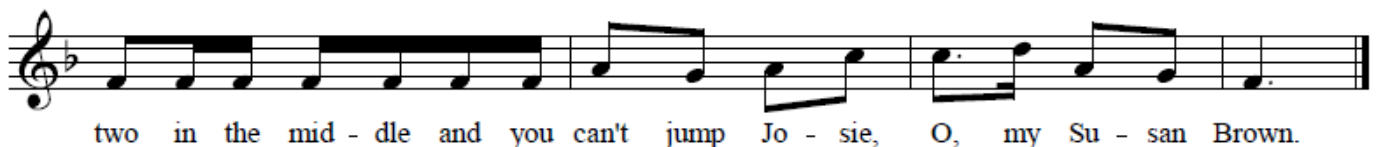
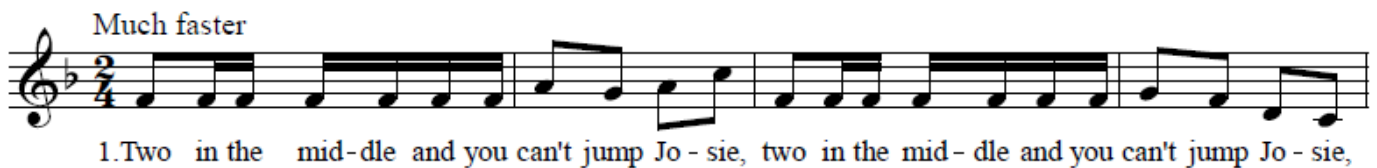
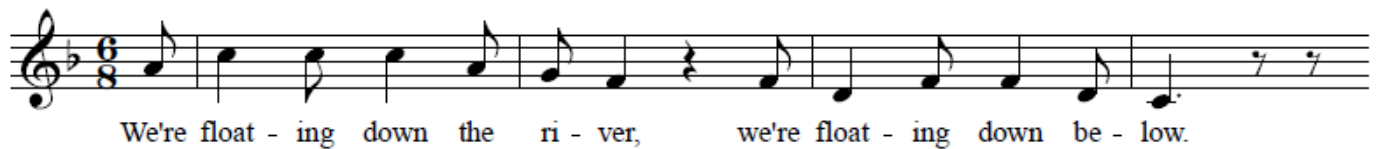
Song without words from *Music Play*. GIA Publications.

Bounce lightly to the beat. Reinforce "sol-do" after each repetition.

Mixed meter

Look for songs with contrasting meters that you can link together.

Example: *Floating Down the River on the Ohio* and *Jump Josie*.



*Sometimes sung as "One in the middle" (additive going to two, three, etc.) and sometimes ending with "Hello Susan Brown-ie-o."



Lions

Before distributing the lions to the children, model this activity yourself!

1. Place the lion face down in the open palm of your non-dominant hand. He is "sleeping."
2. Start the recording.
3. During the opening, grasp the "handle" with your dominant hand (or mirror this for the children) and gradually raise the lion up until the end of the stick is perpendicular to the palm of your non-dominant hand. The lion is waking up.
4. Once the theme of the music begins, bounce the lion up and down to the beat on the palm of your hand. He is looking for his breakfast.
5. Each time you hear the music represent the lion roaring, raise the lion high in the air and then bring him back down to your palm. Follow the contour of the music.

Children love this activity and quickly learn when each "roar" is about to be heard.

Chop! Chop! Chippity Chop!

$\begin{matrix} 6 \\ 8 \end{matrix}$							
Chop!	Chop!	Chip pi -ty chop!	Cut off the bot-tom	and	cut off the top!		
	What we have left	we'll put in the pot.	Chop!	Chop!	Chip - pi -ty chop!		

- Extend left arm forward with elbow bent, palm up.
- Rest right hand (in a karate chop position) on left palm
- Chop! Chop! Chippity chop! (make chopping motion on palm)
- Cut off the bottom (make chopping motion near elbow)
- Cut off the top (make chopping motion on palm)
- What we have left (place hands on floor on either side of the body, palms facing up)
- We'll put in the pot (rotate arms - as if making an overhead throwing motion—towards front of body and touch floor, palms down).
- Chop! Chop! Chippity chop! (return hands to starting position and make chopping motion on left palm.)

1. Students can choose soup ingredients. (Include vocal exploration while “picking” the ingredients.)
2. Students perform beat motions while reciting the chant.
3. Students stir the soup using flow motion.
4. Students taste the soup.

Sing on “doo.”

Soup Music



Miss White (Grade 2 and up)



Miss White Body Percussion



Both the *Miss White* chant and the body percussion can be performed as a canon.

Phrase Movement

Miss Monahan's Wedding (East Rochester High School Celtic Music Society - *Color Blind* available by contacting blackrosetrad@gmail.com)

Formation: Standing circle; hold hands

Circle to the right 16 counts

Circle to the left 16 counts

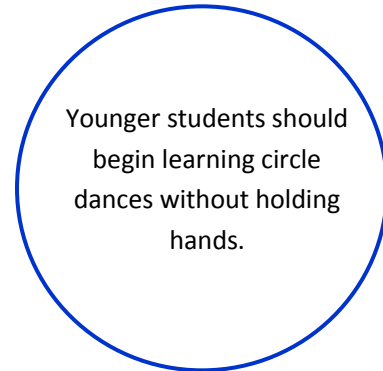
All towards the center 8 counts

All back 8 counts

All towards the center 8 counts

All back 8 counts

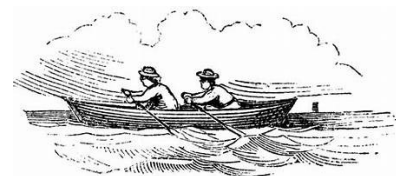
Repeat as needed



The Boatmen

Oh, the boat-men dance, the boat-men sing. The
boat-men up to ev'-ry-thing. And when the boat-men
get to shore, They spend their cash and work for more.

1. Pretend to row to the macrobeat.
2. Students can also partner up, sit with feet flat on the floor facing each other, join hands and rock back and forth.



My Bonnie Lies Over the Ocean

Formation: seated

This song is in triple meter. Combining two movements really drives home the “feel” of this meter.

During the verse, pat three times on alternating sides to illustrate the meter. During the chorus, make “windmills.” Extend one hand up and touch the floor with the other. Lean from side to side alternating arm extended and arm down every three beats.

Gymnopédie No. 1 (Satie)

Movements are available on the *Move It DVD* by John Feierabend and Peggy Lyman.



Take me Out to the Ball Game

Students toss a scarf to a partner using an underhand pitch throw.

Continuous Flow Motion

Animal Rides

1. Model flow motion by giving a bean bag or a bean bag animal a “ride.”
2. Pass out bean bags or animals to students.
3. Students engage in flow motion by giving bean bags or animals a “ride” on various body parts.



Painting

Waltz in Ab by Johannes Brahms

Choreography from Peggy Lyman and John Feierabend’s *Move It!*



Under the Sea

Aquarium by Camille St. Saens

Finding Nemo Theme by Thomas Newman



Step 1: Students practice moving like sea anemones. They are scattered around the room, feet are planted and they move and sway at varying vertical levels.

Step 2: Assign students the part of sea anemone or fish. Sea anemones move with feet planted. Fish swim through the anemones using locomotor movement. At the sound of the finger cymbals, students trade roles.