

Montana General Music Teachers Association
welcomes

Lori Gray

to the Montana Music Educators Association
74th Annual Conference October 20-21st, 2011 Billings, MT

**Music and Children's Literature:
Creative Ways to Include Children's Books in the
Elementary General Music Classroom**

Session Notes sponsored by Treasure State Orff



The University of Montana Presents

**Orff Schulwerk in Montana
Summer 2012
Level I and Orff Extensions**

(Co-sponsored by University of Montana and Treasure State Orff)

Instructors: Jo Ella Hug; Julie Blakeslee; Megan Tietz

WHEN: Level I - June 18-29, 2012; 8:30 am to 5:00 pm
Note: 3 Semester credits available from UM

WHEN: Orff Extensions* - June 18-22, 2012; 1:00 to 5:00 pm
Note: 1 Semester credit available from UM
*Orff Schulwerk Level I pre-requisite

Questions? Call 406/240-9412 or E-mail: sekasper@yahoo.com

**MGMTA/MMEA State Conference
October 19-21, 2011**

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Vocal Exploration, Singing, and Movement with Books:

Adding vocal exploration sounds to children's books can make the stories come alive and the vocal exploration experiences interesting for students. Movement can also easily be added to the book and the vocal exploration activities. Many books can also be sung with a simple melody (for example, a melody with la-sol-mi-do patterns). Books such as "Baby Bear" are question and answer books, and a question and answer melodic pattern can be used (Question = sol-la-mi pattern, answer = sol-mi-do pattern). "Mortimer," "The Napping House," "Going on a Bear Hunt," "Brown Bear," and other children's books have phrases that repeat, phrases that are easy to sing with a melody, or characters to which sounds and movements can be added. Often, children's books have a repeated phrase that students can sing. If the book has animals, allow students to make the sound and show a movement for each animal when it is introduced (e.g. "Baa Baa Black Sheep," by Iza Trapani). When stories have characters going places, add vocal exploration sounds (e.g. going up stairs, add low to high sounds).

Songbooks:

There are books that present songs or are based on songs. Many of these songbooks can be sung for the entire book. Iza Trapani books, for example, are folksongs with added verses to create a story. Vocal exploration can be added to songbooks.

Sound Compositions:

Sound compositions are a great activity to do after a vocal exploration book. For example, after exploring the sounds in "Clang! Clang! Beep! Beep! Listen to the City," put students into small groups and let each groups decide a category of sounds, sounds that go together (e.g. transportation, appropriate human sounds, cartoons, animals, playground sounds, etc.). Have the students choose several of the sounds and find a way to represent the sound visually on paper. Ask the students to create a composition by organizing the sounds on their papers in a pattern (this can be free form or an assigned form). Allow the students to share their compositions.

Poems:

Many poems work well for adding vocal exploration. Have students speak the poems with high and low voices. Students can also add movements to show high and low.

"The Noble Duke of York"

Oh the noble duke of York

He had ten thousand men
He marched them up to the top of the hill
And he marched them down again
And when they were up they were up
And when they were down they were down
And when they were only half way up
They were neither up nor down

Book with Vocal Exploration “Mortimer” by Robert Munsch ISBN 0-920303-12-9:

- “Mortimer is a little boy who does NOT want to go to bed. He has a song that he sings...” teach the song to the students (create a sol-mi-la song to match the words for “clang, clang...”).
- “Each time someone checks on Mortimer they go up and down the stairs like this...” show the students a picture of stairs and model vocally the “thumps” moving your voice up in steps. Have the students try going up and down the stairs with their voices and showing the steps up and down with their hand.
- “Everyone who checks on Mortimer says to him, ‘Mortimer, Be Quiet,’ so when we get to that part, say that line with me” (have the students imitate the mother, father, brothers and sisters, and policemen).
- Now read the whole story and have students add the vocal explorations and movements to help narrate the story.
- At the end, ask the students to add characters to the story and add the vocal explorations to match. Also change the sounds for going up and down the stairs.

Book with Movement, Vocal Exploration, and Singing “The Napping House” by Audrey Wood ISBN 978-0-15-256708-8:

- Ask the students to move through the room as the characters from the book (grandmother, child, dog, cat, mouse, flea).
- Have the students move again as the characters but add sounds for each one.
- Teach the phrase “where everyone is sleeping” as a sung pattern (m s s s m r d, all quarter notes until the r d, which are half notes).
- Read the book, singing the repeated phrase. Each time the teacher mentions a character, the students show a movement and a sound for that character (individually or as a group).

Vocal Exploration and Movement with a Book “Baby Bear” by Bill Martin Jr. ISBN 13: 978-0-8050-8336-1:

- Read the book and sing (as a class) the “baby bear, baby bear, what do you see?” part (in a sol-la-mi pattern). The teacher can sing or read the answers to the questions (in a sol-mi-do pattern).
- Ask the class what animals the baby bear meets.
- Students move through the room as the first animal.
- Students add the sound the first animal makes as they move through the room.
- Students may add animals to the story and show the movements and make the sounds.

Instruments with a Book “There was an Old Lady who Swallowed a Fly” Illustrated by Pam Adams ISBN 0-85953-018-3:

- Teach students the melody for “perhaps she’ll die.”
- Teacher, sing the song story and show the pictures, having students sing “perhaps she’ll die” each time.
- Ask the students what sounds the animals make, as a class, decide a sound for each animal, and practice them together.
- Sing to story again, adding the animal’s sound at the start of each verse and singing “perhaps she’ll die” together.
- “Let’s add some instruments for our animal sounds. Listen to the instrument sounds we have and see which ones sounds like they could represent one of the animals.” Teacher plays each instrument to model the sound.
- “Let’s decide which instruments to use. If we don’t think an animal sounds like one of our instruments, we can make the sound another way.” As a class, decide all of the sounds, Teacher write the sounds on the board.
- Assign students to the animals. Each time the animal is mentioned, the student plays the instrument.
- Extension: “Let’s create our own story using the instruments. What else do these instrument represent for you?” Write the instruments and their objects on the board.
- As a class, look at the sounds and see if a theme or plot would work to include all the sounds in a story.
- Write the story together.
- Teacher read the story while students play the instruments.
- Allow students to write their own stories. Students may add instruments and other sounds to their stories.
- Allow students to share their stories with the class.

Instruments with a Book “Shoo Fly” by Iza Trapani:

Instruments needed: Glockenspiels, woods (woodblocks, claves, rhythm sticks, etc.), skins (any drums), metals (finger cymbals, triangles, bells, etc).

- Teach the song with or without Iza Trapani’s “Shoo Fly” songbook (remember to teach the second part of the song “I feel, I feel, I feel, I feel like a morning star...”).
- Students are seated in a circle with instruments in front of them (instrument order clockwise: glockenspiels, woods, drums, metals. Try to have the same number of instruments in each category of instrument).
- Glockenspiels play a glissando on “shoo.”
- Woods play the rhythm of “don’t bother me.”
- Drums play on the word “feel.”
- Metals play on or after the word “star” based on your students (it is harder to play after the word).

- Have all students pretend in the air to play each instrument so they learn all parts as you teach them.
- After singing and playing, have students stand and shift them around to the next set of instruments.
- Play again. Rotate each time to the new set of instruments.
- If you have uneven numbers, some students will miss certain instruments, so ask if they missed one and have them move to that instrument.

Children's Books for the Music Classroom:

- Adams, Pam. (Illustrator) (2000). *There Was an Old Lady Who Swallowed a Fly*. Swindon: Child's Play (International), Ltd. ISBN 13: 978-1904550624
- Bell, Babs. (2008). *Sputter Sputter Sput*. New York, NY: HarperCollins. ISBN 13: 978-0060562229
- Burleigh, Robert. (2009). *Clang! Clang! Beep! Beep! Listen to the City*. New York, NY: Simon and Schuster Books. ISBN 13: 978-1-4169-4052-4
- Butler, John. (2007). *Can you Growl Like a Bear?* Atlanta, GA: Peachtree Publishers. ISBN 13: 978-1-56145-396-2
- Carle, Eric, & Iwamura, Kazuo. (2003). *Where are You Going? To See My Friend*. New York, NY: Orchard Books. ISBN 13: 978-0439416597
- Elliott, David. (2008). *On the Farm*. Somerville, MA: Candlewick Press. ISBN 13: 978-0763633226
- Johnson, David. (2006). *Snow Sounds*. Houghton Mifflin Books for Children. ISBN 13: 978-0618473106
- Martin, Bill Jr., & Carle, Eric. (2007). *Baby Bear, Baby Bear, What do You See?* New York, NY: Henry Holt and Company. ISBN 13: 978-0-8050-8336-1
- Martin, Bill Jr., Archambault, John, & Ehlert, Lois. (1989). *Chicka Chicka Boom Boom*. New York, NY: Aladdin Paperbacks. ISBN 13: 978-1416927181
- Mora, Pat. (1994). *Listen to the Desert: Oye al desierto*. New York, NY: Clarion Books. ISBN 0-618-11144-1
- Moss, Lloyd. (1995). *Zin! Zin! Zin! A Violin*. New York, NY: Simon and Schuster Children's Publishing. ISBN 13: 978-0689835247
- Munsch, Robert. (1985). *Mortimer*. Buffalo, NY: Annick Press Ltd. ISBN 13: 978-0-920303-11-5

- Rosen, Michael, & Oxenbury, Helen. (2003). *We're Going on a Bear Hunt*. New York, NY: Aladdin Paperbacks. ISBN 13: 978-0-689-85349-4
- Trapani, Iza. (2001). *Baa Baa Black Sheep*. Watertown, MA: Charlesbridge Publishing. ISBN 13: 978-1580890717
- Trapani, Iza. (2006). *Froggie Went a Courtin*. Watertown, MA: Charlesbridge Publishing.
- Trapani, Iza. (2006). *Here We Go Round the Mulberry Bush*. Watertown, MA: Charlesbridge Publishing.
- Trapani, Iza. (1997). *How Much is That Doggie in the Window?* Dallas, TX: Whispering Coyote Press.
- Trapani, Iza. (1996). *I'm a Little Teapot*. Dallas, TX: Whispering Coyote Press.
- Trapani, Iza. (2007). *Jingle Bells*. Watertown, MA: Charlesbridge Publishing.
- Trapani, Iza. (1993). *The Itsy Bitsy Spider*. Watertown, MA: Charlesbridge Publishing. ISBN 13: 978-1879085695
- Trapani, Iza. (2003). *Mary Had a Little Lamb*. Watertown, MA: Charlesbridge Publishing.
- Trapani, Iza. (1995). *Oh Where, Oh Where Has My Little Dog Gone?* Watertown, MA: Charlesbridge Publishing.
- Trapani, Iza. (1999). *Row, Row, Row Your Boat*. Watertown, MA: Charlesbridge Publishing.
- Trapani, Iza. (2000). *Shoo Fly*. Watertown, MA: Whispering Coyote Press. ISBN 13: 978-1580890762
- Trapani, Iza. (1994). *Twinkle, Twinkle Little Star*. Dallas, TX: Whispering Coyote Press.
- Wood, Audrey. (1984). *The Napping House*. Orlando, FL: Harcourt, Inc. ISBN 13: 978-0-15-256708-8