



Tuneful, Beatful and Artful Movement in Upper Elementary Grades



**John M. Feierabend
The Hartt School
University of Hartford**

&

**Feierabend Association for Music Education
www.feierabendmusic.org**

First Steps in Music

AN 8-PART MUSIC READINESS CURRICULUM FOR 3-8 YEAR OLD CHILDREN

SINGING/TONAL ACTIVITY CATEGORIES

1. **Pitch Exploration/Vocal Warm-up** (Discovering the sensation of the singing voice)
 - Vocal glissandos
2. **Fragment Singing** (Developing independent singing)
 - Echo Songs
 - Call and Response Songs
3. **Simple Songs** (Developing independent singing and musical syntax)
 - 3-4 Note Songs
 - Expanded Range
4. **Arioso** (Developing original musical thinking)
 - Spontaneous created songs by the child
5. **SongTales** (Developing expressive sensitivity through listening)
 - Ballads for children

MOVEMENT ACTIVITIES CATEGORIES

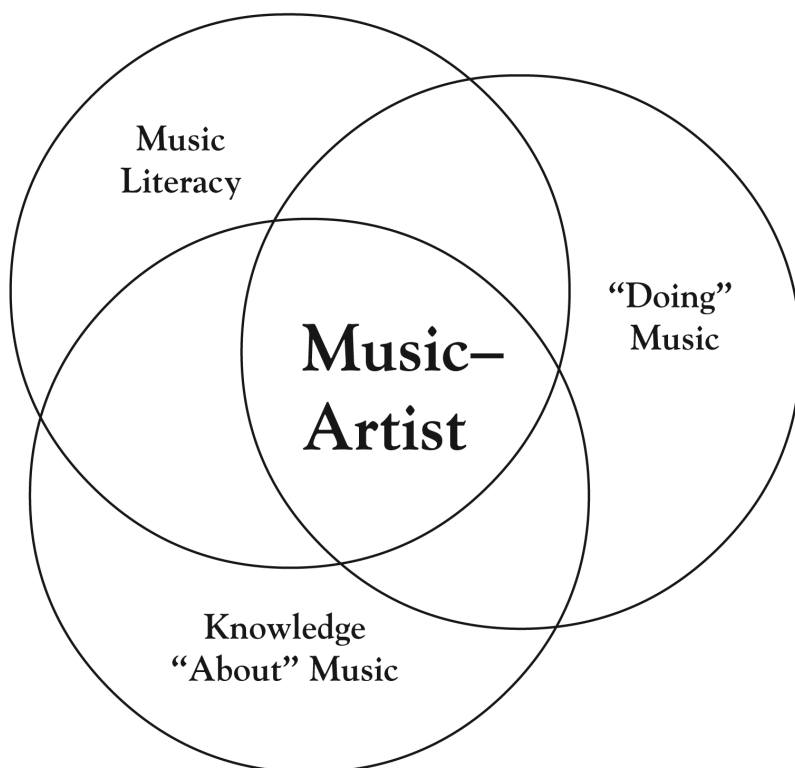
6. **Movement Exploration/Warm-up**
(Developing expressive sensitivity through movement)
 - Movement with and without classical music accompaniment
7. **Movement for Form and Expression**
(Singing/speaking and moving with formal structure and expression)
 - Non-Locomotor (finger plays, action songs, circle games, with recorded music)
 - Locomotor (circle games, with recorded music)
8. **Beat Motion Activities**
(Developing competencies in maintaining the beat in groups of 2 and 3)
 - Child-Initiated Beat Motions
 - Non-Locomotor
 - Locomotor
 - Teacher-Initiated Beat Motions
 - Non-Locomotor
 - Locomotor

The Curriculum (Doing Music)

Conversational Solfege – Level 1

General Music

3D Music Education



Music Literacy

Conversational Solfege

Singing (S1)
Listening (S6)
Reading (S5)
Writing (S5)
Dictation (S5)
Improvisation (S3)
Composition (S4)
Evaluating (S7)

Knowledge "About" Music

History (S9)
Theory
Music Terminology
Relationships to Other Things (S8)
Evaluating Music (S7)

"Doing Music"

Vocal Development (S1)
Movement
Instrument Technique (S2)
Expressive Sensitivity
Listening (S6)
Evaluating (S7)

Note: "S" indicates National Standard

TM 73

Stationary Beat

Stationary Beat

My Name Is Joe

Hi! My name is Joe.
I have a wife and three kids,
And I work in a button factory.
One day my boss said,
"Joe, are you busy?"
I said, "No."
He said,
"Turn the button with your right hand."
Pretend to hold an object with the right hand and turn it back and forth with the beat while repeating the rhyme.

- 2. ... "Turn the button with your left hand."
Both hands turn "buttons."
- 3. ... "Turn the button with your right elbow."
Both hands turn "buttons" while raising and lowering right elbow.

- 4. ... "Turn the button with your left elbow."
Both hands turn "buttons" while raising and lowering both elbows.
- 5. ... "Turn the button with your right foot."
Continue previous motions while tapping right foot out and in pivoting on the heel.
- 6. ... "Turn the button with your left foot."
Continue previous motions while tapping both feet out and in pivoting on heels.
- 7. ... "Turn the button with your head."
Continue previous motions while nodding head with the beat. This verse ends:
"Joe, are you busy?"
I said, "YES!"
At the end, stop all motions and shake fists in the air in frustration.

Stationary Circle

Stationary Circles

Doctor Knickerbocker II

Children stand in a circle

Doc-tor
(Rapidly pat hands on legs)
Knickerbocker, Knickerbocker, number nine,
Alternately clap own hands and reach out in both directions to clap hands of those on each side. Continue this pattern.

You can keep a rhythm most any old time.
Now, let's put the rhythm in your feet.
Two stomps.

Now let's put the rhythm on your legs.
Tap legs two times.
Now let's put the rhythm in our hands.
Clap hands two times.
Now let's put the rhythm on our heads.
Tap head two times.

Start the game slowly and increase speed with each repetition.

Traveling

Traveling but Not in a Circle

Left! Left!

Left! Left!
I left my wife and forty-eight children,
Alone in the kitchen,
In starving condition
With nothing but gingerbread...
(Repeat from beginning)

Someone leads the line of children in a twisting pathway. Begin marching on left foot. Continue, repeating poem without missing a beat.

Left, Left

Left, left,
I left my wife in New Orleans
With forty-five cents and a can of beans.
And I thought it was right, right,
Right for the country, whooppy doo!
(skipping step)

Begin marching on left foot. At "whooppy doo," all should do a quick right-left-right to shift back to the left foot in time for the next beat.

Off to Timbuktu

We are off to Timbuktu,
Would you like to go there too?
All the way and back again,
You must follow our leader then.
You must follow our leader,
You must follow our leader,
All the way and back again,
You must follow our leader.

Children take turns leading the group around the room. The leader initiates a motion and everyone else copies that motion as they travel around the room.

Polly Perkin

Polly Perkin,
Hold on to my jerkin,
Hold on to my gown.
That's the way we march to town.

Children take turns leading the group around the room. The leader initiates a motion and everyone else copies that motion as they travel around the room.

the book of songs & rhymes with beat motions

107

Counting Out

COUNTING OUT

One Potato, Two Potato

One potato, two potato,
three potato, four,
Five potato, six potato,
seven potato, more.

Each child stands with two clenched fists facing the center of the circle. The leader taps on each fist. At the end of the rhyme the last fist tapped is placed behind that persons back. The last fist left is the new "it."

**A variation of the above is to have all children sit in a circle with both legs out in front. The leader touches each foot. At the end of the rhyme the last foot touched is tucked under. The last leg still out is the winner.*

72

the book of playground songs & rhymes

Hand Clapping

HAND CLAPPING

A Sailor Went To Sea

A sail - or went to sea, sea, sea,
To see what he could see, see, see,
And all that he could see, see, see,
was the bot - tom of the deep blue sea, sea, sea.

Additional Verses

Verse 2

A sailor went to chop, chop, chop,
To see what he could chop, chop, chop,
And all that he could chop, chop, chop,
Was the bottom of the deep blue chop, chop, chop.

Verse 3

A sailor went to knee, knee, knee....

Verse 4

A sailor went to toe, toe, toe....

Verse 5

A sailor went to ooh-washy-wash....

Verse 6

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

Directions

A	clap own hands together
sai -	clap partner's right hand
lor	clap own hands together
went	clap partner's left hand
to	clap own hands together
sea, sea, sea	clap both hands to both hands of partner, three times (front back front)

Repeat pattern until the end.

Direction Variation

Substitute the following motions in the clapping sequence instead of "front, back, front."

Each time on the words "sea, sea, sea"—salute three times.

Each time on the words "chop, chop, chop"—chop one hand onto the other hand three times.

Each time on the words "knee, knee, knee"—tap knees three times.

Each time on the words "toe, toe, toe"—tap on toes three times.

Each time on the words, "Ooh-washy-wash"—twist body back and forth like a washing machine.

Each time on the words, "see, chop, knee, toe, ooh-washy-wash"—perform only one of each of the designated motions in sequence.

Head and Shoulders Baby

Head and should - ers bab - y one two

three. Head and should - ers bab - y one two

three. Head and should - ers, Head and

should - ers, Head and should - ers bab - y one two three.

Additional Verses

Verse 2

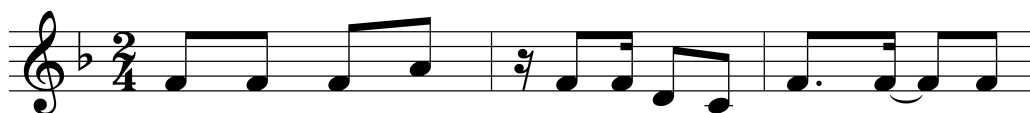
Knees and ankles baby, one, two, three.
 Knees and ankles baby, one, two, three.
 Knees and ankles, Knees and ankles,
 Knees and ankles baby, one, two, three.

Directions

Tap the body part as mentioned or pantomime the motion as in "milk the cow" or "throw the ball."

Head touch head
 shoulder touch shoulders
 baby one clap hands together
 (rest) clap partner's right hand
 two clap hands together
 (rest) clap partner's left hand
 three clap both hands to both hands of partner

Four White Horses



Four white hor - ses on a riv - er, Hey, hey, hey,



up to-mor-row, Up to - mor - row is a rain - y day.



Come on up to the sha-dow play. Sha-dow play is a



ripe ba - na - na, Up to - mor - row is a rain - y day.

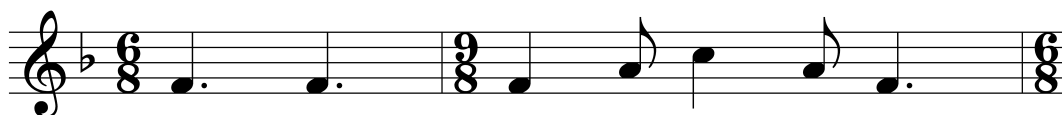
Directions

Four people stand in a circle. Each person is across the circle from his/her partner.
The eight-beat clapping pattern is as follows:

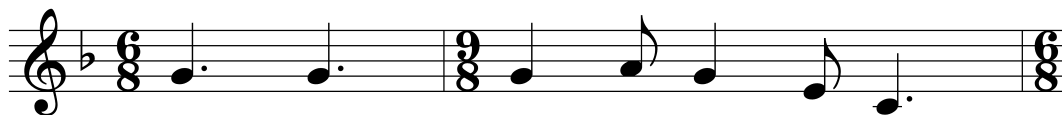
1. Clap own hands together
2. Clap both hands to both hands of your corner. (Couple one turns to the person on their right; couple two turns to the person on their left)
3. Clap own hands together
4. Clap both hands with your other corner. (Couple one turns to the person on their left; couple two turns to the person on their right)
5. Clap own hands together
6. Clap both hands to both hands of partner (Couple one claps high, couple two claps under couple one's hands)
7. Clap own hands together
8. Clap both hands to both hands of partner (Couple one claps low, couple two claps over couple one's hands)

Ball Bouncing

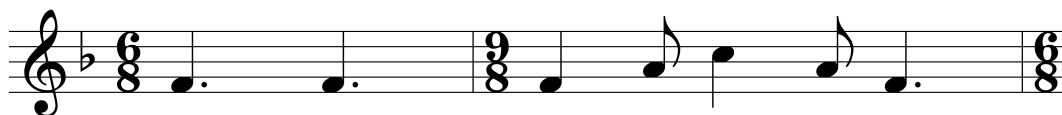
One, Two, Three Aleerie-o



One, two, three a - leer - ie - o.



Four, five, six, a - leer - ie - o.



Seven, eight, nine, a - leer - ie - o.



Ten a - leer - ie - o mas - ter.

Directions

The ball is bounced five times for each line (four times on the last line).

Each time "aleerie" is sung, lift a leg over the ball as it is bounced.

the book of playground songs & rhymes

63

Down the Mississippi

Down the Mississippi where the steam
boats go,
Some go fast and some go slow.
Down the Mississippi where the steam
boats PUSH!

The group stands in a circle. One person
bounces the ball. On the final word the ball
is bounced toward someone else.

Gypsy, Gypsy Lived in a Tent

Gypsy, gypsy lived in a tent,
She had no money to pay the rent,
She borrowed a one, she borrowed
a two,

She passed it on to Y-O-U.

Stand in a circle. One person bounces the ball
on the beat and on the final word bounces the
ball to someone else.

62

the book of playground songs & rhymes

A Me-See, A Clap-See

A me - see, A clap - see, I twirl my hands to
bap - see. My right hand my left hand.
High as the sky, Low as the sea, Touch my knee,
Touch my toe, Clap my hands and un-der we go!

Directions

Instead of bouncing the ball, the ball is tossed up in the air on each beat. In between the toss and catch various actions take place.

Me - see	toss and catch
Clap - see	toss, clap hands and catch
Twirl	toss, twirl hands around each other and catch
Bap-see	toss, touch shoulders and catch
Right hand	toss with right hand and catch with both hands
Left hand	toss with left hand and catch with both hands
High as the sky	toss higher and catch
Low as the sea	bend forward and toss and catch
Touch my knee	toss, touch knee and catch
Touch my toe	toss, touch toe and catch
Clap my hands	toss, clap hands and catch
Under we go	bounce the ball and lift leg over the bouncing ball and catch the ball

Rhymes for One Jumper

JUMP ROPE

I'd Rather Wash the Dishes

I'd rather wash the dishes,
I'd rather scrub the floor.
I'd rather kiss the garbage man,
Than kiss the boy (*girl*) next door.

Fudge, Fudge, Call the Judge

Fudge, Fudge, call the judge,
Mamma's gonna have a baby.
It isn't a girl, it isn't a boy,
It's just a new born baby.
Wrap it up in tissue paper, send it
down the elevator.
First floor skip.
Second floor skip.
Third floor don't skip,
Stop the rope by not jumping
Cause momma's gonna have a baby!

Hello, Hello, Hello, Sir

"Hello, hello, hello, sir,
Meet me at the grocer."
"No sir."
"Why sir?"
"Because I have a cold sir."
"Where'd you get your cold, sir?"
"At the North Pole, sir."
"What were you doing there, sir?"
"Shooting polar bear, sir."
"Let me hear you sneeze, sir."
"Kachoo, kachoo, kachoo, sir."

Fatty and Skinny

Fatty and Skinny went to bed,
Fatty rolled over and Skinny was dead.
Fatty called the Doctor and the Doctor said,
"That's what you get for rolling in bed."

He Took Her to the Garden

He took her to the garden,
And set her on his knee.
And said, "Baby, please,
Will you marry me?"
Yes, no, maybe so, yes, no, maybe so.

I am a Pretty Little Dutch Girl

I am a pretty little Dutch girl,
As pretty as she can be,
And all the boys around the block,
They want to marry me.
My boy friend's name is Paddy,
He comes from Cincinnati,
With a cherry on his nose
and ten fat toes,
and that's the way my story goes.

Don't Say Ain't

Don't say ain't,
Your mother will faint.
Your father will fall in a bucket of paint.
Your sister will cry,
Your brother will die.
The dog and the cat will say "Good-bye."

Passing Games

I Pass the Shoe



Directions

Children sit in a circle with legs crossed and knees almost touching the knees of those on each side. With the right hand, have children tap the beat on the floor, first in front of themselves and then in front of the person to the right, while chanting, "In front, to the right, in front, to the right...." Once this motion is secure, have the group continue the tapping motion while a shoe (or some other object) is passed around on the beat. When the object lands in front of a child, his/her hand should land on it with the words, "In front" and he/she should then pass it to the right with the words, "to the right". Once passing on the beat is comfortable, try singing the song while the tapping and passing continues.

With advanced groups, try passing as many objects as there are children so all children are passing objects simultaneously through the song.

Where Oh Where

Leader: **Group:**

Where, oh, where, Where, oh, where,

The li - on, The li - on,

One and one and one and one. One and one and one and one.

Pass the peb - ble down, Pass the peb - ble down.

Directions

Children sit in a circle with their legs crossed and their knees almost touching.

Each child has a pebble in front of him/her.

The three motions should be practiced ahead of time.

1. Pick up the pebble with the right hand.
2. Pass the pebble from the right hand to the left hand.

Longways Formation (Partners)

Bow Belinda



Bow, bow, bow Be-lin - da, Bow, bow, bow Be-lin - da,
Bow, bow, bow Be-lin - da, Won't you be my dar - ling?

Verse 2

Right hand 'round, O, Belinda, Right hand 'round, O, Belinda,
Right hand 'round, O, Belinda, Won't you be my darling.?

Verse 3

Left hand round, O, Belinda...

Verse 5

Promenade around, O, Belinda...

Verse 4

Back to back, O, Belinda...

Verse 6

Through the tunnel, O, Belinda...

Longways Formation

Verse 1: Two lines with partners facing opposite each other. The first person from one line and the last person from the other line (first corners) step to the middle to meet each other, bow, and back up to their places. The persons from the opposite ends (other corners) do the same.

Verse 2: First corners meet again in the middle, take right hands and turn around one time and back to place. Other corners do the same.

Verse 3: First corners meet and take left hands and turn around once and back to place. Other corners do the same.

Verse 4: First corners do-si-do. Other corners do the same.

Verse 5: Lines come together in promenade position and the head couple leads the lines in a circle to the left and back to where they started.

Verse 6: All partners hold hands high to form arches. The head couple holds hands and goes under the arches remaining at the bottom of the set. All others take one step toward the top of the set (shift up). Repeat dance until all have had a turn to be the head couple.

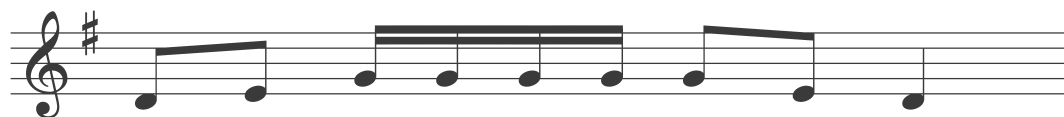
Single Circle (Partners)

SINGLE CIRCLE (PARTNERS)

Golden Ring



Gold - en ring a - round the Su - san girl,



Gold - en ring a - round the Su - san girl,



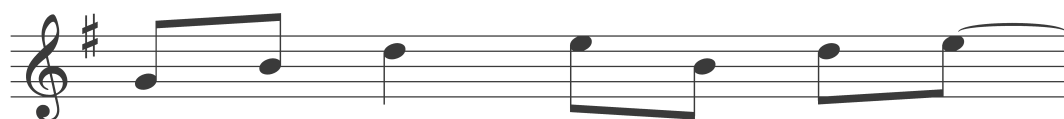
Gold - en ring a - round the Su - san girl,



All the way a - round that Su - san girl.



'Round and 'round Su-san girl, 'Round and 'round Su-san girl,



'Round and 'round Su - san girl, All——



— the way a - round that Su - san girl.

Dance Directions**Chorus**

*Partners stand in a single circle, "ones" (or gents) on the left.
All take hands and walk left for 16 beats.*

Verse 1

*'Round and 'round Susan girl, 'Round and 'round Susan girl,
'Round and 'round Susan girl, All the way around that Susan girl.
Walk right 16 beats.*

Chorus

Walk left 16 beats.

Verse 2

*Swing Oh Swing...
Swing partner by right arm for 8 beats, swing corner by left arm for 8 beats.*

Chorus

Walk left 16 beats.

Verse 3

*Promenade home...
"Ones" step into the circle and promenade partner counterclockwise 16 beats.*

Chorus

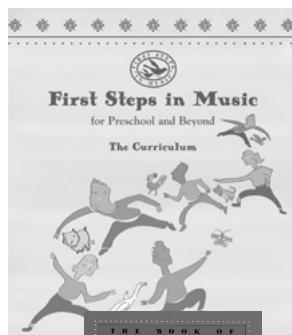
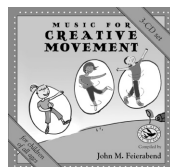
Walk left 12 beats. During beats 13–16 circle stops, "ones" stop, and with their right hand pull partner in front and place partner on their left. Repeat dance with new partner.



Available Resources

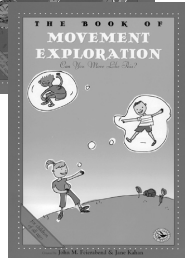
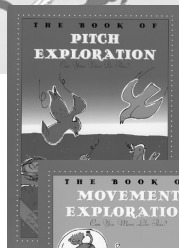
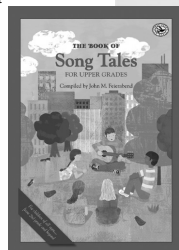
Classical Music for Movement

- CD-903 Music for Creative Movement (3-CD set)
 CD-493 First Steps in Classical Music: Keeping the Beat



Books for Preschool and Early Elementary

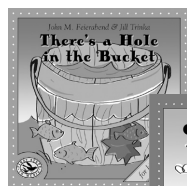
- G-5880 First Steps in Music for Preschool and Beyond
 G-5276 The Book of Pitch Exploration
 G-5277 The Book of Echo Songs
 G-5278 The Book of Call and Response
 G-5280 The Book of Children's Song Tales
 G-5876 The Book of Movement Exploration
 G-5877 The Book of Finger Plays and Action Songs
 G-5878 The Book of Beginning Circle Games
 G-5879 The Book of Songs and Rhymes with Beat Motions



Recordings for Kids of All Ages

by John M. Feierabend and Jill Trinka

- CD-645 There's A Hole in the Bucket
 CD-646 Had a Little Rooster
 CD-647 Old Joe Clark
 CD-493 First Steps in Classical Music: Keeping the Beat

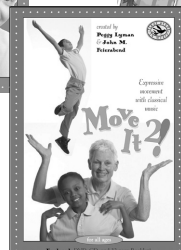
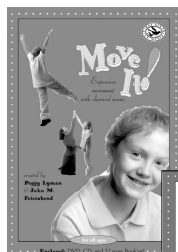
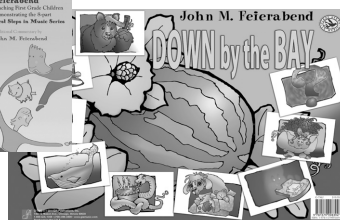


- G-7001 Set of all four recordings above
 plus First Steps in Music for
 Preschool and Beyond

- G-7001A Complete Curriculum Package
 Set of all books and recordings above
 Save over \$40 with this offer!

Companion Materials

- DVD-947 First Steps in Music: In Action
 G-6400 Vocal Development Kit
 (Puppets, toys, and instruments with manual)
 G-6509 Pitch Exploration Stories
 (12 large picture cards)
 G-6510 Pitch Exploration Pathways
 (12 large picture cards)
 G-6511 Oh, In the Woods
 (12 large picture cards)
 G-7962 Down by the Bay
 (10 large picture cards)



Move It!

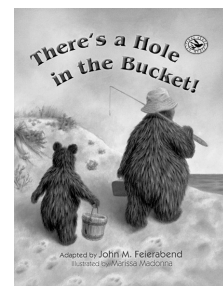
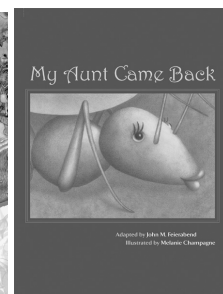
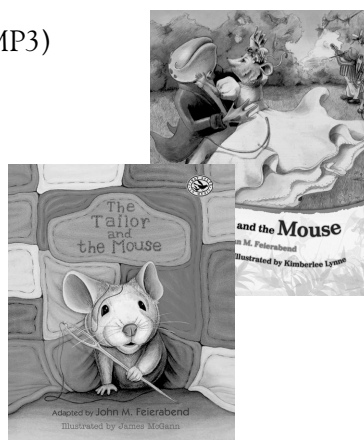
- DVD-549 Music DVD, CD, and booklet

Move It! 2

- DVD-756 Music DVD, CD, and booklet

Folk Song Picture Books (with downloadable MP3)

- G-6535 The Crabfish
- G-7178 My Aunt Came Back
- G-7179 There Was a Man
- G-7416 Father Grumble
- G-7690 The Derby Ram
- G-7844 The Frog and the Mouse
- G-8121 Risseldy Rosseldy
- G-8122 The Tailor and the Mouse
- G-8454 There's a Hole in the Bucket
- G-8585 The Other Day I Met a Bear



Lomax the Hound of Music

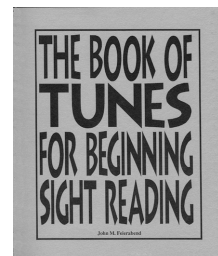
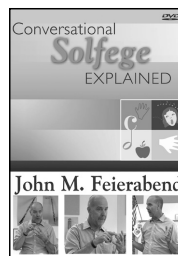
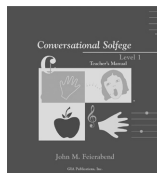
- DVD-829 The Best of Lomax the Hound of Music (2 Hours)
- CD-830 Lomax the Hound of Music: Favorite Songs (25 Songs)

Conversational Solfege

- DVD-946 Conversational Solfege Explained

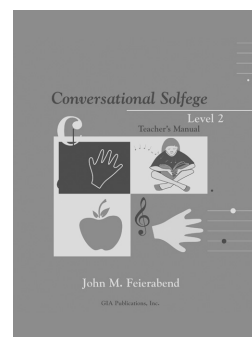
Level 1:

- G-5380 Teacher's Manual
- G-5380FL Flashcards
- G-5380S Student Book
- CD-526 Classical Selections CD



Level 2:

- G-5381 Teacher's Manual
- G-5381FL Flashcards
- G-5381S Student Book
- CD-527 Classical Selections CD

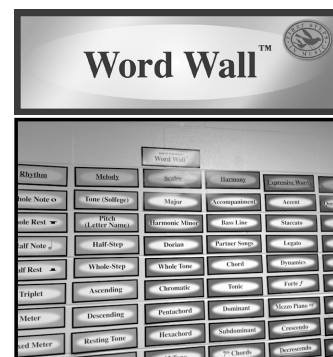


Level 3:

- G-5382 Teacher's Manual
- G-5382S Student Book

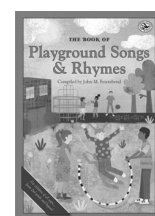
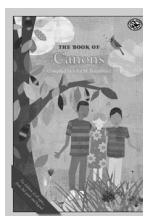
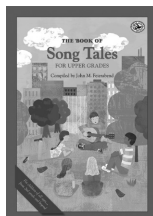
Related Materials

- G-8453 Word Wall
- G-5547 The Book of Tunes for Beginning Sight-Readers
- G-7594 Conversational Solfege Sign Pack



Song Collections for Older Children

- G-8736 The Book of Song Tales for Upper Grades
- G-8552 The Book of Canons
- G-8663 The Book of Song Dances
- G-8747 The Book of Playground Songs and Rhymes

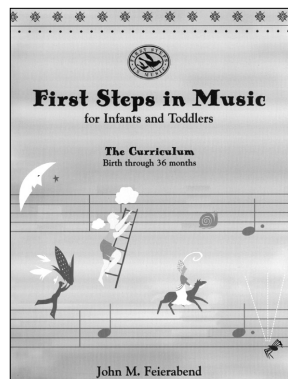
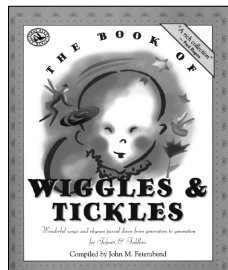


Book of Church Songs and Spirituals

- G-7816 Spiral Bound and illustrated

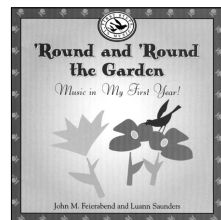
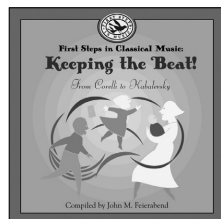
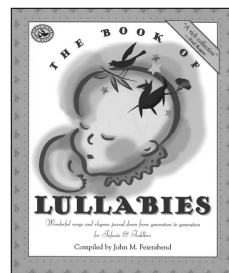
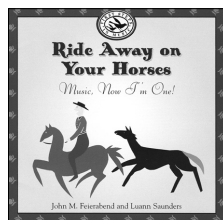
Books for Infants and Toddlers

- G-4974 First Steps in Music for Infants and Toddlers
- G-4975 The Book of Bounces
- G-4976 The Book of Wiggles and Tickles
- G-4977 The Book of Tapping and Clapping
- G-4978 The Book of Simple Songs and Circles
- G-4979 The Book of Lullabies
- G-5145 Set of 5 books above



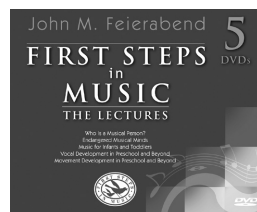
Recordings for Infants and Toddlers

- CD-437 'Round and 'Round the Garden: Music in My First Year!
- CD-438 Ride Away on Your Horses: Music, Now I'm One!
- CD-439 Frog in the Meadow: Music, Now I'm Two!
- CD-493 First Steps in Classical Music: Keeping the Beat
- G-5483A Complete Curriculum Package Set of all books and recordings above
Save over \$40 with this offer!
- G-5483 Set of all four recordings above plus *First Steps in Music for Infants and Toddlers*



Instructional DVDs

- DVD-499 *Music and Early Childhood* (30-minute documentary produced by Connecticut Public Television)
- DVD-875 First Steps in Music; The Lectures (5 DVDs)
- DVD-947 First Steps in Music: In Action DVD
- DVD-946 Conversational Solfege Explained (3 DVDs)



First Steps in Music Series by John M. Feierabend

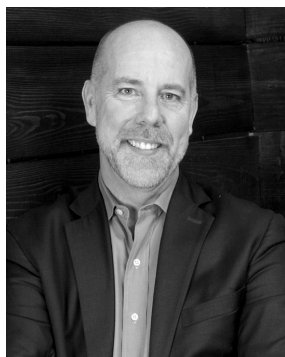
GIA Publications, Inc.

7404 S. Mason Ave., Chicago, IL 60638

1.800.442.1358 or 708.496.3800, 8:30 A.M.–5 P.M. CST, M–F

Fax: 708.496.3828 • Email: custserv@giamusic.com

www.giamusic.com • www.giamusic.com/feierabend



John M. Feierabend

Feierabend@aol.com

www.giamusic.com/feierabend

Dr. John Feierabend is considered one of the leading authorities on music and movement development. He is a Professor of Music and the Director of the Music Education Division at The Hartt School of the University of Hartford and is a past President of the Organization of American Kodály Educators as well as a NAFME Lowell Mason Fellow. A music educator for over thirty years, he continues to be committed to collecting, preserving and teaching the diverse folk music of our country and using that folk music as a bridge to help children understand and enjoy classical music. His work is based on his belief that many generations can share common experiences such as traditional folk songs and rhymes, which can help develop a valuable but dwindling commodity - a sense of community. Dr. Feierabend's research has resulted in two music curricula; *First Steps in Music*, a music and movement program for infants through elementary aged children and *Conversational Solfege*, a music literacy method for use in general music classes. Dr. Feierabend also helped develop the PBS children's television series *Lomax: The Hound of Music*, which is based on his *First Steps in Music* curriculum.

FAME

Feierabend Association for Music Education

<http://www.feierabendmusic.org>

The chief aim of the Feierabend Approach is to build community through music by evoking enthusiastic participation of all people. To that end this approach strives for all people to become tuneful, beatful and artful through research based and developmentally appropriate pedagogies that use quality literature. Ideally begun in early childhood, these goals remain of primary importance at any age as they serve as the foundation for all further musical development. Accomplish these goals by first learning authentic folk songs and folk dances (music and movement created by a community for the purpose of encouraging community participation). Further the understanding and appreciation of music through making connections from folk songs and dances to masterworks.

Learning notation, playing instruments and giving performances are secondary goals and should be introduced only after individuals become tuneful beatful and artful. Present notation only after rhythm and melodic elements are aurally (conversationally) understood through the use of rhythm syllables and solfege syllables. Express music through instruments rather than use instruments to become musical.

The mission of the Feierabend Organization is to promote and create print and electronic resources that further develop these ideas, to promote seminars and teacher certification training that encourage these ideas and to organize regional, national and international conferences that proliferate and expand on these ideas