

“Romp!, Stomp! and Bach!...Exploring Creative Music and Movement”

Level: Preschool

Presented by: Jennifer Sorey, Guys-N-Dolls Preschool for Creative Arts, Bentonville, AR

Length of Unit: 12 weeks

1. ABSTRACT

The objective of this unit is to introduce creative techniques for use in implementing music and movement in daily preschool schedules. By utilizing the suggested instrumental works of the *Core Knowledge Preschool Sequence Guide*, teaching staff will become familiar with movement techniques both in spontaneous and choreographed form.

II. CONCEPT OVERVIEW

A. Listen to and move to music of different styles and periods.

B. Content:

1. Individually, interpreting and modifying one's movements according to the tempo (slow/fast), intensity (loud/soft) and rhythm of the music.
2. Performing very simple movements, with a partner or group, in accompaniment to the music.
3. Carrying out a sequence of choreographed steps or movements to music.

C. Skills to be taught:

1. Fine and gross motor development
2. Listening skills / Following directions
3. Understanding of cues
4. Body awareness
5. Sequencing skills
6. Impulse control
7. Awareness of self in space
8. Music appreciation
9. Attention/Concentration
10. Cooperation
11. Relaxation techniques

III. BACKGROUND KNOWLEDGE

A. Resources for teachers:

1. National Art Education Association
1916 Association Drive
Reston, VA 22091
703-860-8000
2. John F. Kennedy Center for the Performing Arts in Washington D.C.
(<http://artsedge.kennedycenter.org>)
3. “N” Motion Productions
820 Tiger Blvd.
Bentonville, AR 72712

B. For students:

1. Related Core Knowledge Preschool Goals
 - a. Imitate clapping pattern sequences. (Music)

- b. Accompany an adult by clapping or using rhythm instruments to maintain the beat in a chant, song or other musical piece. (Music)
- c. Understand and use the Language of Space. (Orientation in Space)
- d. Carry out oral directions. (Work Habits)
- e. Stop and/or start movement in response to a visual or auditory signal. (Movement & Coordination)
- f. Move through space with or without touching or bumping into individuals or obstacles. (Movement & Coordination)
- g. Identify and name body parts. (Autonomy and Social Skills)
- h. Listen to and be familiar with suggested instrumental works of the *Preschool Core Knowledge Guide*:
 - (1) Georges Bizet, Overture to *Carmen*
 - (2) Johannes Brahms, "Cradle Song" ("Brahms' Lullaby")
 - (3) Claude Debussy, "Cakewalk" from *Children's Corner Suite*
 - (4) Victor Herbert, "March of the Toys" from *Babes in Toyland*
 - (5) Aram Khachaturian, "Sabre Dance" from *Gayane*
 - (6) Wolfgang Amadeus Mozart, Variations on "Ah, vous dirai-je maman!"
 - (7) Jacques Offenbach, "Cancan" from *Gaite parisienne*
 - (8) Amilcare Ponchielli, "Dance of the Hours"
 - (9) Robert Schumann, "Dreams" from *Scenes from Childhood*
 - (10) Johann Strauss, Jr., "Donner und Blitz" (Thunder and Lightning") waltz
 - (11) Peter Ilich Tchaikovsky, from *The Nutcracker*, "March," "Dance of the Flutes," and "Dance of the Sugar Plum Fairies"
 - (12) Heitor Villa-Lobos, "The Little Train of Caipira"

IV. RESOURCES

A. Suggested Instrumental Works:

- 1. Georges Bizet, Overture to *Carmen*
- 2. Johannes Brahms, "Cradle Song" ("Brahms' Lullaby")
- 3. Claude Debussy, "Cakewalk" from *Children's Corner Suite*
- 4. Victor Herbert, "March of the Toys" from *Babes in Toyland*
- 5. Aram Khachaturian, "Sabre Dance" from *Gayane*
- 6. Wolfgang Amadeus Mozart, Variations on "Ah, vous dirai-je maman!"
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B. A/V Materials

- 1. CD player/Cassette tape player

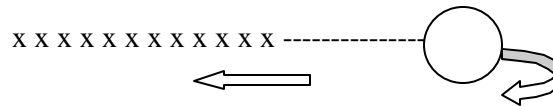
V. LESSONS

A. Level I: Movement Activities

- 1. Objectives and skills of each dance and/or movement exercise are consistent with those stated above (II).
- 2. Materials:
 - a. Level I Instrumental Works:
 - (1) Aram Khachaturian, "Sabre Dance" from *Gayane*
 - (2) Johann Strauss, Jr., "Donner und Blitz" ("Thunder and Lightning") waltz

- (3) Robert Schumann, "Dreams" from *Scenes from Childhood*
 - (4) Peter Ilich Tchaikovsky, from *The Nutcracker*, "Dance of the Flutes," and "Dance of the Sugar Plum Fairies"
 - (5) Victor Herbert, "March of the Toys" from *Babes in Toyland*
 - (6) Claude Debussy, "Cakewalk" from *Children's Corner Suite*
 - (7) Wolfgang Amadeus Mozart, Variations on "Ah, vous dirai-je maman!"
 - b. Carpet squares
 - c. Streamers
 - d. Small musical rhythm instruments
3. Review Section III for Teacher/Student Background Knowledge
4. Key Vocabulary
 - a. Teacher only:
 - (1) beat
 - (2) clap
 - (3) drum
 - (4) copy
 - (5) instrument
 - (6) rhythm band-instruments
 - b. Student/Teacher:
 - (1) fast
 - (2) different
 - (3) high
 - (4) low
 - (5) music
 - (6) slow
5. Procedure/Activities:
 - a. Movement Activity for "Sabre Dance" form *Gayane*, Aram Khachaturian
 - (1) Melody 1: music begins at a fast tempo – all children move as "Sabre-toothed" tigers – growling, prowling, displaying claw-like hands, moving swiftly around the room
 - (2) Melody 2: tempo slows – all children move as hunters – quietly, tip-toe, swaying their "nets" in the air, sneaky
 - (3) Melody 3: tempo quickens - children choose to move either as tigers or hunters- swiftly moving around the room – chasing one another
 - (4) End – all children fall to ground!
 - b. Movement Activity for "Donner und Blitz" ("Thunder and Lightning") waltz, Johann Strauss, Jr.
 - (1) describe sounds of a storm in this musical piece
 - (2) encourage children to leap – jump – splash – twirl as if playing in the rain
 - c. Movement Activity for "'Dreams" from *Scenes from Childhood*, Robert Schumann
 - (1) encourage children to move "dreamily" to the music – swaying, slowly spinning – as if moving slow-motion in a dream
 - (2) the "Sandman" gently touches each child on the shoulder and "puts them to sleep"
 - (3) one-at-a-time the children lie on the floor and "fall asleep" – discuss keeping body still and quiet – start "putting your body to sleep" from toes up to head
 - d. Movement Activity for "Dance of the Flutes" from *The Nutcracker*, Peter Ilich Tchaikovsky
 - (1) children should begin this activity sitting on the floor

- (2) encourage use of hand and arm movements only – light, airy movements – fingers wiggling, arms swaying, arms extended – hands rolling – upward and downward movements of hands
 - (3) encourage children to think of all the ways their hands and arms can move
- e. Movement Activity for “Dance of the Sugar Plum Fairies” from *The Nutcracker*, Peter Ilich Tchaikovsky
- (1) encourage light, “ballet – like” movements
 - (2) children move on tip-toe with slight kicks behind – small leaps
 - (3) combine light hand movements
 - (4) Variation: dance with streamers
- f. Movement Activity for “March of the Toys” from *Babes in Toyland*, Victor Herbert
- (1) children assemble in a line – marching in place
 - (2) first child in line marches out in front of the line, in a circle, then returns to the end of the line
 - (3) each child takes a turn marching solo in front and then to the end of the line



- (4) when all children have marched solo, entire line marches in the circle
 - (5) encourage sharp, rigid movements with hands and head
 - (6) Variations:
 - (a) allow children to choose what type of toy they would like to be – encourage them to move in the manner of that particular toy
 - (b) children use rhythm instruments
- g. Movement Activity for “Cakewalk” from *Children’s Corner Suite*, Claude Debussy
- (1) arrange carpet squares in a circular shape on floor
 - (2) Movement 1: walk “proudly” on the squares at the “Cakewalk”
 - (3) Movement 2: (tempo and volume decrease) children gradually crouch smaller and smaller resulting in a crawl
 - (4) Movement 3: children leap from square- to- square
 - (5) Movement 4: children move freely
 - (6) Movement 5: fall to ground!
 - (7) Variation: by using these movements – slowly take away squares one at a time (like musical chairs)
- h. Movement Activity for Variations on “Ah, vous dirai-je maman!,” Wolfgang Amadeus Mozart
- (1) Original Melody: feet stationary - stretching movements- arms above head, arms at side, bend low touch toes, twist side-to-side, etc.
 - (2) Variation 1: spinning
 - (3) Variation 2: leaping
 - (4) Variation 3: skipping
 - (5) Variation 4: galloping
 - (6) Variation 5: tip-toe – little steps
 - (7) Variation 6: running
 - (8) Variation 7: stomping –big steps
 - (9) Variation 8: tip-toe/stomping combination
 - (10) Variation 9: stiff, sharp movements - robotic
 - (11) Variation 10: crouch- knee bends (soft music) stand tall (loud music)

- (12) Variation 11: feet stationary - fingers wiggling /arms swaying
 - (13) Variation 12: partner dance - take turns twirling each other, lifting arm and partner walking under arch
 - (14) End Tempo: partner swing (partners lock opposite elbows)
6. Evaluation:
Observe students during instruction of movement activities. Evaluation is on going throughout movement instruction. Movement techniques described in “Level I: Movement” should be introduced before moving to “Level II: Movement.”

B. Level II: Movement Activities

1. Objectives and skills of each dance and/or movement exercise are consistent with those stated above (II).
2. Materials:
 - a. Level II Instrumental Works:
 - (1) Peter Ilich Tchaikovsky, from *The Nutcracker*, “March”
 - (2) Georges Bizet, Overture to *Carmen*
 - (3) Heitor Villa-Lobos, “The Little Train of Caipira”
 - (4) Amilcare Ponchielli, “Dance of the Hours”
 - (5) Jacques Offenbach, “Cancan” from *Gaite parisienne*
 - (6) Johannes Brahms, “Cradle Song” (“Brahms’ Lullaby”)
3. Review Section III for Teacher/Student Background Knowledge
4. Key Vocabulary
 - a. Teacher only:
 - (1) listen
 - (2) loud
 - (3) soft
 - b. Student/Teacher:
 - (1) composer
 - (2) imitate
 - (3) orchestra
 - (4) rhythm
5. Procedure/Activities:
 - a. Movement Activity for “March” from *The Nutcracker*, Peter Ilich Tchaikovsky
 - (1) Melody I: children march in a circle
 - (2) Melody 2: children pair with a partner – face partner - lock opposite arms – skip in a circle
 - (3) Use steps (1) and (2) as music changes
 - (4) Incorporate fast tip-toe to end
 - b. Movement Activity for Overture to *Carmen*, Georges Bizet
Note: steps are modified from French Canadian dance “Le Capitaine Trompeur”
 - (1) children choose partners
 - (2) children form two circles- one inside other – facing partners
 - (3) Part I: inner circle marches L. (16 measures)-at the same time outer circle marches R. (16 measures)
 - (4) Part II: stop marching – children should be facing a new partner
 - (5) Part III: inside circle bows to partner (8 counts)
 - (6) Part IV: outside circle bows to partner (8 counts)
 - (7) Part V: partner swing (5 counts)
 - (8) Part VI: Repeat dance
 - (9) encourage students to end dance with creative individual movement – (ask students how the music makes them feel)
 - (10) End: spin and fall to ground!

- c. Movement Activity for “The Little Train of Caipira,” Heitor Villa-Lobos
- (1) children form two lines – face partner

x x x x x x x x x x x
x x x x x x x x x x x
 - (2) with legs together, children bend knees and move arms as a train’s “drive arms”
 - (3) allow tempo of train to reach steady speed – then begin choreographed movement:
 - (a) children take 4 steps forward toward partner– 4 steps back away from partner
 - (b) take 8 steps forward – changing line places with partner
 - (c) swing partner (16 counts)
 - (d) first couple promenades “down the set” with arms moving as “drive arms” - all other children move in place like a train (see 2) and make train noises
 - (e) repeat at step (a)
 - (4) children should be encouraged to listen specifically for the train’s rhythm – move as a train at all times through the song
- d. Movement Activity for “Dance of the Hours,” Amilcare Ponchielli
Note: steps are modified from Russian dance “Troika”
- (1) formation: groups of triplets - x x x - in line formation with hands held in “v” position
 - (2) Melody I:
 - (a) walk (8 steps) forward
 - (b) walk (8 steps) back
 - (c) center student raises R. hand - student on L. walks under arch, center student turning with him/her
 - (d) center student raises L. hand - student on R. walks under arch, center student turning with him/her
 - (e) repeat dance at (2)
 - (3) Melody II:
 - (a) encourage students to move creatively - individually
 - (4) Melody III:
 - (a) encourage students to find triplet groups
 - (b) make circles and join hands
 - (c) children run left in circle formation then right – step-hop combination
 - (5) End:
 - (a) end with children falling to floor!
- e. Movement Activity for “Cancan” from *Gaite parisienne*, Jacques Offenbach
Note: movements modified from Netherlands zits-dans “Syp Simeon”
- (1) children sit on floor with legs crossed for this hand dance
 - (2) movement begins at Melody II
 - (a) 4 slaps on knees
 - (b) 4 claps
 - (c) extend arms forward, palms down and go over-under, over-under
 - (d) make fists and put <R> on <L>, then <L> on <R>, <R> on <L>, and <L> on <R>
 - (e) “firecracker” movement - bend <R> elbow up and extend <L> arm across body to hold <R> elbow (count 1). Extend <R> hand straight up

- and <L> hand stays on <R> elbow (count 2). Then repeat with other arm
- (f) paddle” two x on <R> side with both hands – repeat on <L> side
 - (g) “nose and ears” movement – touch<R> thumb to end of nose extending fingers- at the same time touch <L> thumb to <R> little finger – touch thumbs to ear lobes (count 2) – repeat with other hand
 - (h) 3 claps - “Hey!”
 - (i) roll hands for measures between common melody
 - (j) repeat all
- f. Movement Activity for “Cradle Song” (“Brahms’ Lullaby”) , Johannes Brahms
- (1) variations on waltz step
 - (a) 1-2-3 box step
 - (b) pause step
6. Evaluation:
- (a) Observe students during instruction of movement activities. Students should be able to “perform” steps in the order listed in each Movement Activity section. Instruction should be presented by scaffolding the choreographed movements – moving on to the next step when previous step has been mastered.
 - (b) Modify movement activities to suit class ability.
 - (c) Recommendation: a public performance is a fun way to share the success of combining the instrumental works with creative movement.

APPENDIX A

*Related Spatial Awareness Activities for use with Movement Activities*

1. BUBBLE BLOWING - A Creative Spacing Technique for Movement Exercises

Concept: - to make students more aware of the space around them.
- to aid in providing enough space for children to complete a movement activity.

Directions: Children are asked to pantomime the action of retrieving a piece of "bubblegum" from their pocket. Unwrap the gum and chew it. When they are ready, have children blow bubbles to create their bubble space. The children must stay in their place and be very careful not to pop their bubble. (The bubble is symbolized by holding hands close to mouth and then slowly moving them away as the "bubble" gets bigger.)

2. MY OWN SPACE!

Concept: to make children more aware of the space around them.

Directions:

Activity #1:

- a. Children are seated on the floor.
- b. Teacher explains the importance of having your "own space." Teacher explains that being in your own space means that you are not touching anyone or anything else.
- c. Teacher sits next to a student with leg touching student. Teacher asks if he/she is in his/her own space. Students respond.
- d. Teacher leans with back against a wall or object. Teacher asks if he/she is in his/her own space. Students respond.
- e. Continue to repeat these activities until you feel the students have gained an understanding of "your own space."

Activity #2:

- a. Children are asked to choose an object to stand near.
- b. When given a cue (a clap, lights out, whistle) children are to move as close to the object as they can without actually touching the object.
- c. Perform activity.
- d. Observe and comment on staying in "your own space."

Activity #3:

- a. Children are seated on the floor.
- b. Teacher reinforces the importance of staying in "your own space."
- c. Teacher explains that when he/she claps once, the children will begin the movement. When the teacher claps twice, the children are to stop the movement and freeze.
- d. Complete the activity and continually reinforce the importance of staying in "your own space."