


MY YEAR IN SONG

A large, empty rectangular box with a thin black border, intended for a student to write their 'My Year in Song'.

From the Music Library of Mrs. Repasky

Dear Parents,

It has been a wonderful experience sharing music with your children this year. It is amazing to watch them grow in both maturity and ability. This year, students have learned to identify and use whispering, speaking, calling, and singing voices. They can identify and perform opposites in music like fast/slow, high/low, and loud/soft. They can sing, move to and play various instruments to a steady beat. They are practicing the difference between beat and the rhythm (the way the words go). They are even beginning basic music reading by following beat and rhythm icons while they perform.

Students are all progressing in their vocal development at different levels. Some students can move their voices high and low, some can echo after me using an in tune singing voice, and most can sing a song alone or with their peers using a beautiful singing voice. I am so impressed at how they are becoming real musicians as they work alone and with others.

Kindergarten lays a foundation of learning in every subject area, not just music. I believe that music can be a way to help students practice key skills in any subject, especially reading. That is why I have put together this packet for you and your child. It is a compilation of songs that demonstrate not only the musical skills we have been working on this year, but will also help students get extra practice in reading fluency. This book does not contain every song we have worked on this year. For this book, I chose songs that were good representations of various music skills, that could also aid in different areas of literacy.

I hope you will enjoy reading this book aloud with your child. To gain fluency in reading students need to hear good models; take turns reading some of the songs like they are a poem. Allow your child to sing the songs to you, teach you how to the play game, or do the activity associated with each song. I hope this book is something that you and your child will use and enjoy together.

Kindergarten: I Can Statements

By the completion of Kindergarten music students will be able to say ...

Understanding

- I can tell when music is the same or different.
- I can hear when music is fast or slow.
- I can hear when music is loud or soft.
- I can hear when music is high or low.
- I can talk about the music I hear using the words fast, slow, loud, soft, high & low.
- I can hear when sounds are long or short.
- I can hear the difference between speaking, singing, calling, & whispering voice.
- I can tell the difference between beat and rhythm
- I can make a drawing of how music makes me feel

Vocal Development

- I can use a whispering, speaking, singing and calling voice.
- I can move my voice up and down.
- I can use a light singing voice

Performance

- I can perform music that is fast or slow.
- I can perform music that is loud or soft.
- I can perform music that is high or low.
- I can move to a steady beat.
- I can play instruments to a steady beat.
- I can tap pictures to the steady beat.
- I can tap or play the word rhythm of songs and chants I know.
- I can keep a steady beat while singing.

Behavior

- I can demonstrate classroom procedures
- I can move safely throughout the room
- I can be respectful to others
- I can participate in all activities to the best of my ability

Vocabulary

Fast, Slow, Loud, Soft, Pitch, High, Low, Beat, Rhythm

Experiences:

- Sing, listen and move to music from various historical periods, composers, and cultures.
- Sing, listen and move to different styles of music like march and lullaby.
- Be a good audience member for live and recorded music.
- Use technology to create and experience music.
- Experiment with a variety of instrument sounds and timbres.
- Create a visual representation of sound
- Observe connections between music and other subjects

The More We Get Together

INSERT CLASS PICTURE

The more we get together, together, together,
The more we get together the happier we'll be.
'Cause your friends are my friends,
And my friends are your friends.
The more we get together the happier we'll be.

You Gotta Sing

Time to improvise...

On the third verse you get to decide what to do. If you need ideas look at the table at the bottom of the page.

You gotta **sing** when the spirit says **sing**.

You gotta **sing** when the spirit says **sing**.

When the spirit says **sing** you gotta sing right along,

You gotta **sing** when the spirit says **sing**.

You gotta **clap** when the spirit says **clap**.

You gotta **clap** when the spirit says **clap**.

When the spirit says **clap** you gotta sing right along,

You gotta **clap** when the spirit says **clap**.

You gotta _____ when the spirit says _____.

You gotta _____ when the spirit says _____.

When the spirit says _____ you gotta sing right along,

You gotta _____ when the spirit says _____.

hum	bounce	sway	dance
twist	stomp	whistle	spin

The Littlest Worm

Echo singing is one of the best ways to strengthen a tuneful singing voice. Take turns being the leader and the echo, everyone sings the last sentence together. Because the last sentence is a combination of all of the echo phrases this is also a great example of retelling or summarizing.

The littlest worm,
I ever saw,
Was stuck inside,
My soda straw,
The littlest worm I ever saw, was stuck inside my soda straw.

He said to me
"Don't Take a Sip"
"For if you do"
"You'll surely flip"
He said to me "Don't take a sip, for if you do don't take a sip".

I took a sip
And he went down,
All through my pipes
He surely drowned.
I took a sip and he went down, all through my pipes he surely drowned.

That is the end
There aint no more
So don't come knock'
in at my door
That is the end there ain't no more so don't come knockin' at my door.



Worm Work

Vocal Exploration

Singing is moving your voice up and down to specific pitches. To work up to this skill, we simply play at moving our voices up and down. Here's a fun activity we do with our partners.

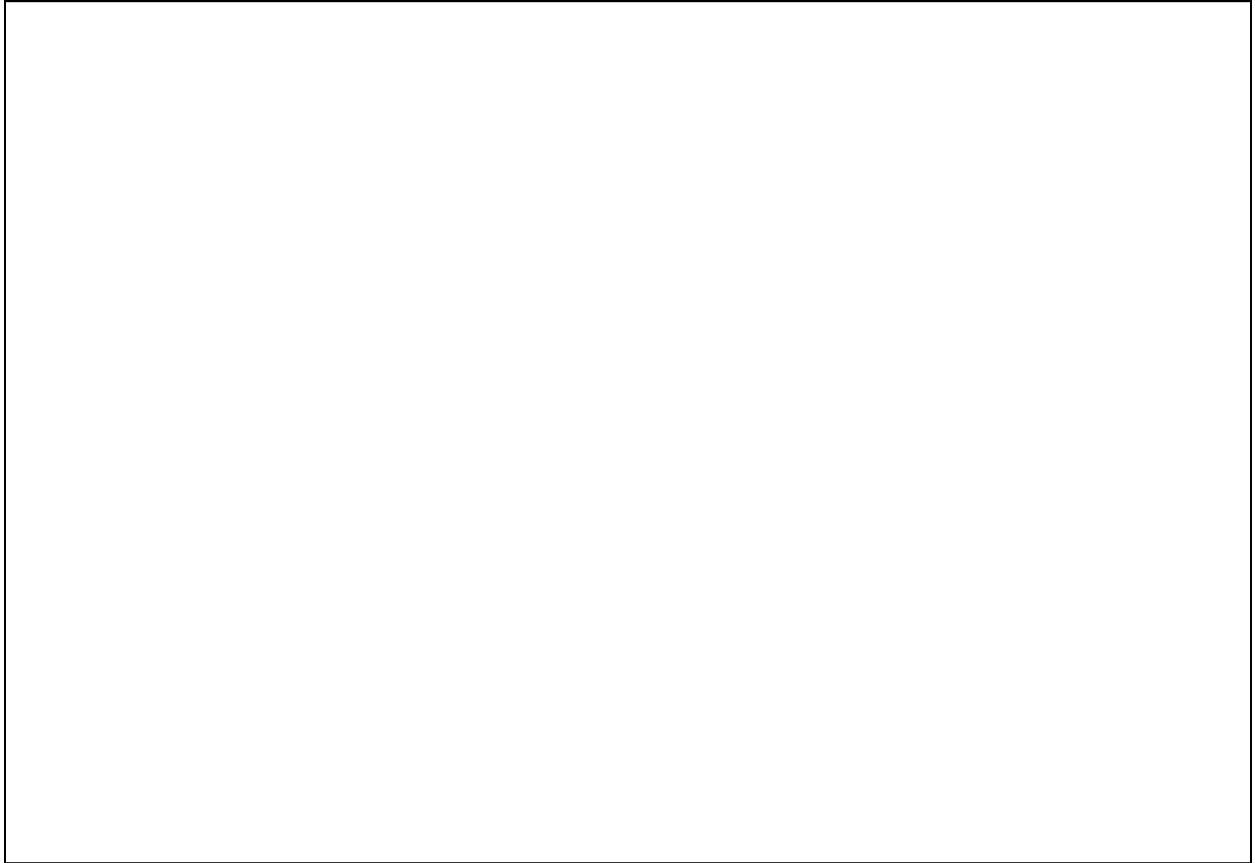
INSERT WORM WORK PICTURE

- 1) Grab a pipe cleaner
- 2) Twist it to create hills and valleys like a worm moving up and down.
- 3) Follow the curves of the worm with your finger and your voice.
- 4) Remember to use your Oooo lips.
- 5) See if your partner can match your sound.
- 6) If they can, they get to make a worm for you.
- 7) If they can't, sing for them again and point out when you moved up or down.

Charlie Over the Ocean

Another great echo song.

Draw a picture of something else that Charlie could catch.



Charlie over the ocean

Charlie over the sea

Charlie caught a "blackbird"


Can't catch me!

Catch a Wave

Vocal Exploration

Singing is moving your voice up and down to specific pitches. To work up to this skill, we simply play at moving our voices up and down. Here's a fun activity we do with our partners.

Insert picture of sand waves



1. Get a pan and add colored sand, salt, sugar or flour.
2. Draw a wave in the sand with your finger
3. Follow the curves of the wave with your finger and your voice.
4. Remember to use your Oooo lips.
5. Shake the pan to clear the wave and start over

Oh My Aunt Came Back

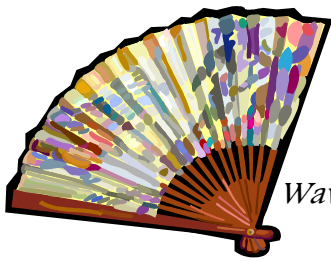
This s not just a great echo song, it is an action song as well. Follow the directions under the pictures and be sure to move to the beat. Remember just because you start a new motions doesn't mean you stop the old ones! Love this song as much as I do... check out the awesome picture book by John Feierabend .

Oh my aunt came back,
from Timbuktoo
She brought with her
A wooden shoe.



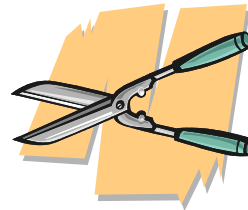
Tap your toe

Oh my aunt came back,
from Old Japan
She brought with her
A waving fan.



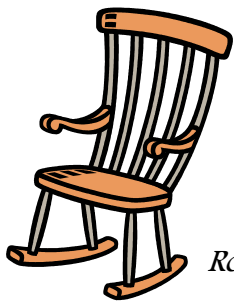
Wave a hand

Oh my aunt came back,
from Old Algiers
She brought with her
A pair of shears.



*Open and shut your hand
like scissors*

Oh my aunt came back,
from the county fair
She brought with her
A rocking chair.



Rock front to back

Oh my aunt came back,
from the Guadalupe
She brought with her
A hoola hoop



*Swivel your hips
like you have a hoola hoop*

Oh my aunt came back,
from the city zoo
She brought with her
A nut like you.

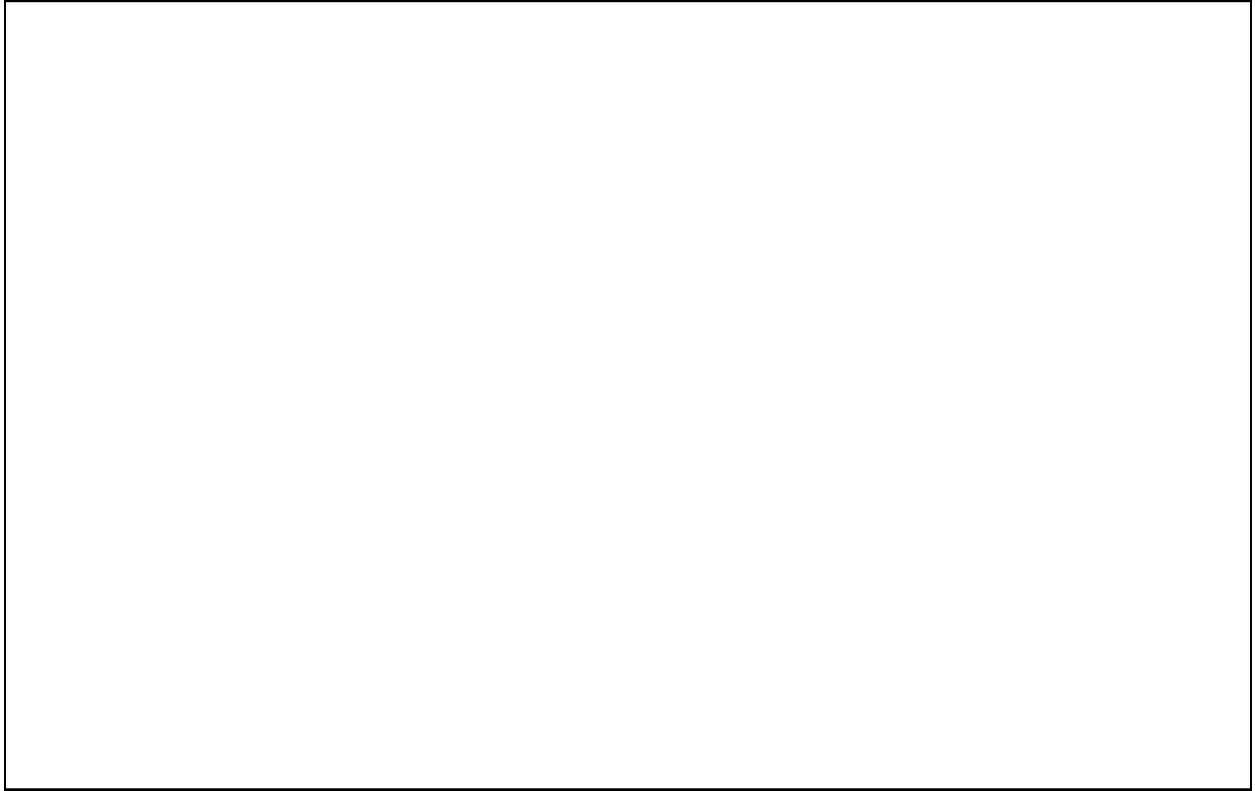


*STOP all motions and
point to someone else*

On the Road

Vocal Exploration

Singing is moving your voice up and down to specific pitches. To work up to this skill, we simply play at moving our voices up and down. Here's a fun activity we do with our partners.

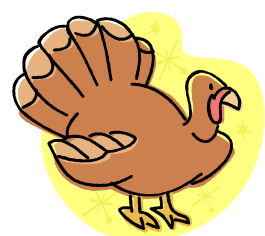
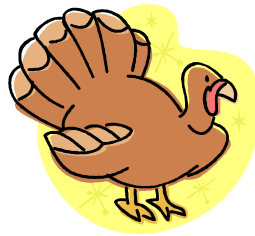
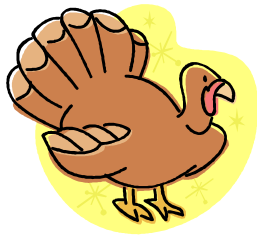
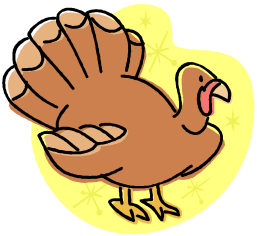


1. Grab at least 6 index cards, crayons and a matchbox car
2. Draw a different roadway on each card
3. Be sure to make your roads stretch across the whole card
4. Lay down your cards in any order
5. Make your car drive your road and follow it with your voice
6. Mix up your road cards and start again.

****If it is nice outside, grab some sidewalk chalk
and try this on the driveway.****

Shoo Turkey

This is a call and response song. One person sings the call (the hard part) and the other has a set response. In class we have a turkey that nods his head to show whether we should answer yes or no, but you can use your hand. When you sing "shoo turkey" get down low and hop around. When the turkey takes a nap it's time to come on back. You can keep going as long as you want adding lines like you forgot again, are you kidding, until Thank goodness because we have other things to do.



Have you been to my farm?
Have you seen my red barn?
Have you seen all my turkeys?
Are they all in the pen?
You mean my turkeys got out?
Will help me get 'em?

Yes Mam
Yes Mam
Yes Mam
No Mam
Yes Mam
Yes Mam

Shoo turkey shoo, shoo
Shoo turkey shoo, shoo...

Well did ya get all my turkeys?
And did ya put in the pen?
And did ya close the gate
And did you lock the gate?
You mean you didn't lock the gate?
Did my turkeys get out?
Will you help me get em'?

Yes Mam
Yes Mam
Yes Mam
No Mam
No Mam
Yes Mam
Yes Mam

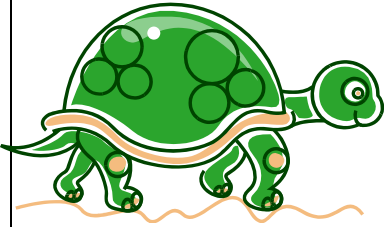
Shoo turkey shoo, shoo
Shoo turkey shoo, shoo...

Peanut Butter Soup

Perform the motions to this chant slow like the turtle, and fast like the bunny.

Tap the bowls to the steady beat that is fast and a steady beat that is slow.

Have a partner perform Peanut Butter Soup and point to the turtle if you heard a slow steady beat, point to the bunny if you heard a fast steady beat.



SLOW



FAST



I like peanut butter soup,

It is very tasty goop.

Spread it on a piece of bread.

Woops, I got it on my head!

Now it's going everywhere.

I've got peanut butter hair.

Mrs. Murphy's Chowder

Say our chant using all of your voices listed below.

Circle the loudest voice



Who put the overalls in
Mrs. Murphy's Chowder?

No one answered
so she asked a little louder!

Whisper voice

Soft voice

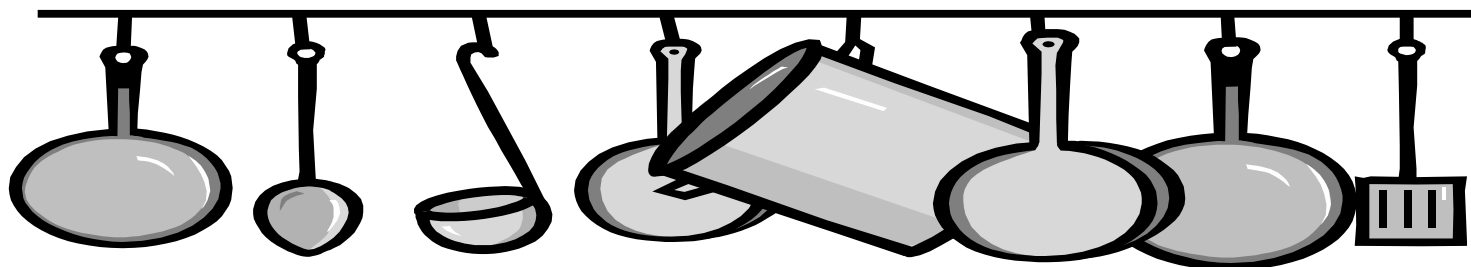
Speaking Voice

Loud voice

CALLING VOICE!

5 Little Sausages

*Find a pan and tap it to the beat while you say the chant.
When you say "**Bam**" should you tap with a loud sound
or a soft sound?*



Five little sausages frying in a pan.

All of a sudden one went **BAM!**

Four little sausages frying in a pan.

All of a sudden one went **BAM!**

Three little sausages frying in a pan.

All of a sudden one went **BAM!**

Two little sausages frying in a pan.

All of a sudden one went **BAM!**

One little sausages frying in a pan.

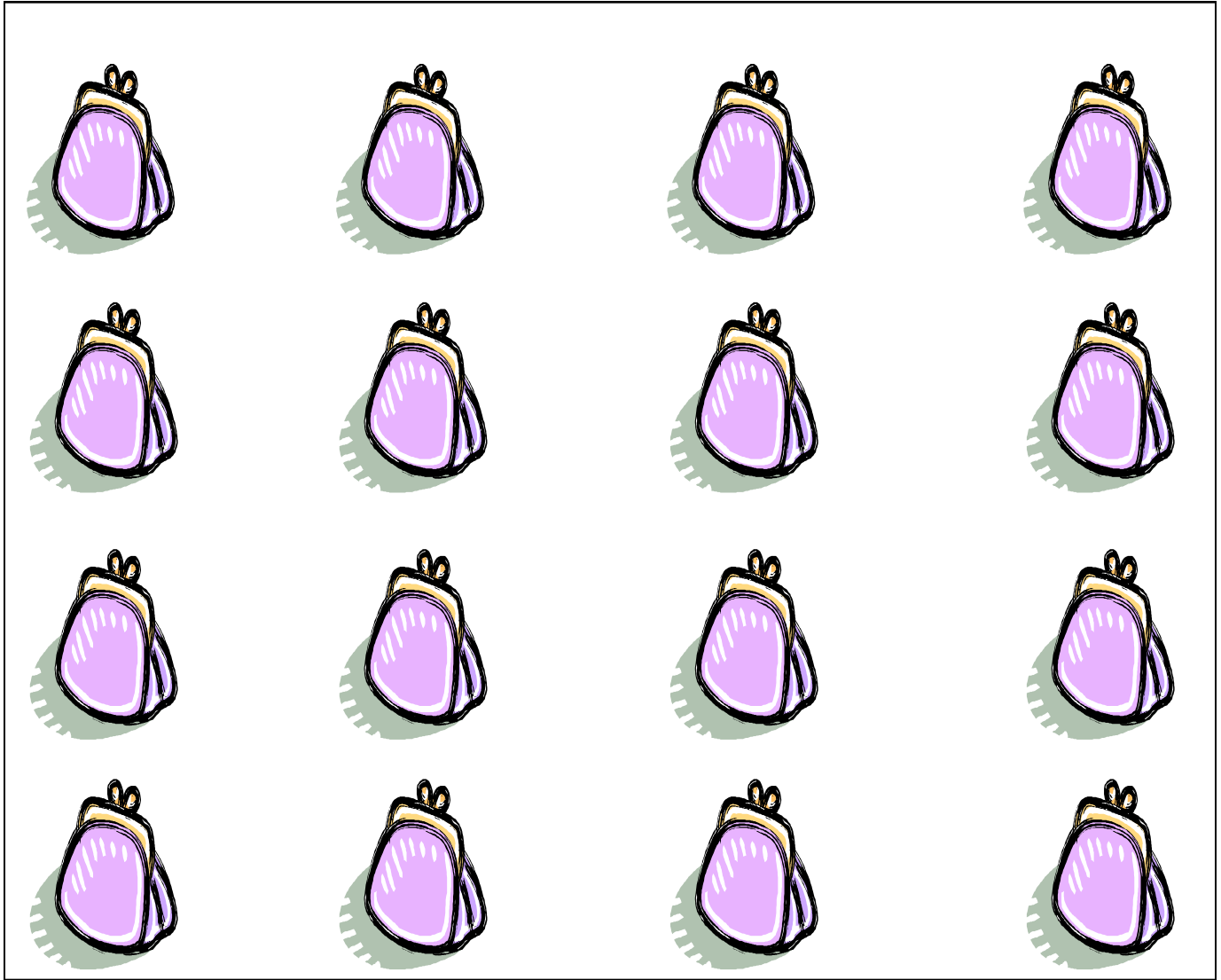
All of a sudden one went **BAM!**

No little sausages frying in a pan.

All of a sudden the pan went **BAM!**

Lucy Locket

*Touch the purses to the steady beat as you sing.
Hide something in the room and sing louder when the looker is
close and softer when the looker is far away*



Lucy Locket lost her pocket.

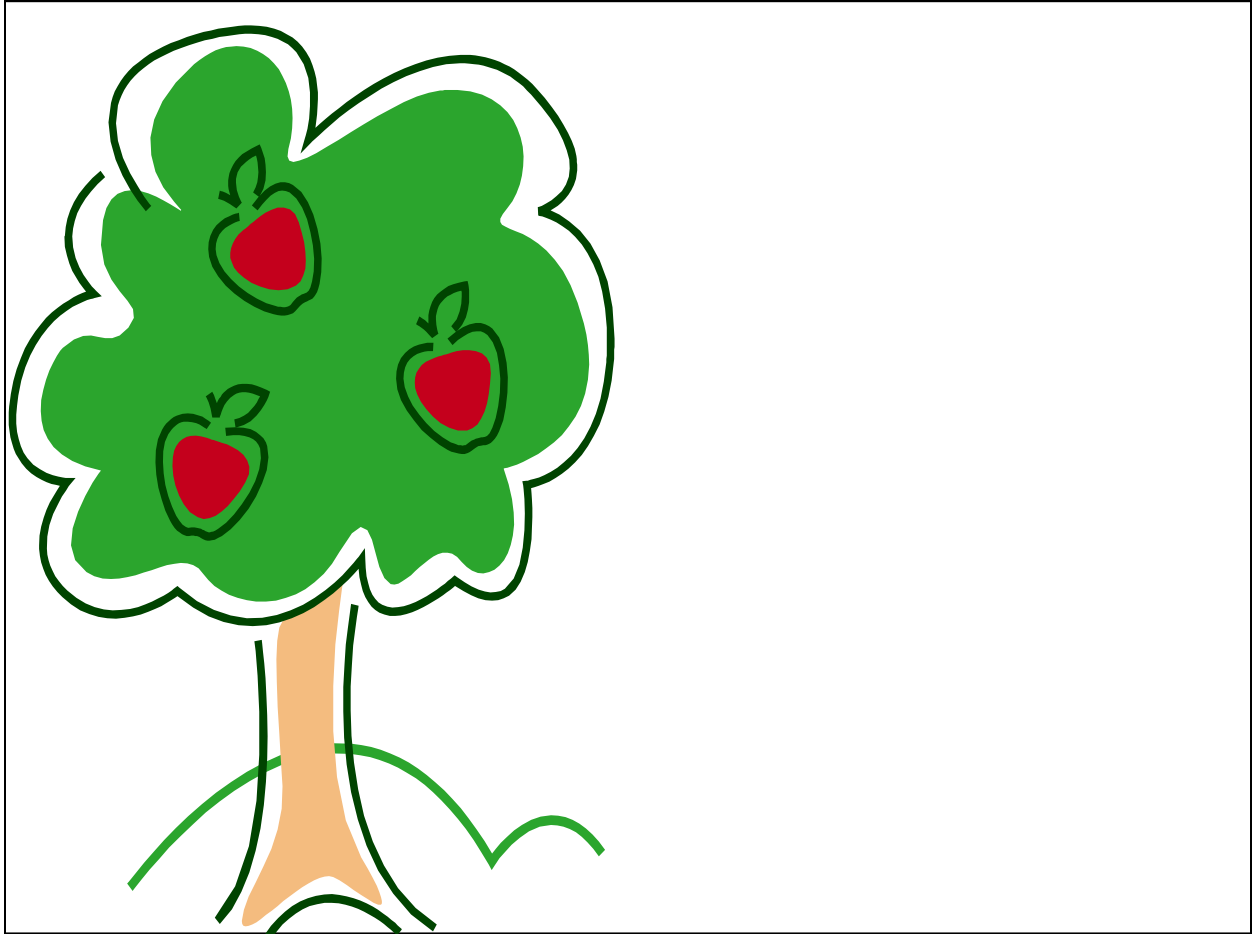
Kenny Fisher found it.

Not a penny was there in it,

Only ribbon round it.

I Climbed Up the Apple Tree

Perform this chant using a high voice or a low voice. Have a partner draw an apple or put a sticker at the top of the tree if they heard high, or on the ground by the tree if they heard low.



I climbed up the apple tree.

All the apples fell on me.

Bake a pudding, bake a pie,

Did you ever tell a lie?

I Can't Pay the Rent!

Use this story to practice high, medium and low voices.

Once there was a very nice woman who lived in a very nice house. The woman did kind things for others because she knew that she would want others to do kind things for her. One day the woman's evil landlord knocked on her door and said in a low voice.

**"You must pay the rent,
You must pay the rent,
You must pay the rent."**

The nice woman looked and looked, and realized she had no money to pay the landlord so she cried in a high voice

**"I can't pay the rent,
I can't pay the rent,
I can't pay the rent."**

The landlord was not a kind man, and he did not feel sorry for the young woman. He said again in an even louder and lower voice.

**"You must pay the rent,
You must pay the rent,
You must pay the rent."**

I Can't Pay the Rent!

The young woman was beginning to panic! She had no money to give the landlord and this time she said again in an even higher voice.

"I can't pay the rent,

I can't pay the rent,

I can't pay the rent."

A young man overheard the landlord and the nice young woman. He remembered how the woman was always doing kind things for him and the other neighbors. He wanted to help the young woman like she had helped so many others. He ran up the stairs tapped the landlord on the back and said in a strong medium voice.

"I'll pay the rent,

I'll pay the rent

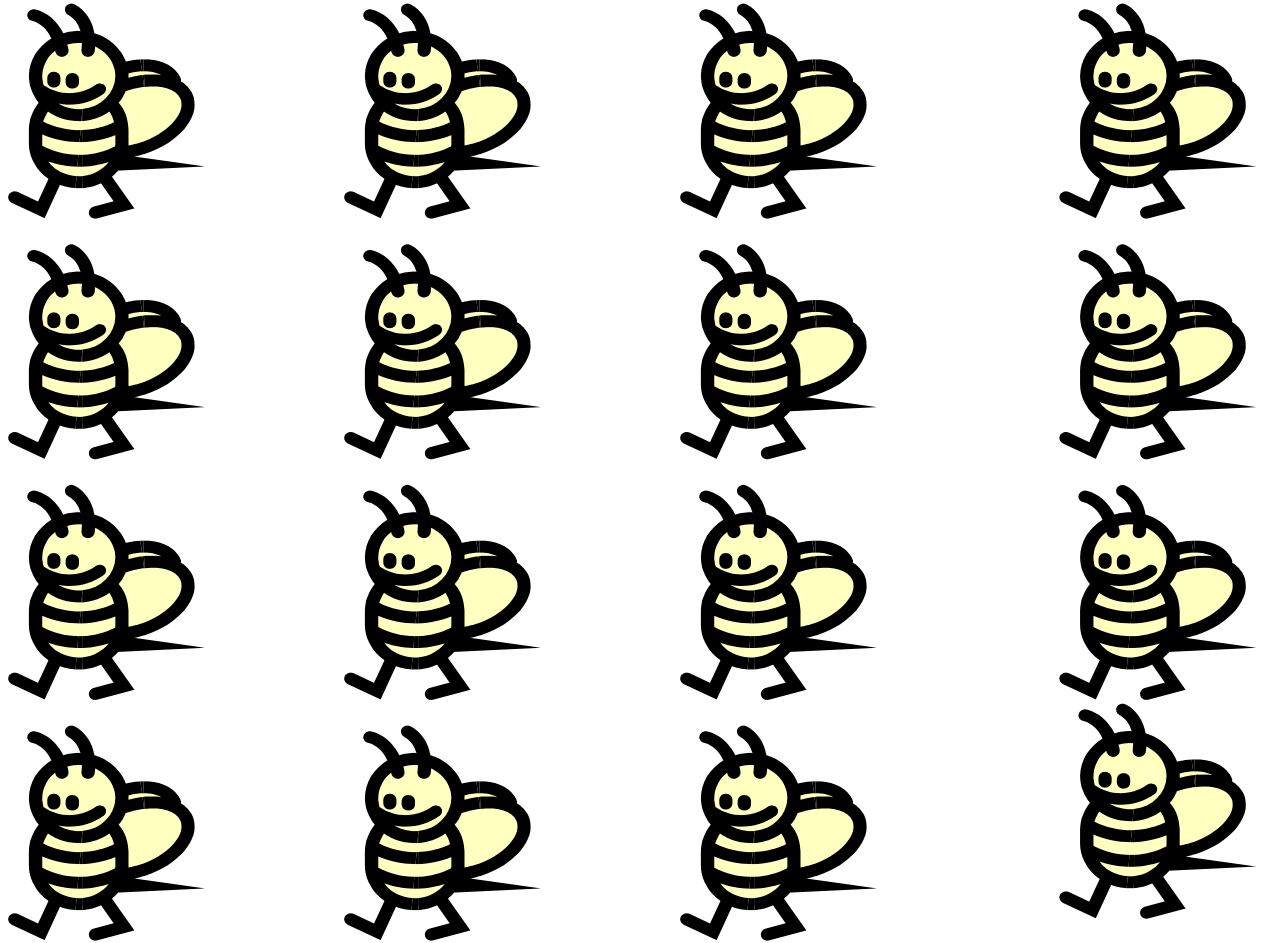
I'll pay the rent"

The young woman was very happy that this nice young man had rescued her. The young man was happy that he was able to help his neighbor, and even the landlord was happy because he had been paid.

That is why we say they all lived happily ever-after.

Bee Bee Bumble Bee

Tapping icons to a steady beat helps prepare students to read music in the future. They are not only practicing tracking left to right like in reading, but are beginning to internalize the even pulse of music.



Bee, bee, bumble bee

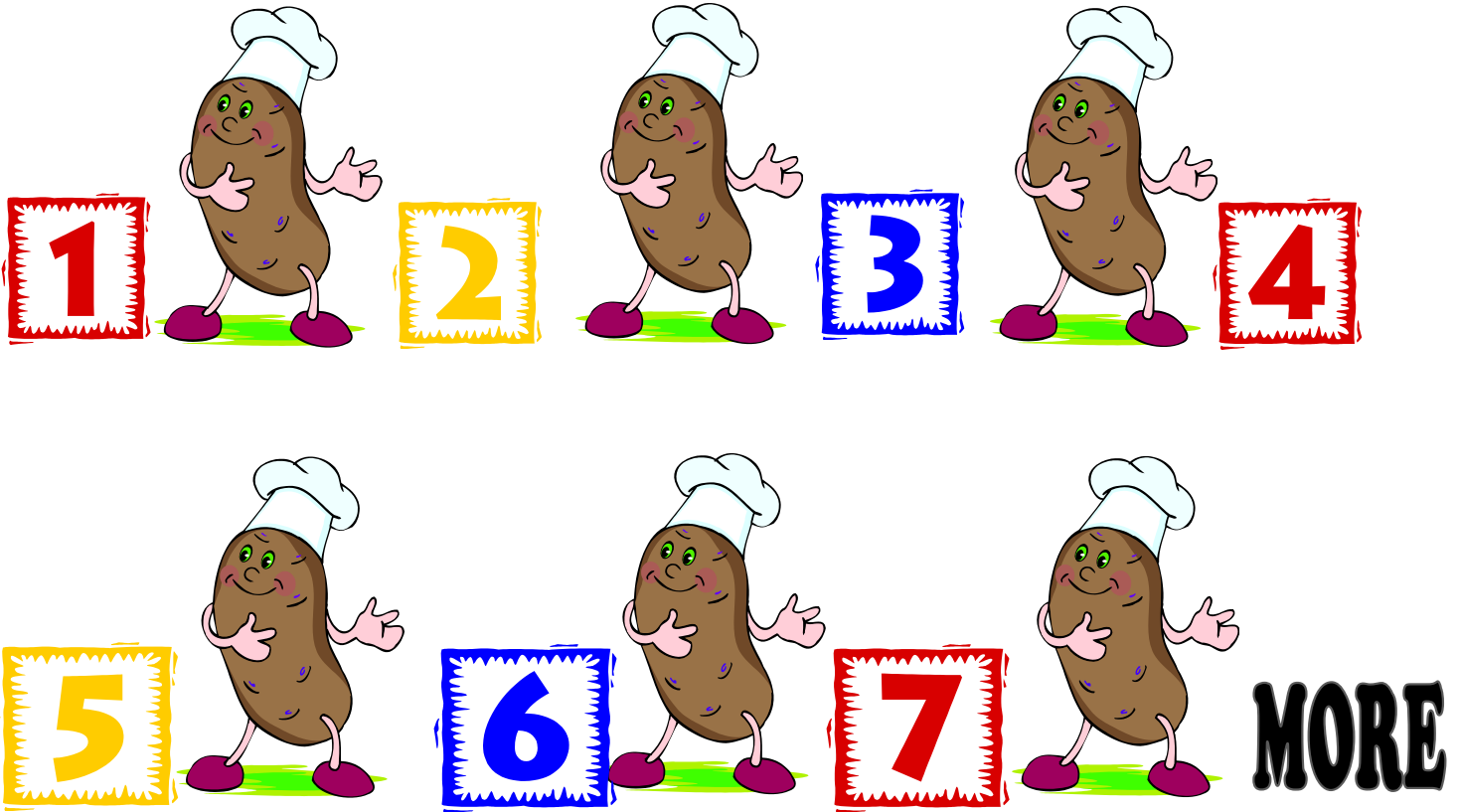
Stung a man upon his knee

Stung a pig upon his snout

Goodness me if you're not out!

One Potato

*Tap only the pictures that happen on the steady beat.
Do you tap the numbers, or the potatoes?*



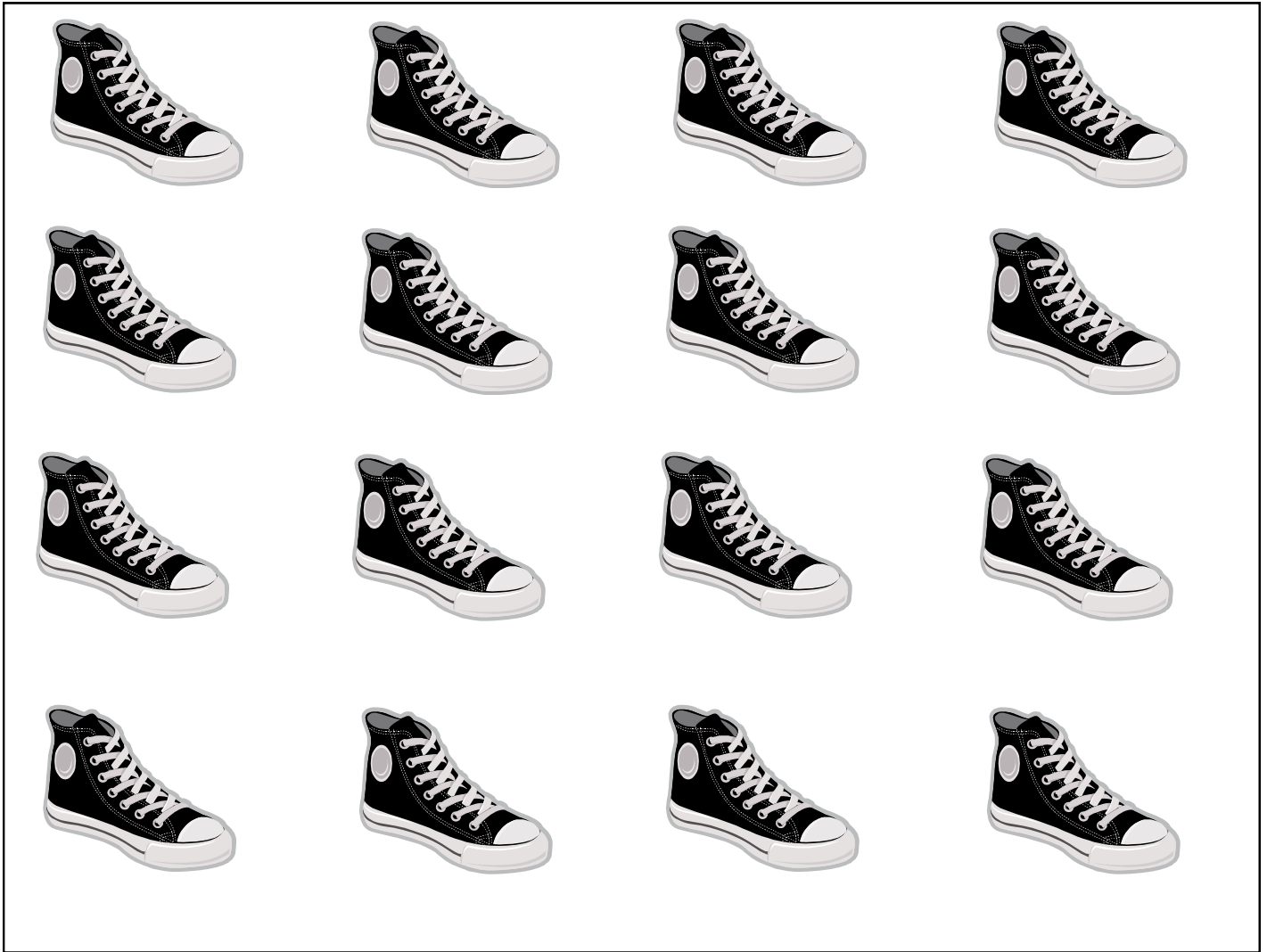
1 potato 2 potato 3 potato 4
5 potato 6 potato 7 potato more.

Fun on your own:

*Have an adult cut a potato in half for you .Dip it in paint and make
potato prints on the steady beat for a beautiful piece of art.*

Cobbler Cobbler

*Tap the shoes to the steady beat as you sing.
Can you find a shoe in the house to mend and tap to the beat?*



Cobbler, cobbler mend my shoe.

Get it done by half-past two.

Half-past two is at the door.

Get it done by half past four.

Chip Chop

Choose a vegetable to draw underneath each pot.

Can you tap your veggies while you sing the song.

Remember when you get to the end begin again.



Chip, chop, chippety chop.

Cut off the bottom and cut off the top.

What we have left we'll put in the pot.

Chip, chop, chippety chop.

Every Song Has a Heart Beat

Just like every person has a heartbeat that keeps them alive,
every song has a heartbeat that keeps it alive.

What songs can you sing while you tap the heart beats.



<i>I Can Work with 1 Hammer</i>	<i>Circle Round the Zero</i>	<i>Ridding in a Buggy</i>
<i>A Sailor Went to Sea</i>	<i>Bluebird</i>	<i>Wishy Washy</i>
<i>Grizzly Bear</i>	<i>Do You Know the Muffin Man?</i>	<i>Surprise Symphony (listening)</i>

Doggie Doggie

*Tap the bones and sing the song; you're tapping the beat.
Tap the word syllables and sing the song; now you're tapping the rhythm.*



Dog-gie



dog-gie



where's your



bone?



Some-one



took it



from your



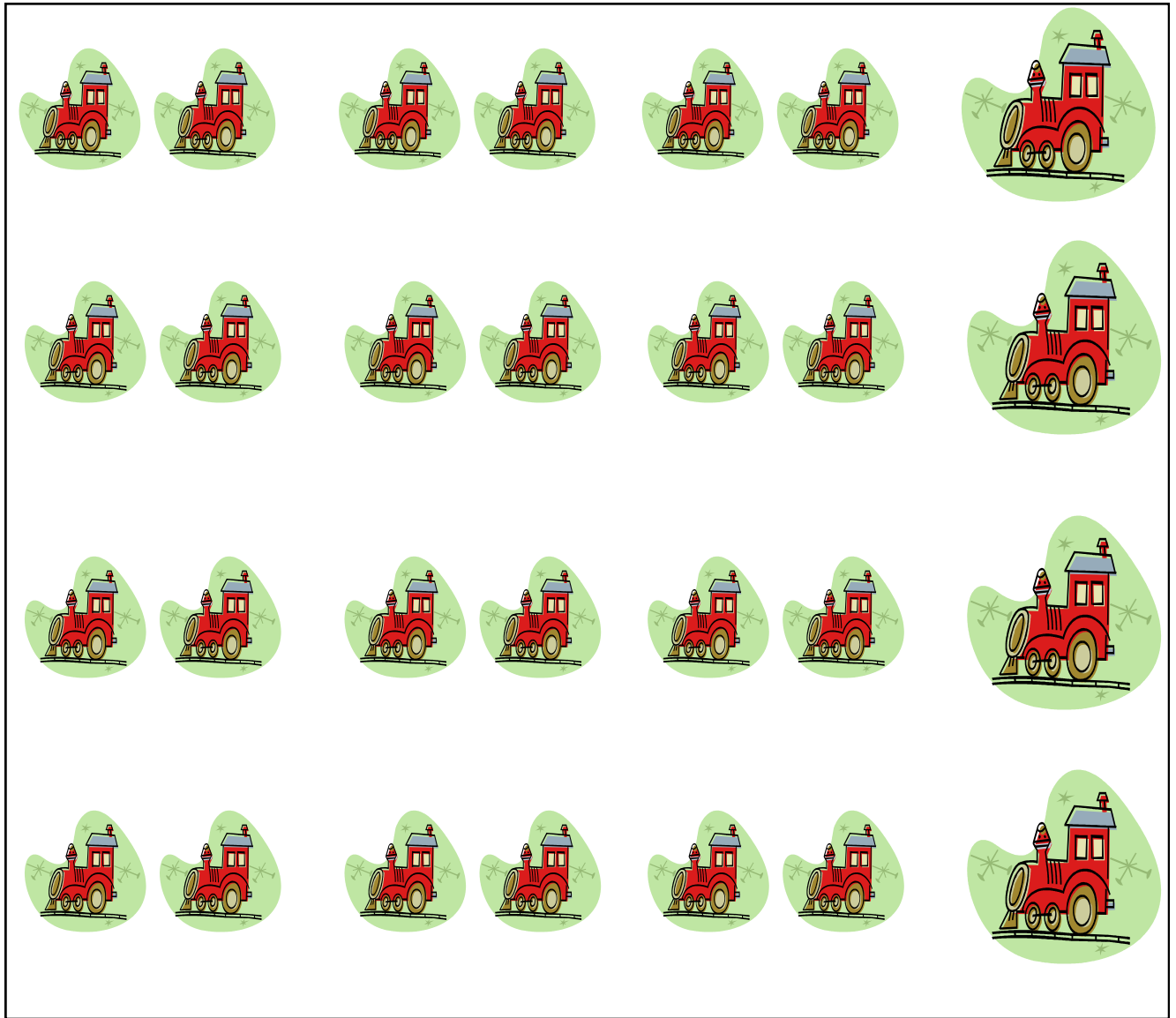
home.

Doggie Sings.... "Who stole my bone?"

Thief Sings... "I stole your bone?"

Engine, Engine Number Nine

Tap the trains to the rhythm of the words while you sing.



Engine, Engine Number Nine

Going down the railroad line.

If the train goes off the track

Will I get my money back?

Queen Caroline

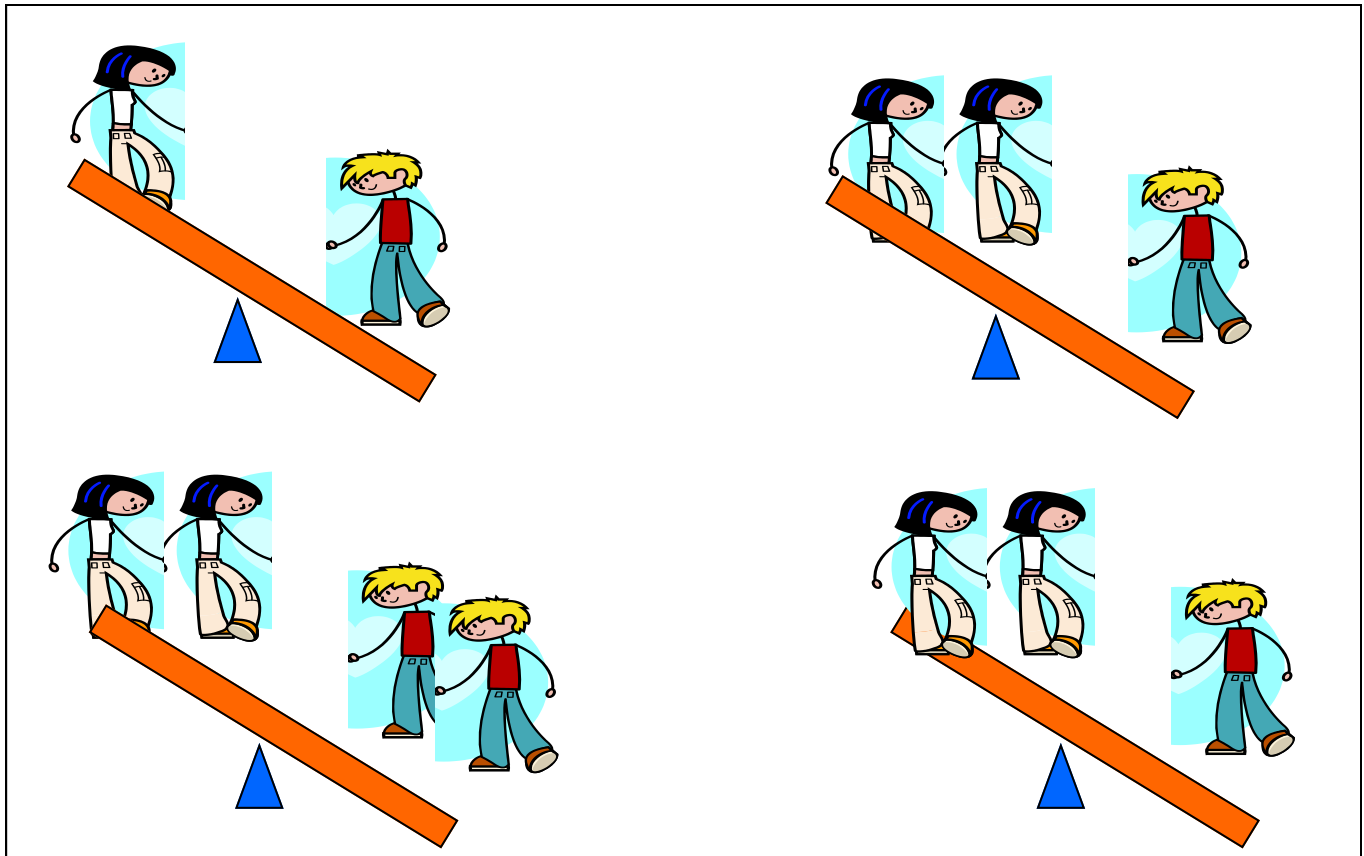
If you want to tap the beat touch the queens because they are the same and steady. If you want to tap the rhythm touch the crowns because they fit the sound of the words.



Queen, Queen Caroline,
Washed her hair in turpentine
Turpentine made it shine.
Queen, Queen Caroline.

See Saw

Tap the people high and low while you sing. Can you move your body high and low like a see saw while you sing?



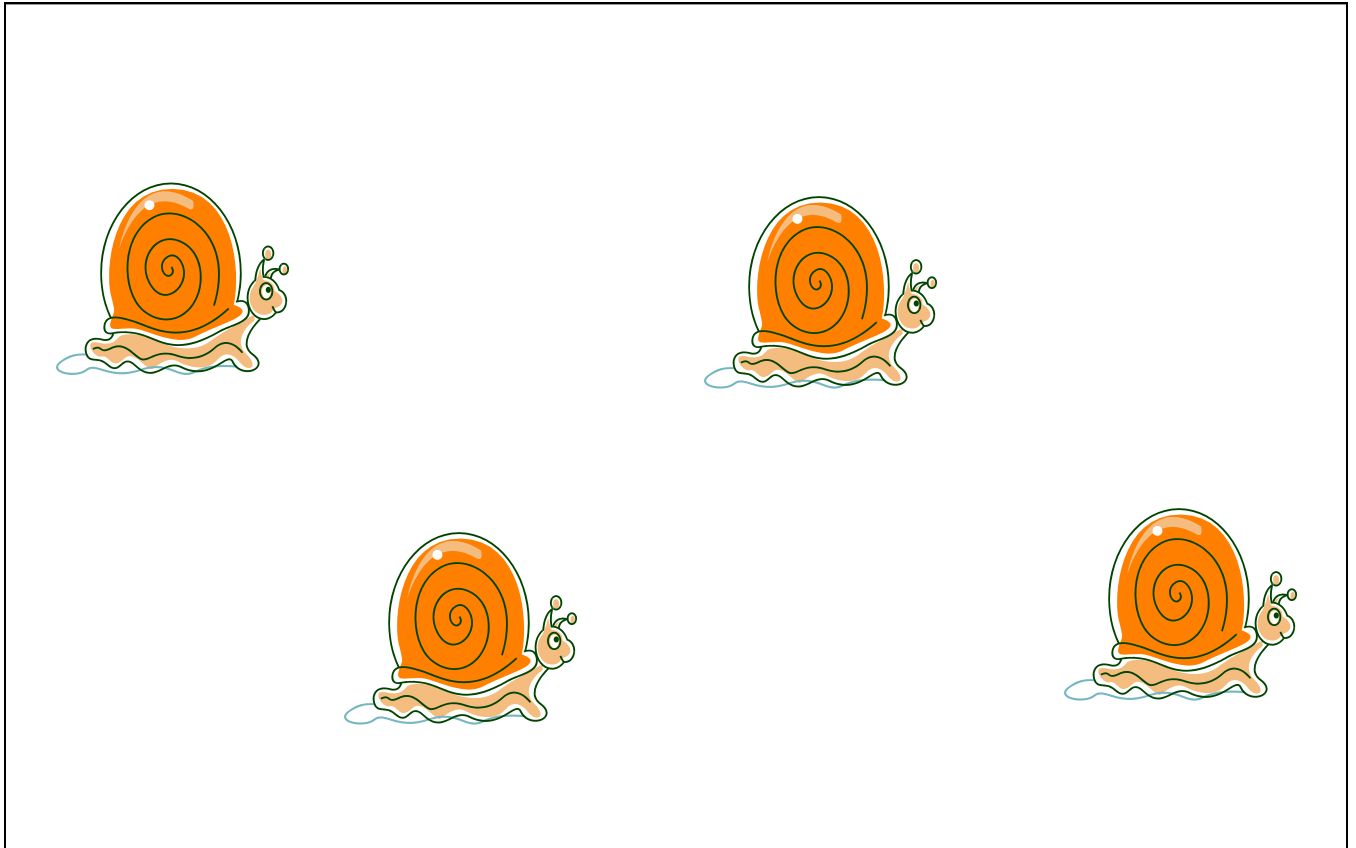
See saw up and down.

In the air and on the ground.



Snail Snail

*Sing Snail, Snail and point to the high and low snails.
Instead of singing the words, sing "high" when you touch a high
snail and "low" when you touch a low snail.*



Snail, snail, snail, snail.

Goes around and
round and round.



Rain, Rain

Musicians put their notes on a staff to help them know if the note is high or low. Touch the notes on the staff while you sing along.

●		●	●	
Rain	●	go	a-	●
Rain		way		

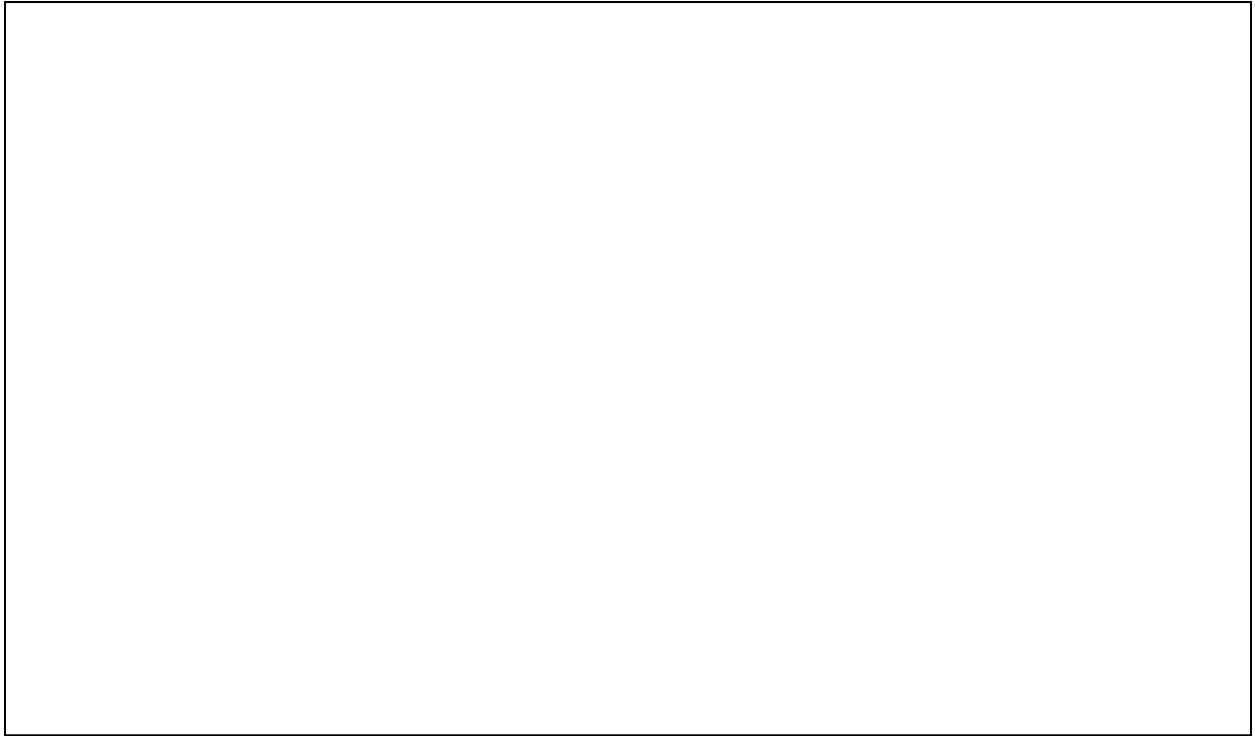
Come again some other day.



Glue Dancing

Movement Exploration

"If you can walk you can dance" is a proverb from Zimbabwe. We do lots of moving and dancing in music. Here's a way we practice moving and freezing while we isolate our body parts.



1. Pick your favorite tune or turn on the radio and start dancing.
2. Pretend to glue a body part to the floor.
3. Keep dancing with everything else.
4. Keep naming body parts to glue down until you fall over and giggle or have nothing left to wiggle. Then start again in a different order.

Try your.... *be sure to say whether to glue the right or the left*

Foot	Hand	Elbow	Shoulder	Knee	Head
Belly	Bottom	Nose	Ear	Arm	Leg

All Around the Brickyard

Check off how many of these movement skills you can you do while you sing.

Hop	Jog	Roll	Twist	Spin	March
Slide	Trot	Stomp	Lunge	Shake	Crawl

All around the brickyard.

Remember me.

You gotta **step it, step it, step it, step it,**

Remember me.

All around the brickyard.

Remember me.

You gotta **skip it, skip it, skip it, skip it,**

Remember me.

All around the brickyard.

Remember me.

You gotta **stretch it, stretch it, stretch it, stretch it,**

Remember me.

Love to Listen

*This is a great age for listening to music because kids haven't built up a lot of preconceived ideas of what is good or bad,. They just love to listen ,move and create.
Here are some ideas for Active Mus.ic Listening with your child*

GET YOUR MUSIC SET

Pandora <http://pandora.com>

Try browsing through the different preset genre stations.

How many of these can you listen to in a month?

Bluegrass, Family Folk, World, Blues, Classical, Film Scores, Opera, Jazz

ACTIVE MUSIC LISTENING for ACTIVE KIDDOS

Move It!

Move to show what the music sounds like. Fast/Slow, Smooth/Bumpy ect.

Move scarves to the sound of the music.

Bounce or toss balls to the beat of the music.

Put cotton balls on a sheet or a parachute and bounce them to the music.

John Feierabend MOVE IT! DVD's have movement routines that perfectly demonstrate the music's form and characteristics.

Lights Off Listening:

Turn off the lights, curl up with pillow, and just enjoy.

Grab a flashlight and move it to the sound of the music.

Arm yourself with glo bracelets and dance in the dark to the music.

Put a tiny glo-stick inside a plastic easter egg and shake.

Focused Listening:

Choose an instrument you hear in the music and try to focus only on that instrument all the way through the piece. On another day listen for another instrument.

See a Song:

Create art that shows what you were feeling when you listen to music.

Create art that shows what the music makes you picture.

Create art while you listen to music and make your brush/crayon/marker move to the sound of the music.

Listening List

Here is a list of just some of the books and musical selections we have listened to as Kindergarteners this year.

Story Books

- ◇ The More We Get Together (board book)
- ◇ Little Bunny Foo Foo
- ◇ Don't Laugh at Me
- ◇ No Mirrors in My Nanas House
- ◇ The Gunny Wolf
- ◇ The Crabfish
- ◇ Senor Don Gato
- ◇ Country Roads
- ◇ Grandma's Feather Bead
- ◇ Sunshine on My Shoulder
- ◇ Hush Little Baby
- ◇ Hush Little Dragon

Listening Selections

- ◇ The Star Spangled Banner
- ◇ Stars and Stripes Forever
- ◇ Flight of the Bumblebee
- ◇ Carnival of the Animals (aquarium, fossils, tortoise)
- ◇ Overture to Marriage of Figaro
- ◇ William Tell Overture
- ◇ Surprise Symphony
- ◇ In the Hall of the Mountain King
- ◇ Copenhagen Steam Railway Galop
- ◇ Slavonic Dance No. 8
- ◇ Rodeo: Hoedown
- ◇ Gymnopedie No. 3
- ◇ Don't Worry Be Happy

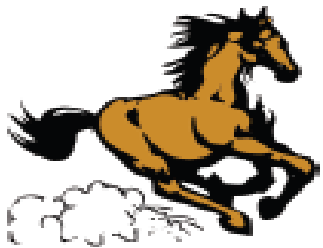
For more ideas check out <http://prekinders.com/classical-music/>

Love to Listen

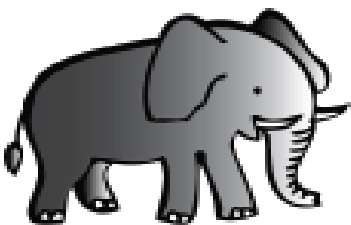
*Don't just listen to music talk about.
Use this sheet to help you describe the music you hear.*

WHAT DO YOU HEAR?

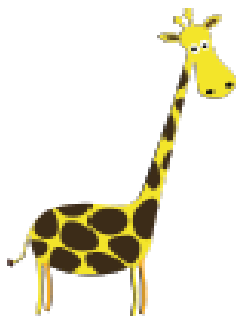
Circle the kinds of sounds you hear:



Fast or Slow?



Loud or Soft?



High or Low?



How does this music make you feel?



Excited



Happy



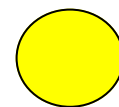
Afraid



Surprised



Sad



You Draw

What instruments do you hear?



Brass



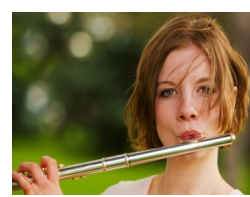
Drums



Guitar



Strings



Woodwinds



Voice

Aiken Drum Instruments

Look at our Aiken Drum ! Can you circle the instrument that makes up each body part? Try to make your own Aiken Drum out of things you find in your house or check out the Faces I Make ipad app.



There was a man lived in the moon, in the moon, in the moon,
There was a man lived in the moon and his name was Aiken Drum.

And his **head** was made of a **DRUM / MARACA**

And his **body** was made of a **MARACA / TAMBOURINE**

And his **legs** were made of **DRUMS / RHYTHM STICKS**

And his **feet** were made of **SANDBLOCKS/ TRIANGLES**

And his **arms** were made of **MARACAS/ CASTANETS**

And his **hands** were made of **BELLS/ RHYTHM STICKS**

And his **nose** was made of a **TRIANGLE/ GUIRO**

And his **eyes** were made of **CASTANETS/ VIOLINS**

And his name was Aiken Drum.