

1-2-3 Flow!

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Old MacDonald (Grassmasters)
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

Vocabulary

Physical Literacy (PL)
Fundamental Movement Skills (FMS)
Natural Movement
Choreographed Movement
Hyperbeat

Painting

Waltz in Ab by Johannes Brahms
Choreography from Peggy Lyman and John Feierabend’s *Move It!*



Making Soup

Chop! Chop! Chippity chop!
Cut off the bottom and cut off the top.
What we have left we’ll put in the pot.
Chop! Chop! Chippity chop!

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

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.



Additional information,
links to recordings
and music notation can
be found at:
www.do-re-mi-kids.com



Dreamweaver

Recorded music of your choice or *All the Pretty Horses* sung on a neutral syllable. Students are arranged in a standing circle each holding two scarves and “frozen” in a pose of their choosing. One student is designated as the dreamweaver. The dreamweaver stands in the center of the circle. When music is played or a song is sung, the dreamweaver randomly travels in and out of the circle. When the dreamweaver passes a frozen student, that student is set into motion and begins moving in a flowing manner. When the music concludes, all students freeze in a final pose.



Juggling

Valse Bleue from *Circus Music From the Big Top*

Students “juggle” a scarf to music. Students may pair up and simultaneously toss scarves to each other.

Under the Sea

Aquarium by Camille St. Saens

Finding Nemo Theme by Thomas Newman

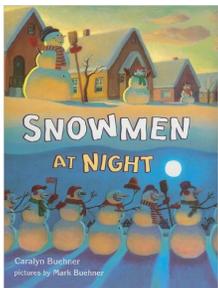


Step 1: Students practice moving like sea anemones. They are scattered around the room, feet are planted and they move and sway at varying vertical levels.

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.

Snowmen at Night

Snowmen at Night by Caralyn Buehner and Mark Buehner



After the children are familiar with the story (it is a wonderful story to sing to them), play the Snowman at Night game. Students pose as individual snowmen and stand “frozen” in the room. Teacher walks through the snowmen adjusting a pose here and there while singing the Snowman at Night song with lyrics. Teacher turns his/her back to the students and sings the Snowman at Night song on a neutral syllable. Students are now “unfrozen” and must move quietly and slowly using flow motion to another spot in the room where they put themselves into another pose by the end of the song. Teacher turns around and is surprised that the snowmen are in a different place and position. Repeat the game.

Mirror Me

Students are paired, each partner facing toward the other. One partner is designated the “leader.” The other is the “follower.” Use recorded music or sing a song on a neutral syllable. The leader moves using flow motion. The follower mirrors the leaders motions. Use a musical cue to prompt students to trade roles.

