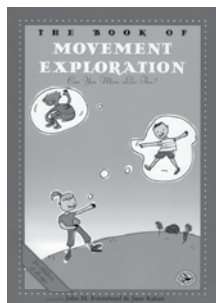
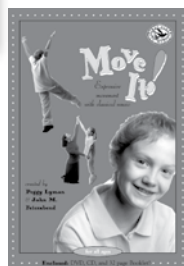




Move



Move



Move:



Three Approaches to Classical Music Through Movement

John M. Feierabend
The Hartt School
University of Hartford

First Steps in Music Curriculum

*An 8-Part Music Readiness Curriculum for
Pre-School through Elementary Aged 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 memory)
 - 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

First Steps in Music Curriculum
Part 6: Movement Exploration / Warm Up
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

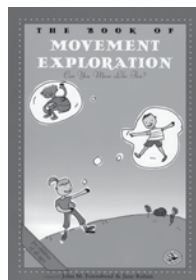
- 8.1 Becoming shapes

9. Awareness of Others

- 9.1 Partners
- 9.2 Groups

10. Student-Initiated Creative Movement

- 10.1 Representative movement
- 10.2 Non-representative movement



First Steps in Music Curriculum
Part 6: Movement Exploration / Warm Up
Laban Theme 10: Student Initiated Creative Movement

Star Dance

Story by John Feierabend

Begin in a stooped position with both hands on the floor.

This is a story of two stars.

As the sun came down the stars rose up in the sky.

Stand up very slowly and stretch hands above head.

One day one star started dancing.

Slowly move one hand back and forth.

Then the other started dancing.

Slowly move both hands randomly.

Sometimes they dance together and sometimes they danced apart.

Explore all the places your hands can go.

One day they decided to dance across the galaxy.

Slowly begin to travel around the room with arms slowly moving.

Sometimes they saw other stars and danced together.

Sometimes whole clusters of stars danced together.

Partners and groups mirror each other.

As the night wore on the stars danced their way back home.

Return to original positions.

And as the sun came up the stars slowly danced their way back down.

Slowly return to a stooping position and place hands on the floor.

Time the ending of the movement to end with the music.

The music by Chip Davis was “Traditions of Christmas”
from Mannheim Steamroller’s “A Fresh Aire Christmas.”

First Steps in Music Curriculum
Part 7: Movement for Form and Expression
Move It! DVD Track #3

Trois Gymnopédie #1

Erik Satie

Introduction :00 – :07

Bounce slightly from the knees.

A :08 – :42

Slowly swing one arm forward and back two times.

Slowly swing the same arm across in front and back out, across in front and back out.

Slowly swing the other arm forward and back three times.

Slowly swing the same arm across in front and back out, across in front

B :43 – 1:02

Place palms together and gently twist hands back and forth while raising them above head.

Separate hands above head and slowly lower hands.

Perform two times

C 1:03 – 1:20

Slowly swing both arms forward and back three times.

Slowly swing both arms forward and up into a large circle over head and back down.

Interlude 1:21 – 1:30

Bounce slightly from the knees.

A 1:31 – 2:04

Repeat motions described in section A.

B 2:05 – 2:24

Repeat motions described in section B.

C 2:25 – 2:45

Repeat motions described in section C.

Note: GENTLE—encourage students to relax and use soft, flowing, gently pulsing energy.

First Steps in Music Curriculum
Part 7: Movement for Form and Expression
Move It! DVD Track #12

The Comedians – “Pantomime”

Dmitry Kabalevsky

Formation: performed sitting in chairs

Can also be performed sitting on the floor with legs in front (knees bent) and hands at sides with palms down on the floor.

A :00 – :11

Lift one hand with great difficulty and suddenly set it down.

Repeat with other hand.

Lift one foot with great difficulty and suddenly set it down.

Repeat with the other foot.

B :12 – :23

Lift both hands with great difficulty and suddenly set them down.

Lift both feet with great difficulty and suddenly set them down.

Lift both hands with great difficulty and suddenly set them down.

Lift buttocks up from chair with great difficulty and suddenly sit down.

C :24 – :34

Lift one foot with great difficulty and suddenly set it down out to the side.

Repeat with other foot setting it down out to the other side.

Lift first foot with great difficulty and suddenly set it down back in front.

Repeat with other foot.

D :35 – :45

Lift one hand with great difficulty and suddenly set it down on top of the back of the other hand.

Lift that same hand with great difficulty and suddenly set in down in its original position.

Repeat section D with other hand.

A :46 – :58

Repeat motions described in section A.

B :59 – 1:10

Repeat motions described in section B.

C 1:11 – 1:21

Repeat motions described in section C.

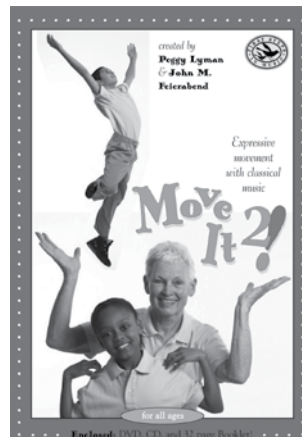
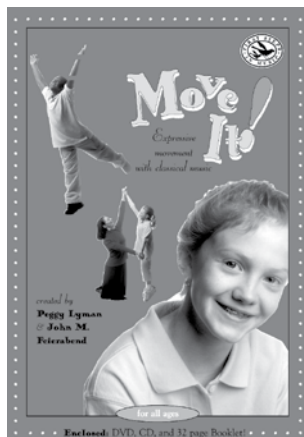
D 1:22 – 1:31

Repeat motions described in section D.

B 1:32 – 1:48

Repeat motions described in section B.

Note: HEAVY! Stress weight and heavy, strong effort. Our students love accompanying this with grunts and groans.



First Steps in Music Curriculum
Part 7: Moving for Form and Expression
Move It 2! DVD Track #18

Peer Gynt Suite, Op. 46, No. 1
“In the Hall of the Mountain King”
Edward Grieg

Begin with hands at sides.

Introduction :00 – :04

Slowly raise one hand and touch head.

A :05 – :20

With one hand touch head, shoulder, knee, toe.
Then touch head, shoulder, knee, toe, knee.
Repeat.

Av1 :21 – :34

With the other hand touch head, shoulder, knee, toe.
Then touch head, shoulder, knee, toe, knee.
Repeat.

Av2 :35 – :50

With both hands touch head, shoulder, knee, toe.
Then touch head, shoulder, knee, toe, knee.
Repeat.

Av3 :51 – 1:04

With one hand touch head and cross to touch opposite shoulder, opposite knee, and opposite toe.
Then touch head, opposite shoulder, opposite knee, opposite toe, opposite knee.
Repeat.

Av4 1:05 – 1:19

With the other hand touch head and cross to touch opposite shoulder, opposite knee, and opposite toe.
Then touch head, opposite shoulder, opposite knee, opposite toe, opposite knee.
Repeat.

Av5 1:20 – 1:32

With both hands touch head and cross to touch opposite shoulders, opposite knee, and opposite toe.

Then touch head, opposite shoulders, opposite knee, opposite toe, opposite knee.

Repeat.

Av6 1:33 – 1:44

With one hand touch head and cross to touch opposite shoulder, same side knee, and opposite toe.

Then touch head, opposite shoulder, same side knee, opposite toe, same side knee.

Repeat.

Av7 1:45 – 1:54

With the other hand touch head and cross to touch opposite shoulder, same side knee, and opposite toe.

Then touch head, opposite shoulder, same side knee, opposite toe, same side knee.

Repeat.

Av8 1:55 – 2:03

With both hands touch head and cross to touch opposite shoulder, same side knee, and opposite toe.

Then touch head, opposite shoulder, same side knee, opposite toe, same side knee.

Repeat.

Coda 2:04 – 2:20

Quickly bring one hand up to rest on opposite shoulder.

Quickly bring other hand up to rest on opposite shoulder.

With both hands touch head, both shoulders, both knees, both toes.

Perform the above sequence three times.

Then slowly rise and bring hands out to sides, up and down, landing on opposite shoulders.

First Steps in Music Curriculum
Part 7: Movement for Form and Expression
Move It! DVD Track #15

Concerto in E major, BWV 1042 for violin, strings and basso continuo

“Allegro assai”

Johann Sebastian Bach

- A*** **:00 – :14**
Step in on one foot and swing both arms forward and up.
Step back and swing arms down and back.
Continue eight times while slowing rotating in a circle once in place.
- B** **:15 – :29**
With arms outstretched, slowly glide and flap wings (like a bird).
- A** **:30 – :44**
Repeat motions described in section A.
- C** **:45 – :59**
Flutter hands up and down and all around (like a butterfly).
- A** **1:00 – 1:13**
Repeat motions described in section A.
- D** **1:14 – 1:28**
Roll hands quickly one over the other and burst hands open and out.
Repeat many times, bursting in many directions (like dandelions).
- A** **1:29 – 1:43**
Repeat motions described in section A.
- E** **1:44 – 2:15**
Flap both arms in parallel movements here and there and everywhere (like flags).
- A** **2:16 – 2:35**
Repeat motions described in section A.

* The A section can also be performed while holding hands in a circle. Swing arms in and out with the beat. Step in and out with the beat. Begin with the right foot and slowly move the circle to the right with each step in. Perform the contrasting sections with individuals moving around the room. Reassemble in a circle as each A section returns.

Note: IMPROVISATION about things that float and fly help illustrate this energetic dance

First Steps in Music Curriculum

Part 8: Beat Motion Activities

First Steps in Classical Music: Keeping The Beat! CD

Stationary

Feeling Beat and Meter with “Here and There”

Tracks from “First Steps in Classical Music: Keeping the Beat”

Transitioning from stationary to traveling while keeping the beat

Movement in Rondo Form

Lead the class in traveling motions in the “A” sections and stationary motions in all other sections.

Kodály’s “Viennese Musical Clock” from the Hary János Suite

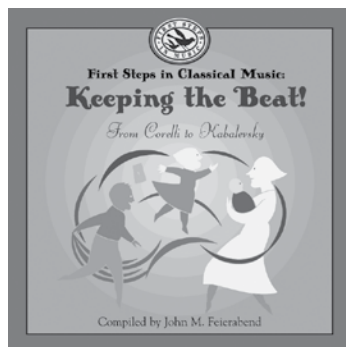
“First Steps in Classical Music: Keeping the Beat” - Track # 31

Listening for Meter

Oh Dear What can the Meter Be?

Have class walk around the room stepping with the beat. When the music stops find another person and hold hands making a circle of two people, if the music was in meter 2. If the music was in meter 3 find two other people and hold hands in a circle of three. (If needed a circle can always be made by holding hands with a phantom or two).

Tracks from “First Steps in Classical Music: Keeping the Beat”



Country Dancing with Handel
Music for the Royal Fireworks, HMV 351
Minuet I-II

Music: Waltz (Each beat is 3 waltz steps)

Formation: Sicilian circle (#1 couples face #2 couples)

A section

4 beats - While facing neighbor take neighbor's right hand. Step forward on right foot toward neighbor. Bring left foot forward and touch. Step back with your left foot, then right foot back and touch. Still holding neighbor's hand switch sides taking 2 waltz steps. Let go of neighbor's hand and turn to face partner and take partner's hand.

4 beats - Repeat the above with partner ending by letting go of partner's hand and taking the neighbors hand again.

4 beats - Repeat the above with neighbor

4 beats - Repeat the above with partner. All should be back in their original places.

B section

4 beats - reach diagonally to hold other neighbor's right hand (right hand star). Take 4 waltz steps.

4 beats - repeat above with left hand (left hand star). Take 4 waltz steps

4 beats - While facing neighbor, take partner's hand (the handy hand). Step forward on right foot toward neighbor. Bring left foot forward and touch. Step back with left foot and then right foot back and touch. (Repeat)

4 beats - Let go of partners hand and walk forward 4 waltz steps passing your neighbor's right shoulder and progressing on to the next new neighbor.

Repeat entire dance several times.

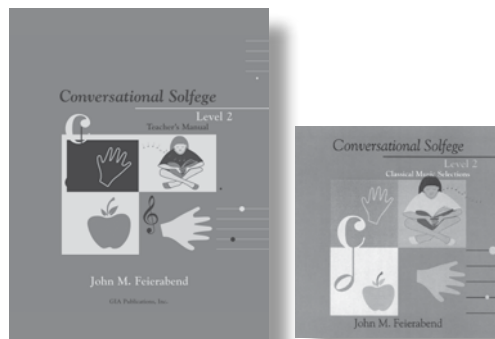
Rhythmic Movement With Classical Music
Beethoven's Symphony #7, 2nd Movement
Conversational Solfege Level 2 CD - Track #4

Teaching the following chant:

Hi Sister Suzie,
Hi Sister Suzie,
Hi Sister Suzie,
Hi Brother Bill.

Practice moving around the room while stepping with the rhythm of the chant.
After chanting the rhyme, there is one beat to make a statue before repeating the rhyme.

Have class "think" the chant while walking with a recording of Beethoven's Symphony #7, 2nd movement.



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 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 Trinko

- 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

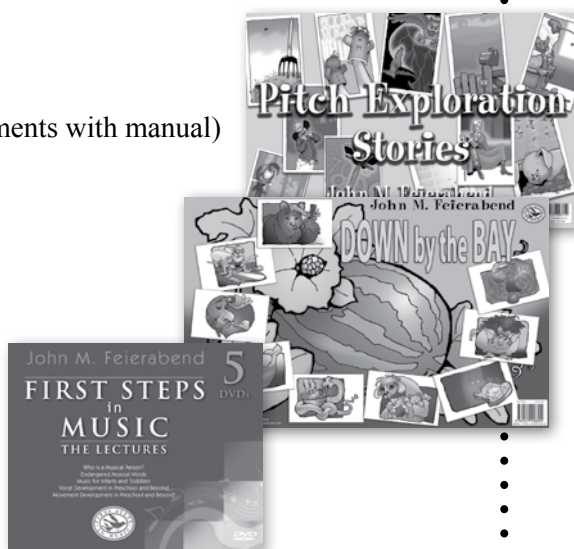
- G-7001 Set of all four recordings above
plus First Steps in Music for
Preschool and Beyond

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



Companion Materials

- 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)
- DVD-875 First Steps in Music;
The Lectures (5 DVDs)



Move It!

- DVD-549 Music DVD, CD, and booklet

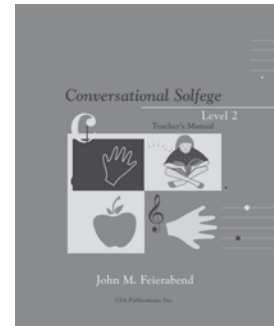
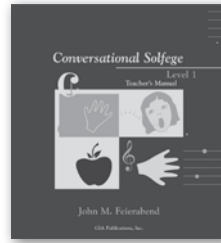
Move It! 2

- DVD-756 Music DVD, CD, and booklet

Conversational Solfege

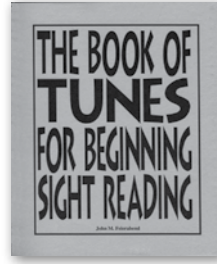
Level 1:

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



Level 2:

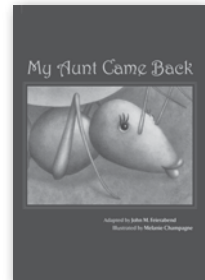
- G-5381 Teacher's Manual
- G-5381FL Flashcards
- G-5381S Student Book
- CD-527 Classical Selections CD



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

Lomax the Hound of Music

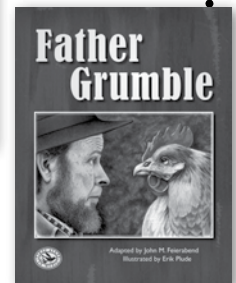
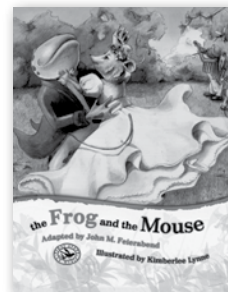
- DVD-829 The Best of Lomax the Hound of Music (2 Hours)
- CD-830 Lomax the Hound of Music: Favorite Songs (25 Songs)

Book of Church Songs and Spirituals

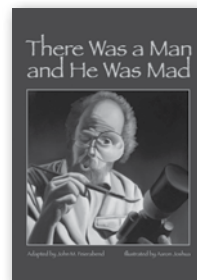
- G-7816 Spiral Bound and illustrated

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



- DVD-499 Music and Early Childhood
(30-minute documentary
produced by Connecticut
Public Television)





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.”



First Steps in Music Series
by John M. Feierabend

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