



Intentional Movement in the Music Classroom

Presented by

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Excerpted from

First Steps in Music for Preschool and Beyond

by John Feierabend

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Movement is an integral part of being musical.

Think of your favorite finger play, action song, or play party. Chances are there is some type of movement to enhance the song or chant. Most of our elementary repertoire contains a movement component.

The movement component is worthy of the same explicit and intentional instruction that we devote to the tonal and rhythmic aspects of our curriculum. This can be easily accomplished by borrowing some of the concepts, strategies, and techniques from the movement standards.

When we give the same attention to the sequence of movement, we are better able to nurture the whole child in our quest to help children become musical.



Points to Remember

1. Sing *for* the class, not *with* the class.
2. Most learning takes place when a child sings by him or herself.
3. A child learns best from another child model.
4. Develop vocal proficiency before instrumental application.
5. Move from group to independence in all activities.
6. Balance song and chant.
7. Balance beat groups in twos and beat groups in threes.
8. Provide experiences in major, minor, and modal tonalities.

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



6. Movement Exploration / Warm-up

(developing expressive sensitivity through movement)

1. **Awareness of Body Parts and Whole**
 - 1.1 Whole Body Movement
 - 1.2 Isolated Body Parts
 - 1.3 Leading with a Part
 - 1.4 Initiating with a Part
2. **Awareness of Time**
 - 2.1 Quick and Slow Movement
 - 2.2 Clock Time
3. **Awareness of Space**
 - 3.1 Personal / General Space
 - 3.2 Direct / Indirect Pathway
 - 3.3 Inward Movement (narrow)
 - 3.4 Outward Movement (wide)
 - 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, Leaping, Running, Hopping, Jumping, Skipping, Galloping, Striding, etc.
7. **Awareness of Flow**
 - 7.1 Sudden / Sustained
 - 7.2 Successive / 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-Created Movement**
 - 10.1 Representative Movement
 - 10.2 Non-Representative Movement

Movement themes adapted by John Feierabend.

1. Developmental Skills

(locomotor skills: walk, run, hop, jump, skip, gallop, slide)

Beats in Groups of 2 & 3

Minka

From the Vol - ga I was rid - ing, On my great horse
no - bly strid - ing, When I saw a shad - ow hid - ing,
Min - ka, charm - ing Min - ka. Min - ka, Min - ka
I have spied thee, Do not in the for - est hide thee,
On my great horse I will ride thee, Min - ka, charm - ing Min - ka.

Hop Old Squirrel

Hop old squirrel, Ei - del - dum, ei - del - dum.
Hop old squirrel, Ei - del - dum - dee.
Hop old squirrel, Ei - del - dum, ei - del - dum.
Hop old squirrel, Ei - del - dum - dee.

Verse

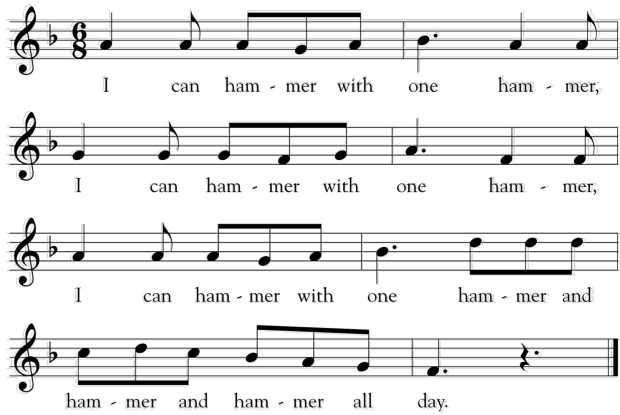
Hop old squirrel,
Ei-del-dum, ei-del-dum.
Hop old squirrel, Ei-del-dum-dee.
Hop old squirrel,
Ei-del-dum, ei-del-dum.
Hop old squirrel, Ei-del-dum-dee.

the book of songs & rhymes with beat motions

2. Kinesthetic Development

(orientation: knowing where your body is in space)

I Can Hammer



I can ham - mer with one ham - mer,
I can ham - mer with one ham - mer,
I can ham - mer with one ham - mer and
ham - mer and ham - mer all day.

Students are seated on the floor.
During verse one, everyone makes a fist
and taps the beat with a fist on one leg.

Additional Verses & Motions

- | | |
|--|---|
| <p>2. I can hammer with two hammers...
Move with the beat with two fists tapping on legs.</p> <p>3. I can hammer with three hammers...
Move with the beat with two fists and one foot.</p> <p>4. I can hammer with four hammers...
Move with the beat with two fists and two feet.</p> | <p>5. I can hammer with five hammers...
Move with the beat with two fists, two feet and your head.</p> <p>Older groups sitting in chairs may make the fifth motion by alternating between standing part way up on one beat and sitting down on the next beat.</p> |
|--|---|

The Little Mice Go Creeping



The lit - tle mice go creep - ing,
creep - ing, creep - ing. The lit - tle mice go
creep - ing, all through the house.

Verse 1

Put both hands behind your back.
Bring out one hand with fingers gently walking.

Verse 2

The big grey cat goes stalking,
stalking, stalking.
The big grey cat goes stalking, all
through the house.
Bring other hand out in larger walking motions.

Verse 3

The little mice go scampering,
scampering, scampering.
The little mice go scampering, all
through the house.
Wiggle fingers quickly, moving hand
around until hidden behind your back.



3. Proprioceptive Development

(body parts to body parts)

A. Bilateral Coordination

(two parts of the body, simultaneously or alternately)

Kye Kye, Kule Ghana

Motions

As the leader introduces each phrase, he or she demonstrates a motion. The group echoes each phrase and imitates the motion.

Phrase 1: Pat head four times.

Phrase 2: Tap shoulders four times while twisting from side to side.

Phrase 3: Tap on waist four times while twisting from side to side.

Phrase 4: Tap knees four times.

Phrase 5: Touch ankles on "Koom" and waist on "a dende."

Phrase 6: Leader and group touch ankles, then waist and shout "Hey!"



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.

3. Proprioceptive Development

(cont.)

B. Unilateral Coordination

(one side at a time: "Now, let's use the other hand")

Frog in the Meadow

The musical notation is written on two staves in 2/4 time. The first staff contains the melody for the first line of lyrics: "Frog in the mead - ow, Can't get him out." The second staff contains the melody for the second line of lyrics: "Take a lit - tle stick and stir him a - bout." The notes are simple quarter and eighth notes.

Motions

Invite students, one at a time, to keep the beat with the guiro.
The teacher should sing the song at the tempo set by the student.

Follow the Child's Beat Using Instruments

Five Little Leaves

Five little leaves so bright and gay,
Hold up one hand and wave it back and forth.
Were dancing about the tree one day.
The wind came blowing through the town,
Blow on the hand.
One little leaf came tumbling down.
Hold up one finger, and wave it back and forth while lowering hand to the floor.

Repeat with "Four little leaves" until there are no leaves left.

3. Proprioceptive Development (cont.)

Peas Porridge Hot

Peas porridge hot,
Peas porridge cold,
Peas porridge in the pot
Nine days old.

Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.

My mammy likes it hot,
My daddy likes it cold,
But I like it in the pot
Nine days old.

the book of tapping & clapping

C. Midline Crossing (seated / standing)

Stationary Beat

My Ship Sailed from China



My ship sailed from Chi-na with a car-go of tea, All



lad-en with pres-ents for you and for me. They



brought me a fan, Just i-mag-ine my bliss, When I



fan my-self dai-ly like this, like this, like this, like this.

Motions

Sit on the floor with legs straight out.
Sing the song five times, adding one more
motion each time on the last phrase, "Like
this, like this, like this, like this."

Continue the motions on the beat as the
song is repeated.

1. Fan face with right hand.
2. Fan face with both hands.
3. Fan face with both hands and cross
right foot back and forth over left foot.
4. Fan face with both hands and alternate
crossing right foot over left foot and left
foot over right foot.
5. Fan face with both hands, cross legs
back and forth and nod head forward
and back.

3. Proprioceptive Development

(cont.)

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.

C. Midline Crossing (cont.) (seated / standing)

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.



Ask Me

(about my frog song)

Frog in the meadow,
Can't get him out.
Take a little stick
And stir him about.

*stir the frog around your nose, toes,
knees, ears, head, legs, etc.*

*What other places can you think of to stir?
Don't forget to use your other hands—or both hands!*

We played a guiro: a ribbed, wooden instrument that when rubbed with a mallet actually makes a sound like a frog.



Ask Me

(about my clapping poem)

Peas porridge hot,
Peas porridge cold;
Peas porridge in the pot
Nine days old.

Some like it hot,
Some like it cold;
Some like it in the pot
Nine days old.

My mommy likes it hot.
My daddy likes it cold;
And I like it in the pot
Nine days old.

*keep a steady beat on your knees
while speaking the poem*

where else can you tap the beat?

Logical-Mathematical Connection

Create AB patterns:

- lap-clap-lap-clap
- head-toes-head-toes
- this knee-that knee-
this knee-that knee

See how many different combinations
you can create. Don't forget to keep
saying the poem.

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

For best values, visit giamusic.com/feierabend for packages saving up to 20% off of retail price

- G-7001 First Steps in Music Preschool and Beyond Basic Package
- G-7001A First Steps in Music Preschool and Beyond Basic + Package
- G-7001B First Steps in Music Preschool and Beyond Enhanced Package
- G-7001C First Steps in Music Preschool and Beyond Ultimate Package
- G-5380A Conversational Solfege Basic Package
- G-5380B Conversational Solfege Basic + Package
- G-5380C Conversational Solfege Enhanced Package
- G-5380D Conversational Solfege Ultimate Package

Companion Materials

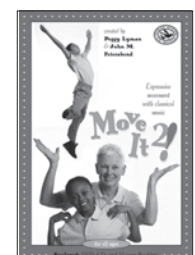
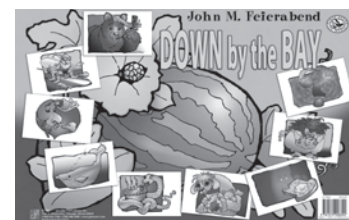
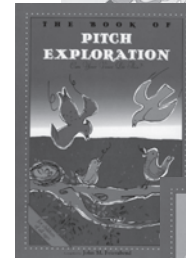
- G-6400 Vocal Development Kit
(Puppets, toys, and instruments with manual)
- G-6509 Pitch Exploration Stories
(12 large picture cards)
- G-6510 Pitch Exploration Pathways
(12 large picture cards)
- G-6511 Oh, In the Woods
(12 large picture cards)
- G-7962 Down by the Bay
(10 large picture cards)

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
- G-8893 Jennie Jenkins
- G-9032 Over in the Meadow
- G-9341 Momma, Buy Me a China Doll



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

Level 1:

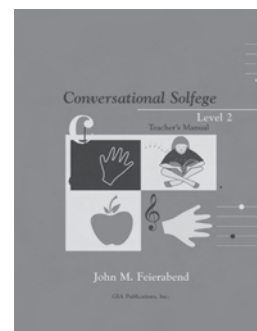
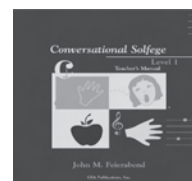
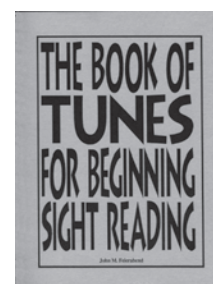
- G-5380 Teacher's Manual
- G-5380FL Flashcards
- G-5380S Student Book
- CD-526 Classical Selections CD

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 Enhanced
- G-8453S Word Wall Enhancement Pack
(To update your original, pre-2015 set)
- G-5547 The Book of Tunes for Beginning Sight-Readers

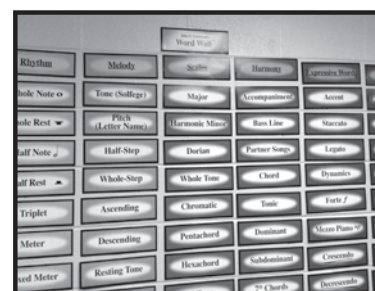


Song Collections for Older Children

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

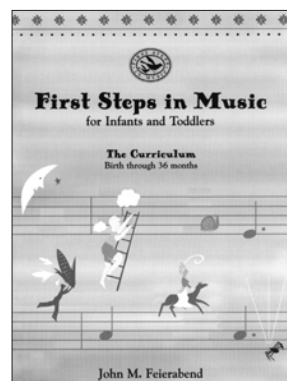
Book of Church Songs and Spirituals

- G-7816 Spiral Bound and illustrated



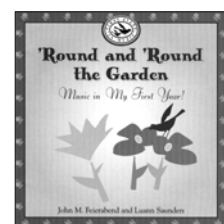
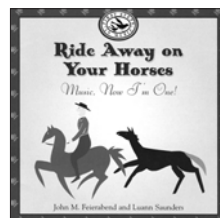
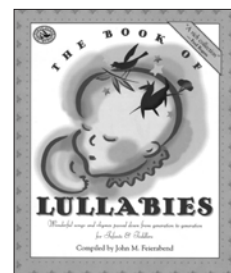
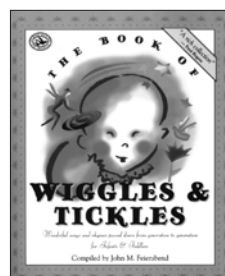
Books for Infants and Toddlers

- 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

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Lillie is known for her work with young children and instilling a love of music within them. She was an early childhood and general music educator for over thirty years and a conductor for the Connecticut Children's Chorus for seventeen. She has twice been honored with her district's Teacher of the Year Award and in 2008 also received the Outstanding Elementary Music Educator Award from the Connecticut Music Educators Association. She is a frequent clinician at local, state and national conferences, presenting on music and movement development. She also conducts regional honors choirs and teaches weeklong workshops around the country including Anderson University (IN), Gordon College (MA), Silver Lake College (WI), and the University of Hartford (CT).

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Dr. John Feierabend is considered one of the leading authorities on music and movement development in childhood. He is Professor Emeritus and former Director of Music Education at the University of Hartford's The Hartt School. He 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.



<http://www.feierabendmusic.org>

The Feierabend Association for Music Education (FAME) is dedicated to promoting and supporting the work of Dr. John M. Feierabend through collaboration, advocacy, training, and resource sharing. Its mission is to build tuneful, beatful, and artful learners throughout the world, ensuring a lifetime of joyful music making.

Dr. John Feierabend is considered one of the leading authorities on music and movement development in early childhood. His research and teachings are the inspiration for the founding of The Feierabend Association for Music Education (FAME).

His approach strives for all people to become tuneful, beatful and artful through research based and developmentally appropriate pedagogies that use quality literature. In the summer of 2012 a group of dedicated and like-minded educators honored Dr. Feierabend's 30 years of innovation with the formation of the Feierabend Association for Music Education (FAME).