

Making the Music/Movement Connection

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Musical movement:

Taps into children's natural musical response.
When structured, leads children to age-appropriate skill development.
Creates an engaging classroom experience.
Supports, solidifies and is critical to music learning.

Musical Movement Skill Development

Random Response

Purposeful Response

Asynchronous

Synchronous

Illustrative Movements

Rhythmic Movement (simple to complex)

Beat (A child's steady beat may not be YOUR steady beat!)

Core

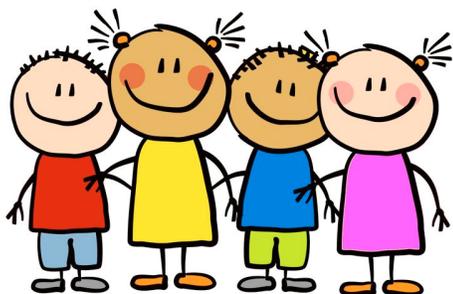
Head

Arms/hands

Feet

Hyperbeat

Phrase Movement— Continuous Flow Motion



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

Vocabulary

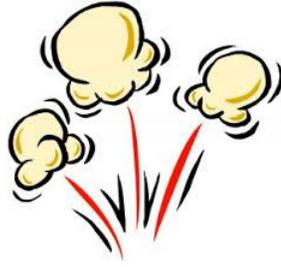
Physical Literacy (PL)
Fundamental Movement Skills (FMS)
Natural Movement
Scaffolding
Random Response
Purposeful Response
Asynchronous
Synchronous
Hyperbeat

When designing movement activities consider: small movements, large movements, small muscle groups, large muscle groups, locomotor and non-locomotor movement, speed of movement, time and/or space movement, level movement (high/low), and individual and/or group movement.

Asynchronous Movement

Popcorn

Popcorn kernels
Swirling in a pan.
Some go pop,
And some go bam!
Pop-pop, pop-pop, pop, pop!
Bam-bam, bam-bam, bam!

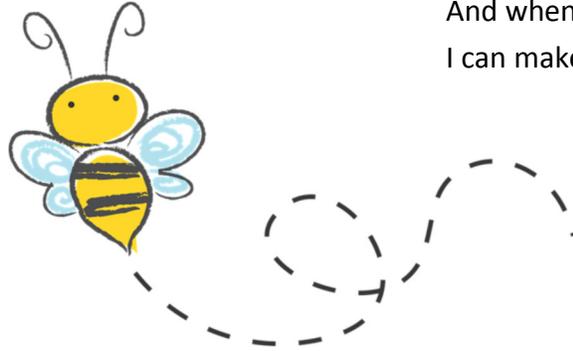


Jingles (or shakers)

I can shake my jingles high.
I can shake them low
I can shake them very fast.
I can shake them slow.
I can shake them way out front
And out to my side.
And when it's very, very quiet . . .
I can make them hide!

Flight of the Bumblebee

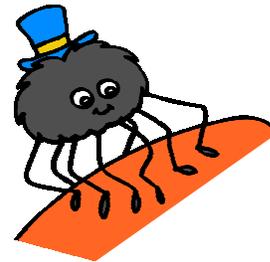
Composer: Rimsky Korsakov
<https://www.youtube.com/watch?v=aYAJopwEYv8>



Synchronous Movement

Illustrative Movement (songs and fingerplays)

The Eensy Weensy Spider



Mix a Pancake!

Mix a pancake,
Stir a pancake,
Pop it in a pan!
Fry a pancake,
Flip a pancake,
Catch it if you can!



Here's a Cup

Here's a cup
And here's a cup
And here's a pot of tea.
Pour a cup,
Pour a cup,
And have a drink with me!



Some illustrative movement activities will also introduce rhythmic and/or beat movement.

Examples: *There Was a Little Turtle*
I Plant a Little Seed
Oh My! Apple Pie

Rhythmic Movement

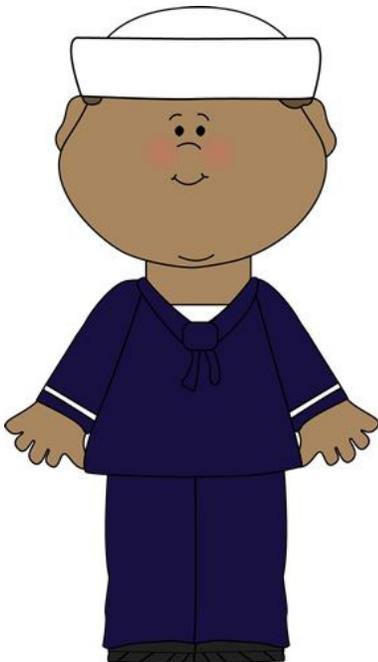
Miss Mary Mack

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.



A Sailor Went to Sea

A sailor went to sea, sea, sea
To see what s/he could see, see, see
But all that s/he could see, see, see
Was the bottom of the deep blue sea, sea, sea

A sailor went to chop, chop, chop . . .
A sailor went to knee, knee, knee . . .
A sailor went to toe, toe, toe . . .
A sailor went to ooh-wishy-wash . . .
A sailor went to sea, chop, knee, toe, ooh-wishy-wash . . .

Notation is available at: www.bethsnotesplus.com/2013/07/a-sailor-went-to-sea-sea-sea.html

For grades PreK-1, use repertoire with a repeating rhythmic pattern. Assign motions or small instruments to the rhythm.

“E-I-E-I-O” (*Old MacDonald*)

“Jingle at the Window Tideo” (*Tideo*)

“Little pig, little pig, let me in!” (*Three Little Pig Chant*)

“Ring-tum body minchy cambo” (*Frog Went A-Courtin’*)

Sail Away

Haul = stomp one foot

The anchor and we'll = pat rhythm using alternating hands

Sail a = clap two times

-way = two handed high five

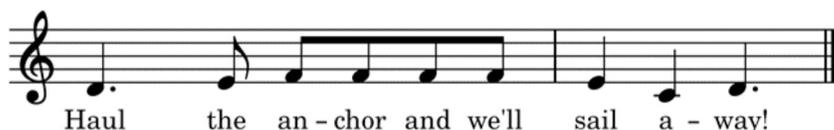
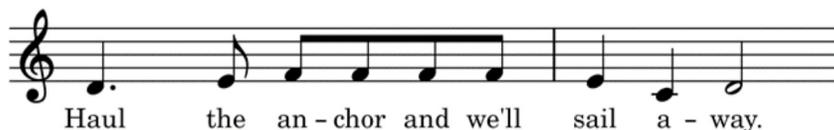
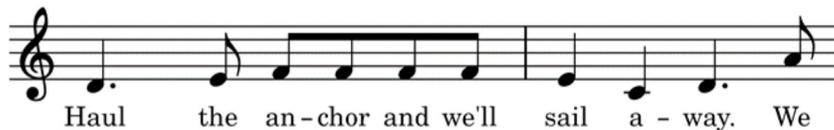
Partner Dance

Students stand in a circle

Partners face each other

Students sing and perform rhythmic motions.

At the end of the song, students jump in the air and turn 90-degrees to meet their new partner.



Miss White

Students Grade 2 and up enjoy performing the rhythmic Miss White body percussion activity.

1. Students learn to say the chant.
2. Students say the chant in canon (2 or 3 parts).
3. Students learn the body percussion activity (move and say).
4. Students perform the body percussion activity (audiate the lyrics).
5. Students perform the body percussion in canon (2-3) parts.



Beat Movement



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

Macrobeat, microbeat and asynchronous (AS) 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

AS: ride tractor

AS: wave to your neighbor!

Beat choreographies are a wonderful way to prompt children to learn to coordinate their movement with others. Choose quality music, create a storyline, and choreograph age-appropriate movements that illustrate microbeat, macrobeat, meter and . . . hyperbeat.



Royal March of the Lions

1. Place the lion face down in the open palm of your non-dominant hand. S/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. "The lion is looking for breakfast."
5. Each time you hear the music represent the lion roaring, raise the lion high in the air and then bring the lion 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 performed.

Hyperbeat Movement

Down the Ohio

The musical score for 'Down the Ohio' is written in a single system with six staves. The first three staves are in 6/8 time, and the last three staves are in 2/4 time. The key signature has one flat (Bb). The lyrics are: 'We're float - ing down the ri - ver. We're float - ing down be - low. We're float - ing down the ri - ver to the O - hi - o. Rid - ing in a bug - gy Miss Ma - ry Jane, Miss Ma - ry Jane, Miss Ma - ry Jane. Rid - ing in a bug - gy Miss Ma - ry Jane, A long way from home.'

My Bonnie Lies Over the Ocean

Notation is available at: <https://www.schools.utah.gov/file/b31990a5-c139-463e-9656-9944fed53d50>

Formation: seated

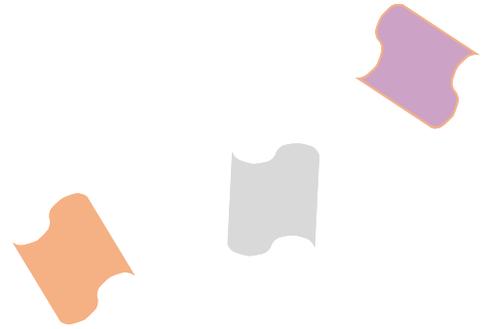
During the verse, pat three times on alternating sides to illustrate the meter. During the chorus, make "windmills." Extend one hand up and touch the floor with the other. Lean from side to side alternating arm extended and arm down every three beats.

Hyperbeat with Anticipation

Valse Bleue from *Circus Music From the Big Top*

Available at: <https://www.youtube.com/watch?v=9Go610ljxgk>

Children “juggle” a scarf to music.



Take Me Out to the Ball Game

Available at: https://www.youtube.com/watch?v=eUfaed8x_5I

Students toss a scarf in the air and catch it. Students may pair up and toss a single scarf or simultaneously toss one scarf each to each other.

Phrase Movement

Trois Gymnopédie No. 1 (Satie)

From *Move It* – John Feierabend and Peggy Lyman

Performed by Amanda Szuch. Available at: <https://www.youtube.com/watch?v=YyPLf4SCWoc>

Painting

Waltz in Ab by Johannes Brahms

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

Performed by Amanda Hooper.

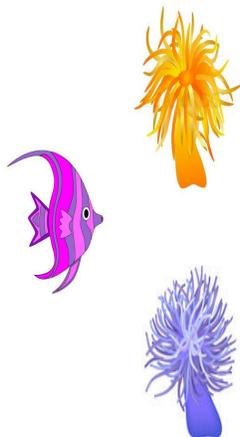
Available at: <https://www.youtube.com/watch?v=ljoV-yCVPr8>



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.



Under the Sea

Aquarium by Camille St. Saens

Available at: <https://www.youtube.com/watch?v=YVpl-RNzdE4>

Finding Nemo Theme by Thomas Newman

Available at: <https://www.youtube.com/watch?v=dqwYE7XOffQ>

Step 1: Students practice moving like sea anemones.

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.