



**Music and  
Movement in  
the Early Years**

John M. Feierabend  
The Hartt School  
University of Hartford

Excerpted from *First Steps in Music for Preschool and Beyond*  
by John M. Feierabend

# 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

# 1. Pitch Exploration Poems/Vocal Warm-up

## The Ice Cream Sundae

Today was a day I did everything right,  
Though my brother annoyed me, I still  
didn't fight.  
I played nicely all day, didn't argue or  
scream.  
Now my mom says we'll go for a dish of ice  
cream. *mmmm*

I ate all of my breakfast and all of my  
lunch,  
I picked up my toys (and I have a bunch),  
And since I've been helpful, like part of  
a team,  
I think I might ask for two scoops of ice  
cream. *mmmm*

Two scoops! What a treat! But I think  
you'll agree,  
It would be hard to imagine one better  
than me.  
I've done everything right, or so it would  
seem,  
Maybe Mom will allow me four scoops of  
ice cream. *mmmm*

Yes! Today has been special. It's not every  
day,  
I do everything right, in such a nice way.  
So why not, of course, since I'm building  
up steam,  
Have some syrup on top of four scoops of  
ice cream. *mmmm*

"You've been perfect, my dear." That's  
what Mom said today,  
So I know she won't mind if I have it my  
way.

To the syrup, add nuts and also whipped  
cream  
And a cherry on top of four scoops of ice  
cream. *mmmm*  
And yet, when I think about wanting  
more,  
Though it sounds awfully good, I know  
what's in store.  
I'll eat and I'll eat and I'll run out of steam,  
And I won't feel so good after all that ice  
cream. *mmmm*

Since today was a day I did everything  
right,  
I will not spoil my record by making a  
sight.  
I'll ask most politely, though it was fun to  
dream,  
"May I have one scoop of vanilla ice  
cream?" *mmmm*

**-John M. Feierabend**



## 2. Fragment Singing–Echo Song



### No More Pie



No more pie...

Pie's too sweet...

I want a piece of meat...

Meat's too red.

I want a piece of bread...

Bread's too brown...

I think I'll go to town...

Town's too far...

I think I'll take a car...

Car won't go...

I fell and stubbed my toe...

Toe gives me pain...

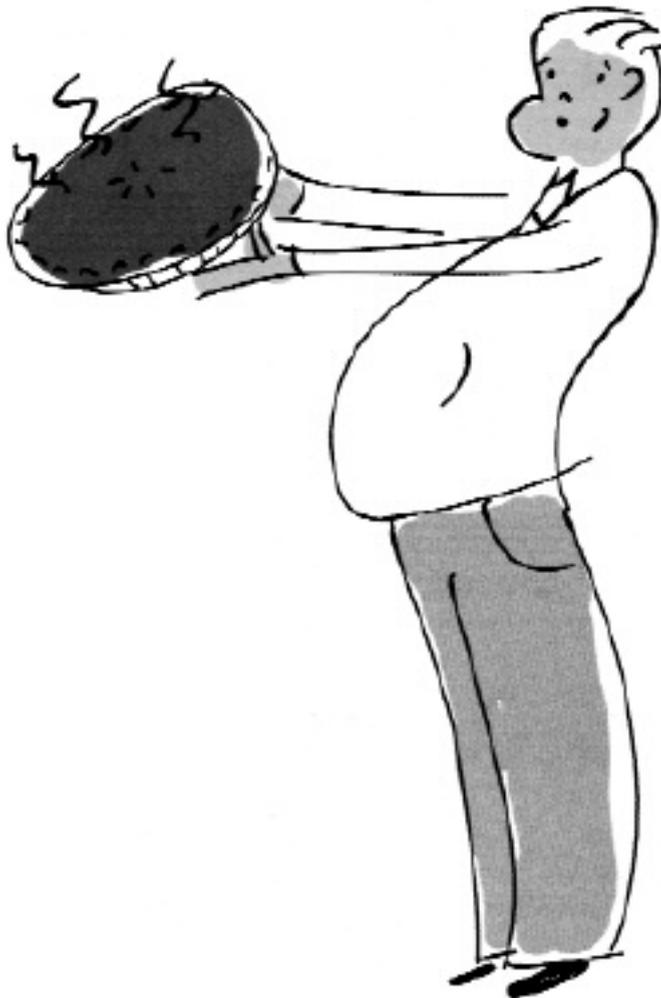
I think I'll take a train...

Train had a wreck...

I fell and hurt my neck...

Oh, my...

No more pie...



### 3. Simple Songs



#### Frog in the Meadow



Frog in the mead - ow, Can't get him out.



Take a lit - tle stick and stir him a - bout.

#### Pitter, Patter



Pit-ter, pat-ter, pit-ter, pat-ter, Lis-ten to the rain.



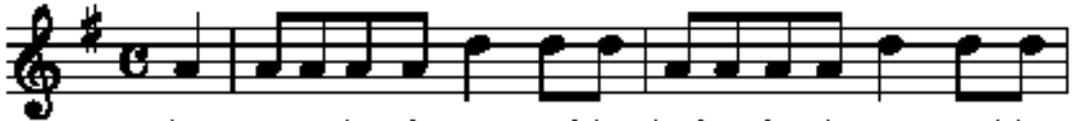
Pit-ter, pat-ter, pit-ter, pat-ter, On my win-dow pane.



## 5. SongTales



### The Crabfish



There was a lit-tle man and he had a lit-tle wife And he



loved her as much as he loved his life. Mash a



row dow dow dow did - dle all the day, Mash a



row dow dow dow did - dle all the day.

#### Verse 2

One hour in the night, his wife grew sick,  
And all that she wanted was a little crabfish.

*Refrain*

#### Verse 3

So up he arose and put on his clothes,  
And down to the seaside he followed his nose.

*Refrain*

#### Verse 4

"O fisherman. O fisherman, can you tell me,  
Have you a little crabfish you could sell to me?"

*Refrain*



**Verse 5**

“O yes, O yes. I have one, two, and three,  
And the best of them I will sell to thee.”

*Refrain*

**Verse 6**

So he caught him and bought him and put him in a dish,  
And he said, “Oh, wife, put your nose to this.”

*Refrain*

**Verse 7**

Then his wife just to smell him popped up from her clothes,  
And the crabfish popped up and grabbed her by the nose.

*Refrain*

**Verse 8**

“Oh, help, dear husband; come hither, do you hear?”  
But the crabfish had already grabbed him by the ear.

*Refrain*

**Verse 9**

And so my friends, if for a crabfish you thirst;  
Please try to remember to cook him first.

*Refrain*



# 6. Movement Exploration Portfolio

Laban Themes adapted by John M. Feierabend

## 1. Awareness of Body Parts and Whole

- 1.1 Whole body movements
- 1.2 Isolated body parts
- 1.3 Leading with a part
- 1.4 Initiating with a part

## 2. Awareness of Time

- 2.1 Quick/slow movement
- 2.2 Clock time

## 3. Awareness of Space

- 3.1 Movement in personal/general space
- 3.2 Straight/twisted pathway (direct/indirect movement)
- 3.3 Inward movement
- 3.4 Outward movement
- 3.5 Direction of movement
- 3.6 Distance of movement

## 4. Awareness of Levels

- 4.1 High/middle/low

## 5. Awareness of Weight

- 5.1 Heavy/light
- 5.2 Strong/gentle
- 5.3 Tense/relaxed

## 6. Awareness of Locomotion

- 6.1 Walking
- 6.2 Leaping
- 6.3 Running
- 6.4 Hopping
- 6.5 Jumping
- 6.6 Skipping
- 6.7 Galloping
- 6.8 Striding

## 7. Awareness of Flow

- 7.1 Sudden/sustained
- 7.2 Sequential/simultaneous
- 7.3 Bound/free

## 8. Awareness of Shape

- 8.1 Becoming shapes

## 9. Awareness of Others

- 9.1 Partners
- 9.2 Groups

## 10. Student-Initiated Creative Movement

- 10.1 Representative movement
- 10.2 Non-representative movement

## 7. Movement for Form and Expression— Fingerplays



### **Chop, Chop, Chippity Chop**

Chop, chop, chippity chop,

*with one hand, tap on the other arm*

Cut off the bottom and cut off the top.

*continue tapping*

What there is left,

*scoop up pile of chopped vegetables with both hands*

We'll put in the pot.

*place vegetables in pot*

Chop, chop, chippity chop.

*resume tapping on arm*



### **Five Little Ladies**

Five little ladies going for a walk,

*begin with both hands behind your back;  
bring one hand out and tap (sitting) on  
the floor*

Five little ladies stopping for a talk.

*tap the tips of your fingers together*

Along came five little gentlemen,

*bring other hand out from behind back  
while tapping on the floor*

They all danced together and that made  
ten.

*fold hands and sway them back and forth*

### **Two Little Blackbirds**

Two little blackbirds

Sitting on a hill.

*sit, bouncing fists on knees, thumbs up*

One named Jack

*raise up one thumb*

And the other named Jill.

*raise up the other thumb*

Fly away, Jack.

*place one hand behind your back*

Fly away, Jill.

*place the other hand behind your back*

Come back, Jack.

*bring one thumb back out*

Come back, Jill.

*bring the other thumb back out*

### **Variation**

Two little chicky birds sittin' on a wall,

One named Peter and one named Paul.

Fly away, Peter. Fly away, Paul.

Two little chicky birds sittin' on a wall.

# 7. Movement for Form and Expression— Classical Music



## **Waltz in A-flat, Op. 39, No. 15**

by Johannes Brahms

### **A (:00-:27)**

With palm facing out, make four large circles with one hand and four large circles with the other hand.

*(repeat)*

### **B (:28-:38)**

With palms down, both hands make circles, coming together and going out in front.

Make five circles with each circle higher than the last.

The final circle ends with hands floating down to sides.

### **A (:39-:52)**

With palm facing out, make four large circles with one hand and four large circles with the other hand.

*(repeat)*

### **B (:53-1:02)**

With palms down, both hands make circles, coming together and going out in front.

Make four circles with each circle higher than the last.

The final circle ends with hands floating down to sides.

### **A (1:03-1:25)**

With palm facing out, make four large circles with one hand and four large circles with the other hand.

*(repeat)*

(See the DVDs *Move It!* (DVD-549) and *Move It! 2* (DVD-756), available from GIA Publications for many other classical movement examples.)

## 8. Beat Motion Activities— Child-Initiated Songs and Rhymes—Stationary



### Listen, Listen

Lis - ten, lis - ten, Here I come;  
Some - one spe - cial gets the drum.

The image shows two staves of musical notation in 2/4 time. The first staff contains the melody for the first line of the song, and the second staff contains the melody for the second line. The lyrics are written below the notes.

*Invite children, one at a time, to keep the beat with the drum; sing the song at the tempo set by the children.*

## 8. Beat Motion Activities— Teacher-Initiated Songs and Rhymes— Stationary



### **Ali Baba**

*The leader chants the following phrase while performing some motion with the beat.*

*“Ali Baba and the forty thieves.”*

*The group repeats the phrase and the motions shown by the leader; leader continues demonstrating different motions, each repeated by the group.*

*Later: Leader performs some motions while speaking the phrase; while the group is repeating the phrase with those motions, the leader shows the next motion; while the children are performing the second motion, the leader shows the third motion, etc.*

*Still later: Children sit in a circle; the leader performs some motion while speaking the phrase; the next child in the circle repeats that motion while the leader shows the second motion; as the leader shows the third motion, the next child is performing the second motion and the child next to him or her is performing the first motion; the passing of the motion is continued until all children are performing different motions with the beat concurrently.*

# Available Resources

## 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 SongTales
- 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-7001A Complete Curriculum Package Set of all books and recordings above  
*Save over \$40 with this offer!*
- G-7001 Set of all four recordings above plus *First Steps in Music for Preschool and Beyond*



## Companion Materials

- 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)





## Beautiful Songtale Books

- G-6535 The Crabfish (with CD)
- G-7178 My Aunt Came Back
- G-7179 There Was a Man
- G-7416 Father Grumble
- G-7690 The Derby Ram

## Move It!

- DVD-549 Music DVD, CD, and booklet

## Move It! 2

(Expressive movements to classical music)

- DVD-756 Music DVD, CD, and booklet

## 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 Tickers
- 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-5483 Set of all four recordings above plus *First Steps in Music for Infants and Toddlers*
- VHS-499 *Music and Early Childhood* (30-minute documentary produced by Connecticut Public Television)

## **Conversational Solfege**

### **Level 1:**

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

### **Level 2:**

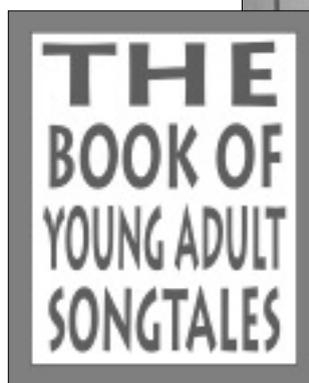
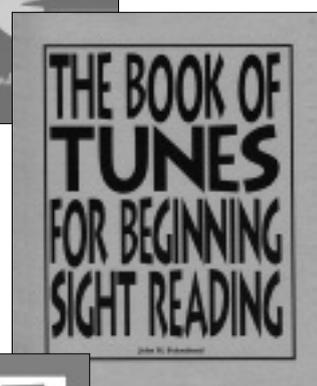
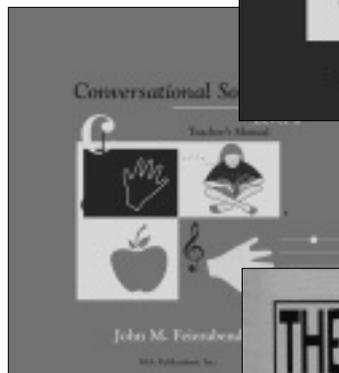
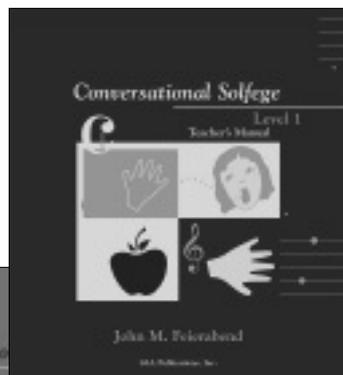
- G-5381 Teacher's Manual
- G-5381FL Flashcards
- G-5381S Student Book
- CD-527 Classical Selections CD

### **Level 3:**

- G-5382 Teacher's Manual
- G-5382S Student Book
  
- G-5547 The Book of Tunes for Beginning Sight-Readers

## **Books for Older Children**

- G-5279 The Book of Young Adult SongTales
- G-5281 The Book of Canons



## **First Steps in Music Series by John M. Feierabend**

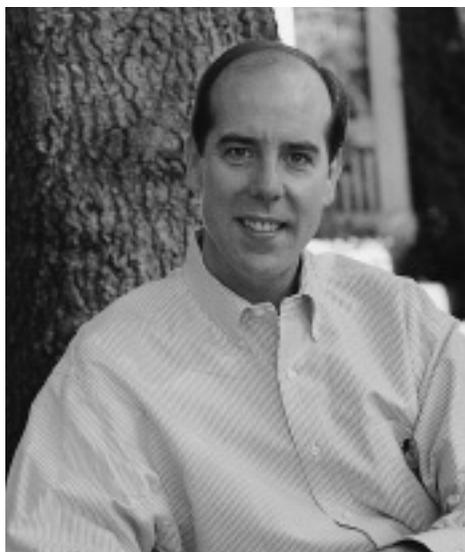
**GIA Publications, Inc.**

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](mailto:custserv@giamusic.com)

[www.giamusic.com](http://www.giamusic.com) • [www.giamusic.com/feierabend](http://www.giamusic.com/feierabend)



Dr. John Feierabend is considered one of the leading authorities on music and movement development in early childhood. 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. Dr. Feierabend makes frequent presentations both in the United States and abroad and is the author of over 60 books, articles, CDs, DVDs, and videotapes.

A music educator for over 30 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 books are a result of his belief that when many generations share common experiences such as traditional folk songs and rhymes, it helps them develop a valuable but dwindling commodity—a sense of community. When adults share childlike memories with children, they not only connect children with their ancestors, but they also enrich their children’s childhood and enable their children to someday tap into their own delicious childhood memories to share that same repertoire with their children.

In addition, research has suggested that these traditional activities provide precisely the tonal, rhythmic, and expressive experiences that are needed to develop one’s musical sensitivities. Children fortunate enough to have these songs and rhymes shared with them will grow to become adults who will not only be musically sensitive to music in their lives, but will also be musically able to connect to their children through music play.

Dr. Feierabend’s research has resulted in two music curricula: *First Steps in Music*, a music and movement program for infants through early elementary aged children, and *Conversational Solfege*, a music literacy method for use in general music classes. Dr. Feierabend is currently working on *Lomax: The Hound of Music*, a public television series that is based on his *First Steps in Music* curriculum.

Dr. Feierabend has been honored by the National Association for Music Education (MENC) as a Lowell Mason Fellow, received the Outstanding Educator Award from the Organization of American Kodály Educators (OAKE), and was the first American recipient of the international LEGO prize, an award given annually to someone who has “helped to make the world a better place for children to live and grow.”