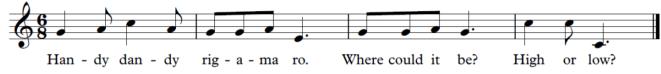
Getting Serious About Play

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Handy Dandy

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- Variations:
 - High & Low spoken singsong voices
 - High = Sol, Low = Do
 - \circ High = High Do, Low = Low Do
- While singing song, secretly put a small item in one hand. At the end of the song put one hand high and one low (note: they are both showing a Curwen 'do').
- Teacher's note: after years of teaching High and Low with Sol-Mi and Sol-Do, I have found that I like the option of using an octave range. The large leap allows students to identify how their voice feels different in the higher and lower range. Though my ultimate goal is for students to be able to match the pitches, I first want them to understand the sensation of singing higher and lower notes.

Indian Taffeta Dice Public Domain



 Sing the song on neutral syllables such as 'la' and demonstrate dice dropping & organizing on the heartbeat mat. There are different sets for different abilities. Below is an example of some of the different sets.



- Pass the dice and the heartbeat mat around the circle.
- You can differentiate for abilities by passing different dice. If you know that a student is proficient with sixteenth notes, give him/her the appropriate dice!
- Information about dice can be found at the end of these notes

Adventure

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Books that would go well with this song:

- Beryl's Box by Lisa Taylor
- The Greatest Adventure by Tony Piedra

Process:

- Teach the song and all the parts individually
- Have children suggest where they would go on their adventure
- Transfer the adventure destinations to patterns on the instruments to create little melodies. I suggest either setting the instrument up in C pentatonic or if the F# is available, I also like to set it up with F#s and remove A's & B to have students improvise their adventure destinations with the five tones CDEF#G

"I have, who has?"

- This game can be used for any concept you want to teach. You make a set (or buy one off TpT) or however many cards you need for your class
- Each student has a card and says "I have (whatever), who has (whatever)" which leads to another student's cards
- If you have more cards than students, you can have high achievers be responsible for two cards. If you have fewer you could have kids work on teams

Play or Sashay (non-touching versions)

Shenanigans album Dance Music for Children Level 1

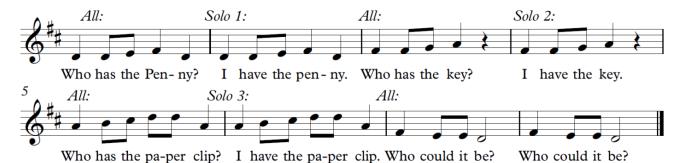
Troika – Keep a Steady beat on the sleighbells and play the instrument with correct technique Kryzachok – Tapping Rhythms with rhythm sticks: Using rhythm cards or building blocks, have the students read the rhythm with the sticks (repeat rhythm)

- Two seat version:
 - Long ways set (two long lines facing each other) with two chairs at the end
 - Students in the seats get to play the instrument (great time to assess for beat keeping!)
 - Students sashay down the alley holding mallets instead of hands, meanwhile, two next students fill in the two seats
 - Once the students sashay to the end of the set, they hand the mallets up their row. Students in the chairs sashay down again when the mallets get to them
 - \circ $\;$ Set up the class in two long lines with three chairs at the end
- Three seat version
 - o 3 Chairs it helps if the one in the middle is different
 - Middle chair kid reads rhythms with rhythm sticks
 - \circ $\;$ Student turns to one side and invites that person to sashay using the sticks
 - Middle seat student arranges rhythm for reading using a second set of sticks. Meanwhile the first sticks are getting passed just like in the two-seat version
 - When the sticks arrive, student turns to one side and takes that person down the alley. Person remaining moves to the middle seat and the ends fill up from the two lines
 - Remaining student moves to the middle, end of lines fill in seats

Solo Singing Games

The absolute best way for a child to hear his/her own voice is alone. I find that games are the best way to approach solo singing and provide an excellent opportunity for assessment. Here are a few I use:

Who Has The Penny?



Echo, Echo

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Yo Ho, I Pull the Anchor

This is a favorite! Music can be found in the book "One, Two, Three, Echo Me" by Loretta Mitchell or you can simply find it by searching google.

Resources & Notes:

Dice:

- Order wood blocks from amazon (or other sources) and either write on them or decoupage notes: <u>https://www.amazon.com/Wooden-Unfinished-Rounded-Corners-Pro-</u> <u>jects/dp/B08MX5CR6B/ref=sr 1 5?crid=1TMS9X6OU9WNI&key-</u> words=wooden+dice&qid=1640636743&sprefix=wooden+dice%2Caps%2C87&sr=8-5 <u>https://www.amazon.com/Wooden-Cubes-Arts-Crafts-Unfin-</u> <u>ished/dp/B073HJB42K/ref=sr 1 9?crid=1DQYWC917A1EU&keywords=1+inch+wood+cu-bes&qid=1640636799&s=arts-crafts&sprefix=1+inch+wood+cubes%2Carts-crafts%2C74&sr=1-9

 </u>
- Get dry erase dice from dollar store
- Use other rhythm resources available for purchase (tiles, etc)



Deb Navin teaches General Music and Choir at Greenfield and Beverly Elementary Schools in Beverly Hills, Michigan. She has degrees from The Crane School of Music and Temple University. Deb has trained in Orff-Schulwerk, Music Learning Theory and World Music Drumming. She has taught General Music, Choir, and Band in public and private schools in Massachusetts, Pennsylvania, and Michigan.

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