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Music & Movement for Munchkins!



A Source Book for
Parents, Teachers and Caregivers
of Two- through Five-Year-Olds

by Kerri Lynn Nichols

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Music & Movement for Munchkins

Intent

Music & Movement For Munchkins is a resource for parents, teachers, caregivers and yes, Munchkins (children roughly ages 2-5) who wish to expand their creativity and curiosity through the magic of music and movement. Drawing from years of practical experience with children, combined with developmental theory and practice and the scope of the latest brain research, this collection serves as a gentle guide to enrich the child's cognitive, social-emotional, motor and intuitive growth. Whether you are an experienced teacher or a first time parent, you will find a balance of simplicity and challenge within the playful pages of this book.

Songs have been selected and arranged with the young child's vocal and rhythmic development in mind. They are set in specific keys in which the children are most likely to match pitch, leading to better hearing skills, brain development and success in the classroom. The arrangements use instruments that do not cover up the young voice, allowing children to "hear through" the texture. Lyrics frame topics of interest to this age group and make use of traditional rhyming, known to aid with language and mathematical development. In each experience, the emphasis is placed on active participation through a brain-compatible process, so that the children are encouraged to stretch the boundaries of what they know to discover something new.

The orchestrations in this book are not necessarily meant for Munchkins to play. They are included as a resource for the parent, teacher or caregiver. Live experiences are always more powerful than second hand ones, and the sheet music allows you to play a xylophone part and sing a song rather than use the recorded music if you wish. Pick and choose which parts may be appropriate for your Munchkins (pulse accompaniments, repeated patterns, borduns, pentatonic improvisations). You might have older siblings or students play some of the more complicated orchestrations (piano accompaniments, I-V chord changes, syncopated rhythms). All of the songs are appropriate for young voices. Be sure to check out the games, dances and suggestions on the sheet music pages.

While there are many ideas and suggestions presented in this book, you are encouraged to change them and explore new ones with your Munchkin. As I watch my own toddler making music by joyfully clapping his hands, singing "songs" out of the phone book and banging his fork and spoon between the table and the wall, I am reminded that the music is already within all of us; it is just a matter of nurturing that and giving it space to grow.

Kerri Lynn Nichols, 2009

Music & Movement For Munchkins:

The Ten Most Important Things

1. Fun-da-Mental Movement Patterns: BrainDance

Begin every session with the BrainDance whenever possible. Munchkins need multiple opportunities to progress through the eight fundamental movement patterns in sequence for healthy brain development. For this age group, the BrainDance should be done with nursery rhymes, stories, songs or creative movement concepts. The BrainDance primes the brain and body for learning, and prepares the children to focus, energizing them for the experiences to follow. It can also be used to calm the mind and body at the end of a session. Use the fundamental movement patterns separately when creating motions for a song, rhythmic activity, or choreography for further integration practice. Usually, the children who have trouble with some of the patterns, often have learning difficulties in other areas, or they may show up later. There is no need to “correct” the children; simply provide them with more opportunities to do the sequence.

2. Pulse Activities

Pulse is the most important musical concept for Munchkins. Begin with simple locomotor movements like walking in space, sitting and patting the pulse, bobbing your head or making a sound. Encourage children to find their own steady pulse (beat) first before sharing one with the group or trying to find one in the music they hear. Use words, vocal sounds, body percussion (pat, clap, stomp, slap, brush, tap), silent movement (stick out tongue, point, etc.), locomotor and nonlocomotor movement and instruments to explore pulse in different ways. Use traditional folk dance and creative dance music (see Discography) which has a clear emphasis on pulse. Keep a pulse when singing or listening to songs and find ways of transferring that pulse into the feet to develop beat competency. Munchkins also enjoy drum circles which center on a common pulse.

3. Nursery Rhymes

Teach the nursery rhymes in this collection and pass on any other ones you may know (or can find) to the Munchkins in your life. Children’s rhymes are found in every culture and embody

*Fun-da-Mental
Movement
Patterns:
BrainDance*



More Nursery Rhymes for BrainDance

BREATH	X, Y and tumbledown Z, The cat's in the cupboard and can't see me. (Take 3 big breaths and release them on <i>Shhhh!</i> being very quiet so the cat won't catch you!)	
TACTILE	Criss Cross Apple Sauce Spiders crawling up your back Spiders here, Spiders there Spiders even in your hair Cool breeze, tight squeeze Now you've got the shiveries	(<i>Sit cross-legged and fold arms; Pat your back and shoulders; Spider crawls up both arms; Spiders run all over your head; Fan cool air across your face; Tickle under both arms at once.</i>)
CORE-DISTAL	Twinkle, twinkle little star; how I wonder what you are. Up above the world so high; like a diamond in the sky. Twinkle, twinkle little star; how I wonder what you are.	(<i>Grow and shrink</i>)
HEAD/TAIL	See, see! What shall I see? A horse's head where his tail should be.	(<i>Spinal roll downs; then, looking behind, all around, chasing tail</i>)
UPPER/LOWER	Birds of a feather, flock together, In any kind of weather, they flock together. Sun & the snow & the wind & the rain, All come to weather us again and again. See, saw, sacradown, What is the way to London town? One foot up, the other foot down, That is the way to London town.	(<i>Upper body movements</i>) (<i>Lower body movements</i>)
BODY SIDES	Eeny, meeny, miny, moe; catch a tree frog (lizard) by the toe; If he hollers let him go; eeny, meeny, miny, moe! Here goes one, here goes two, here goes another one and that is you!	
CROSS-LATERAL	(Piggyback Song: To the tune of <i>Farmer In The Dell</i>) Reach down and touch your foot, reach down and touch your foot, Hi, ho, the derry-o, reach down and touch your foot! Let's cross our arms and legs, let's cross our arms and legs, Hi, ho, the derry-o, let's cross our arms and legs! Let's march and clap our hands, let's march and clap our hands, Hi, ho, the derry-o, let's march and clap our hands!	
VESTIBULAR	Hop a little, jump a little, one, two, three, Run a little, skip a little, tap one knee. Bend a little, stretch a little, nod your head; Yawn a little, sleep a little, in your bed.	

BrainDance sequence by Anne Green Gilbert ©2000. Used with permission.
Nursery rhymes selected, written and arranged by Kerri Lynn Nichols ©2009.

BrainStories:
The Fundamental Movement Patterns
Experienced Through Story

I. ***“The Bakery”***

Synopsis

Breath: smell good smells in the bakery

Tactile: squeeze the dough, sprinkle the cinnamon, pat it flat, brush off the flour!

Core-Distal: squish the dough in a ball and let it rise - Smack! repeat

Head-Tail: crescent rolls, curling/rolling the dough

Upper: clean off the tables, counters, ceiling, neighbors.

Lower: clean again but only use lower body

Body Sides: body scissors to cut the strips of dough for the pie top (right side/left side)

Cross-Lateral: place the strips in a crisscross fashion over the top of the enormous pie

Vestibular: beat the eggs 15 seconds one direction to brush on the pie top

Breath: smell the good smells one last time

Narrative

Breath: Let’s all go on a journey down the street to the bakery (class walks around the room in free space). Mmmm - smell all those wonderful things baking! Smell the hot, fresh bread (deep belly breath in) - Ahhh! (exhale breath fully). Smell the . . . (children can give their ideas; repeat the breath process four more times). Oh, it is so wonderful! What do we see in the bakery?

Tactile: Let’s see what the baker is doing in the kitchen. First, she kneads the dough (squeeze the body following the tactile progression). Then, she sprinkles some cinnamon on the dough (tap lightly). Next, the baker pats the dough flat (slap sharply). Oh no! The baker is covered with flour! She will have to brush it all off (brush smoothly).

Core-Distal: The baker folds and squishes the dough into a small, round ball and leaves it on the warm counter to rise (coil body around center). Look! It is growing, growing, growing - SMACK! The baker squishes it down again (repeat grow/shrink sequence four times).

Head-Tail: At another table, the baker’s assistant is making crescent rolls and cinnamon buns, carefully coiling one end of the dough to the other (head to tail rolls and stretches in different directions). She coils it this way and that way, and this way and that way.

Upper-Lower: Here comes the baker. She sees the terrible mess being made in the kitchen and says, “Let’s remember to clean up as we go!” All the people start to clean the kitchen furiously (upper body movements to clean the kitchen) and leave no spot untouched. They clean the

Variation #3: “Trading Places” - *Music & Movement For Munchkins, Disc 2, #29, Wee Willie*

Musical Form (repeated): Intro (Interlude) A (Melody) B (Rhythm)

Intro: (*find your place in the room or circle*)

A: Breath: inhale deeply, exhale on “sh, sh, sh, sh”

B: Tactile: pat, clap, slap, brush, tap

Interlude: (*change places in the room or circle: i.e. give a high five, shake hands or bump*)

A: Core-Distal: big and small, fast and slow

B: Head-Tail: skeleton dance, wiggling from head to toe

Interlude: (*change places in the room or circle: wiggle, move high/low or big/small*)

A: Upper: press & swing the arms in all directions (freeze/ground the lower body)

B: Lower: kick and bend the legs in all directions (freeze/ground the upper body)

Interlude: (*change places in the room or circle: travel using both arms and legs*)

A: R Body Side: freeze one side and move the other up and down, all around.

B: L Body Side: freeze one side and move the other up and down, all around.

Interlude: (*change places in the room or circle: walk like a bear to find your place*)

A: Cross-Lateral: clap both hands under one knee and then the other as you march

B: Vestibular: tip head upside down, then right side up, several times

Interlude: (*change places in the room or circle: take deep slow breaths*)

A/B: Dance using your whole body and all of the patterns! Freeze in a shape at the end!

*Sample
Conceptual
Lessons*



*Elements and Concepts of Music**

RHYTHM	pulse (steady beat) grouping (groups of two or three pulses) pattern (pulses of differing paces and rests)
MELODY	pitch (low, middle, high) scale (a pitch or note ladder) interval (the space between two pitches)
FORM	phrase (a rhythmic or melodic “sentence”) repeat (same) contrast (different) motive (a sequence of three or four pitches)
EXPRESSION	pace (slow, medium, fast) dynamics (soft, medium, loud) articulate (accents, staccato, legato) interpret (style, culture, aesthetic, period)
TIMBRE	body (snap, clap, pat, stomp, etc.) voice (sing, speak, whisper, shout) percussion (woods, metals, drums, shakers) instruments (strings and winds)
TEXTURE	combinations (solo, duet, trio, quartet, etc.) harmony (differing pitches played or sung together) accompaniment (part that supports the main part)

* from *Music For Dancers*, by Kerri Lynn Nichols. Used with permission.

*Elements and Concepts of Dance**

SPACE	place (self and general) size (small, medium, large) level (low, middle, high) direction (up, down, right, left, forward, backward) pathway (straight, curved, zig zag) focus (single and multi)
TIME	pace (slow, medium, fast) rhythm (pulse, pattern, grouping, breath)
FORCE	energy (sharp and smooth) weight (strong, light, heavy, weak) flow (free and bound)
BODY	parts (head, neck, torso, arms, legs, etc.) shapes (round, straight, angular, symmetrical/asymmetrical) relationships (mirror/shadow, over/under, opposites) balance (on and off)
MOVEMENT	locomotor (walk, run, skip, gallop, slide, etc.) non-locomotor (swing, bounce, rock, twist, stretch, etc.)

* from *Creative Dance For All Ages*, by Anne Green Gilbert. Used with permission.

Rhythms & Rhymes

1. ABC

ABC, die Katze lief im Schnee.
Und als sie dann nach Haus kam,
Da hatt sie wiesse Stiefel an.
ABC, die Katze lief im Schnee.

(Phonetic pronunciation of the German)
ah bay tsay, dee kah-tsuh leef ihm shnay
oont ahlz zee dahn nahkh hows kahm
dah haht zee veezuh shteefuhl ahn
ah bay tsay, dee kah-tsuh leef ihm shnay

Translation: This German rhyme describes a cat running in the snow and entering the house with white “boots” on.

2. BOOM A CHICKA BOOM

I said a boom a chicka boom (echo), I said a boom a chicka boom (echo),
I said a boom a chicka rock a chicka, rock a chicka boom (echo),
Oh yeah (echo), uh huh (echo), next time (echo), just a little bit *softer*.....
(substitute *louder, slower, faster, etc.*) The end!

3. BUGS....by Kyler LaViollette & Kerri Lynn Nichols

I like to see bugs at my window;
I like to see bugs in my room.
They creep and crawl across the wall,
Then fly away with a zoom!
I like to see bugs in the morning,
At night and the afternoon.
They bite my toes and tickle my nose
And I hope they will come again soon!

Note: Begin with a variety of tactile/sensory movements, showing the “bugs” crawling in different ways on the body parts described. Engage large motor as the children become the bugs, creeping, crawling and flying about the space, engaging the eight fundamental movement patterns. This is also a good one to use with finger puppets for eye tracking.

The fly, the spider, they iggled and wriggled and tiggled inside her. (Repeat ostinato with poem.)

4. DOUBLE DOUBLE, THIS THIS*

Double double, this this,
Double double, that that
Double this, double that
Double this, that!

Hand Game (begin on lap; later with partner)

Double = both fists pat pulse (on lap)
This = both palms down pat pulse (on lap)
That = both palms up pat pulse (on lap)

**poem works with any four-syllable word:
i.e. mariposa (butterfly)*

*Speech
&
Songs*



Good Night, Sleep Tight

Kerri Lynn Nichols

1.

Voice

Good night! Sleep tight!

Piano

2.

V.

Don't you let those bed - dy bugs bite.

Pno.

3.

V.

Plea - sant dreams 'til the morn - ing light.

Pno.

*Movement
Experiences:
Games,
Dances
&
Improvisations*



Animals

Animals provide great inspiration for movement and sound improvisation. Look at pictures of interesting animals from one category: farm, jungle, rain forest, desert or ocean. Ask questions about the animals in terms of the music and movement concept charts: What size are these animals? Do they move on the ground or in the sky? How do they move, fast or slow? What sounds do they make? Is there a pattern to their sound or movement? Do some animals interact with others? Use a drum to signal the starting and stopping of movement. If the group is large, some may create the sounds of the environment on small percussion instruments.

Music Suggestions:

Music & Movement For Munchkins, Disc 2, #6, Engine No. 9. A) move like a farm animal
B) make the sound of the animals on the farm (leader can change the type of animals each time)

Music & Movement For Munchkins, Disc 2, #7, Fast and Slow. A) move like a fast or small animal B) move like a slow or big animal C) move like your favorite animal

Big & Small (Loud & Quiet)

Can you make yourself as small as a tiny penny? As big as the biggest star in the universe? What other things are big and small? Use your body to show them. The leader will play a rhythm on some percussion instruments. When the music is loud, please dance BIG; when the music is quiet, please dance small. You may want to use BIG body parts and small body parts to do this. Can a triangle play softly? Loudly? Can a drum play loudly? Softly? When the leader plays both instruments, some of you may dance BIG while others dance small.

Music Suggestions:

Music & Movement For Munchkins, Disc 2, #27, Walk & Rock.

A) dance big or play the pulse loudly B) dance small or play the pulse quietly

Music For Dancers (K. Nichols), #12, Quiet In The Library!

Music For Dancers, Too! (K. Nichols), #12, Fee Fie Fo Fum.

Clapping Games

There are many traditional clapping games that have been passed down from generations of children. These are wonderful for hand-eye coordination, tactile/sensory integration, right and left brain function and social development. Games which encourage one hand on top of the other are particularly good for young children as they utilize the pronation/supination pattern which is fundamental. Make up simple games such as patting palms on the lap, and then flipping the hands over to pat the backs of the hands on the lap to the pulse of the music. A variation of this

*Suggestions
for
Using
Musical
Selections*



Music & Movement For Munchkins

DISC 1: VOCAL *Songs & Rhymes*

1	Button, You Must Wander	15	Jack B Nimble
2	Can You Sing Your Name?	16	Mary Mack
3	Cape Dorset Lullaby	17	Mary Quite Contrary
4	Deedle Deedle Dumpling	18	Monkey See, Monkey Do
5	The Elephant Rhyme	19	Pease Porridge Hot
6	Engine No. 9	20	The Sea Song
7	Georgie Porgie	21	Shake My Hands
8	Good Night, Sleep Tight	22	Shoo Fly
9	Head & Shoulders, Knees & Toes	23	Strawberry Shortcake
10	Hickory Dickory Dock	24	There's Music In A Hammer
11	Hot Cross Buns	25	This Little Piggy
12	How Do You Do?	26	Tue Tue
13	How Do You Do Today?	27	Wan Two Dwa
14	Humpty Dumpty	28	Wee Willie Winkie

DISC 2: INSTRUMENTAL *Accompaniments & Dances*

1	Button, You Must Wander	16	Mary Mack
2	Can You Sing Your Name?	17	Mary Quite Contrary
3	Cape Dorset Lullaby	18	Monkey See, Monkey Do
4	Clothesline Dance	19	On The Spot
5	The Elephant Rhyme	20	Pease Porridge Hot
6	Engine No. 9	21	Shake My Hands
7	Fast and Slow	22	Shoo Fly
8	Georgie Porgie	23	Strawberry Shortcake
9	Head & Shoulders, Knees & Toes	24	There's Music In A Hammer
10	Hot Cross Buns	25	This Little Piggy
11	How Do You Do?	26	Tue Tue
12	How Do You Do Today?	27	Walk & Rock
13	Humpty Dumpty	28	Wan Two Dwa
14	Jack B Nimble	29	Wee Willie Winkie
15	La Raspa		

Suggestions for Using Musical Selections

General Suggestions

Music & Movement For Munchkins is a collection of two compact discs to be used independently or in conjunction with the activities in this book. Young children will enjoy listening to the CDs during free play, singing the songs and moving creatively to the instrumental music on their own. Adults can use Disc One (Vocal) to learn appropriate pieces to sing with their own children and students or as examples of the orchestrations in the book. Parents can play the music in the car for their children during errands and trips and program calming and relaxing pieces to play sequentially for times of art/drawing, resting or bedtime.

Disc Two (Instrumental) serves as the accompaniment to the songs on Disc One and also includes several dances. For parents, teachers and caregivers who may not play or own a set of Orff instruments, guitar or keyboard, this disc will be useful for singing the songs and playing the games in the book. The songs and rhymes are simple enough to be taught a Capella, through the echo or join-in process. Adapt the pieces as needed to nurture the child's joy and success.

Button, You Must Wander (Disc One, #1; Disc Two, #1)

Intro: 16 pulses AB AB AB AB

-Play the singing game (see sheet music in Simple Songs) and pass the buttons in the circle. Pass other objects to the pulse of the music ("Apple, you must wander...").

-Keep the pulse with movement and instruments. Change movements or instruments when the music changes.

-Move about the space to the music using different dance concepts (Disc Two version). Then, give each child a crayon or marker and large paper. Sing "*Crayon, you must wander, wander, wander...*" and allow the children to draw expressively in response to the patterns in the music.

Can You Sing Your Name? (Disc One, #2; Disc Two, #2)

Intro: 16 pulses AB AB AB AB A

-Sing the A) melody together; go around the circle and sing/echo first names using the *so-mi* interval. The leader sings questions and the children may sing their responses.

-Change the words to "*Can you play your name?*" and clap or play rhythmic patterns on small percussion instruments.

-Improvise melodies on a xylophone or glockenspiel in D pentatonic: D E F# A B (remove C's and G's). Begin the improvisation with a *so-mi* melody (A-F#) and expand the scale from there.

Cape Dorset Lullaby (Disc One, #3; Disc Two, #3)

Intro: 16 pulses ABC ABC ABCD (improvisation)

-Wrap a cloth doll (see Websites) in warm fabric and rock and pass it gently around the circle while singing the song. Practice passing both directions.

-Do a hand dance (see Games, Dances & Improvisations) or use a scarf or streamer to express the flute improvisation (D).

- Circle dance:
- A) Walk slowly and play jingle taps (counterclockwise, 16 pulses)
Walk slowly and play jingle taps (clockwise, 16 pulses)
 - B) On “*loo, loo...*”, face the center and walk forward, shaking jingle taps (8 pulses)
Walk backward, shaking jingle taps (8 pulses)
 - C) Turn in a circle, one direction (8 pulses); turn the other direction (8 pulses)
 - D) Improvise in free space with movement and jingle taps

Clothesline Dance (Disc Two, #4)

Intro: 16 pulses ABC ABC ABC coda

-Listen and move to the music using the dance concepts: big and small size, sharp and smooth energy, self and general space, high and low levels, strong and light weight, on and off balance. In the circle, tell a story the music brings to your imagination.

-Do the Clothesline Dance (see sheet music in Simple Songs).

-Use markers or crayons to “draw” to the rhythmic and melodic patterns of the music or illustrate the Clothesline Dance or your creative dance-story. Share your picture in the circle.

Deedle, Deedle Dumpling (Disc One, #4)

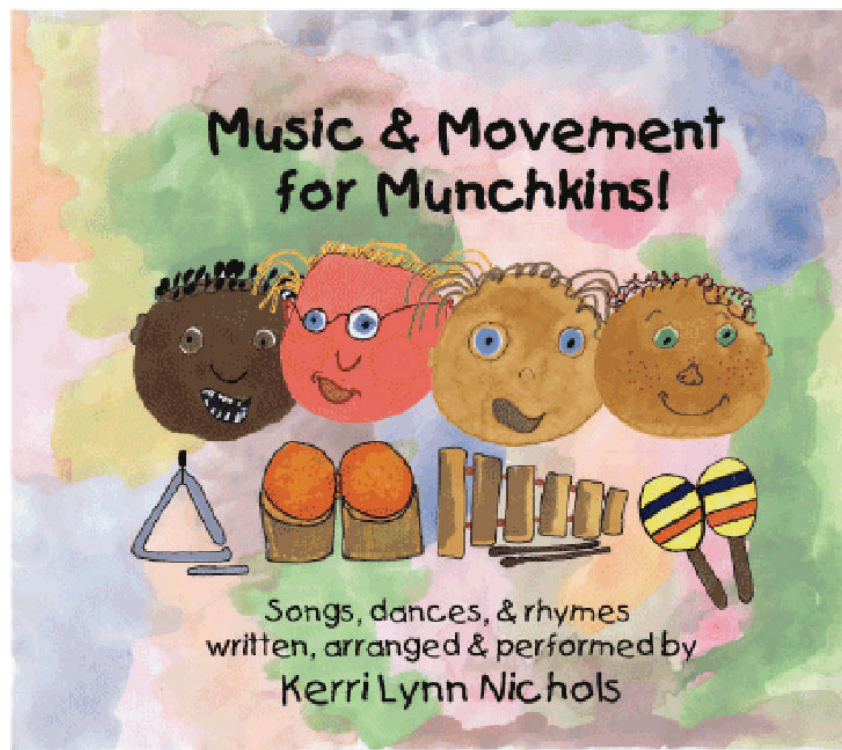
Intro: 8 pulses AA BB A/B CC A/B/C A/B/C

-Walk to the pulse and change directions at the end of the phrases. When the voice part changes, change your movement (i.e. instead of walking, tiptoe, slide or wiggle your toes). Keep the focus of the movement on feet!

-For each part, make up a motion that goes with the words. Use the children’s shoes as props to keep the pulse of the piece and do something clever with socks (i.e. make puppets out of them).

-Try out the different kinds of voices used in the poem. How would a frog speak? What kind of feet does a frog have? Use vocal sounds to make the pulse: *ribbit, ribbit, ribbit, ribbit*, tongue clicks, shhh and other fun sounds that imitate the instruments.

Professionally mastered and recorded audio double CD available separately. These are companion materials for this book. Available at: <https://kerri-oke.com>



Buy it Now!

Music & Movement for Munchkins!

TWO CDs INSIDE! Songs and Rhymes on one disc, Instrumentals for dancing and singing along on the second.
(Disc 2 listing inside)

DISC 1: VOCAL

1. Button, You Must Wander	3:06	15. Jack B Nimble	3:27
2. Can You Sing Your Name?	2:50	16. Mary Mack	1:50
3. Cape Dorset Lullaby	3:28	17. Mary Quite Contrary	3:11
4. Deedle, Deedle Dumpling	1:37	18. Monkey See, Monkey Do	2:02
5. The Elephant Rhyme	1:56	19. Pease Porridge Hot	1:50
6. Engine No. 9	2:45	20. The Sea Song	2:17
7. Georgie Porgie	1:35	21. Shake My Hands	2:03
8. Good Night, Sleep Tight	2:17	22. Shoo Fly	1:28
9. Head & Shoulders	2:47	23. Strawberry Shortcake	3:22
10. Hickory Dickory Dock	3:19	24. There's Music In a Hammer	1:10
11. Hot Cross Buns	1:59	25. This Little Piggy	2:49
12. How Do You Do?	2:17	26. Tue Tue	2:41
13. How Do You Do Today?	3:20	27. Wan Two Dwa	3:27
14. Humpty Dumpty	1:09	28. Wee Willie Winkie	3:45

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Music & Movement for Munchkins!

DISC 2: INSTRUMENTAL Accompaniments & Dances

1. Button, You Must Wander	3:06	16. Mary Mack	1:47
2. Can You Sing Your Name?	2:47	17. Mary, Quite Contrary	3:11
3. Cape Dorset Lullaby	3:28	18. Monkey See, Monkey Do	2:01
4. Clothesline Dance	2:05	19. On the Spot	2:49
5. The Elephant Rhyme	1:56	20. Pease Porridge Hot	1:45
6. Engine No. 9	2:43	21. Shake My Hands	2:03
7. Fast and Slow	2:13	22. Shoo Fly	1:28
8. Georgie Porgie	1:34	23. Strawberry Shortcake	3:20
9. Head & Shoulders	2:47	24. There's Music In a Hammer	1:04
10. Hot Cross Buns	1:56	25. This Little Piggy	2:49
11. How Do You Do?	2:17	26. Tue Tue	2:39
12. How Do You Do Today?	3:20	27. Walk and Rock	2:50
13. Humpty Dumpty	1:04	28. Wan Two Dwa	3:13
14. Jack B Nimble	3:27	29. Wee Willie Winkie	3:45
15. La Raspa	2:59		

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