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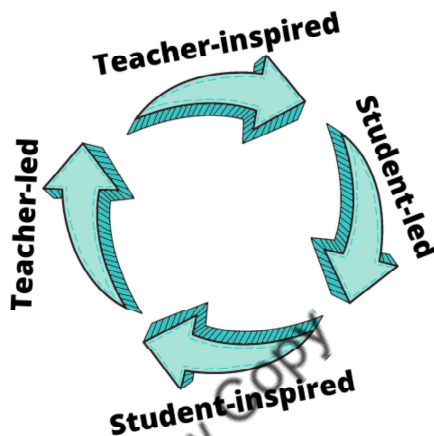
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What is the Music At Play approach?

With our youngest learners, in preschool through even 2nd grade, we can break down walls and open young minds and hearts to the fact that at this point in their lives, they can truly grow to be and accomplish anything - and we do that through artistry. All of our students come to us from a situation that is uniquely theirs - but all of them are loved, and all of them can create beautiful moments.

At this young age, instead of finding material we need to use in order to cover prescribed musical concepts and trying to force it into an 'artistic' experience, if we tap into concepts that are currently their world (shapes, color, vocabulary, etc.) they will immediately recognize the legitimate value of the work in their lives and dive in head first to a whole-body, whole-mind, whole-heart experience. In the younger grades, this is artistry: whole-self, mindful, musical experience through the eyes of their imagination.

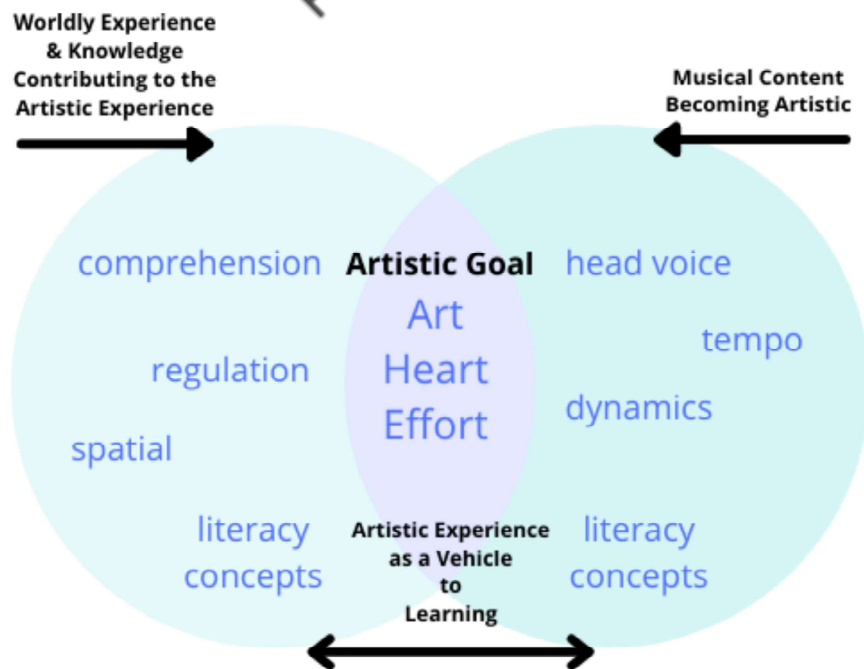
The Music At Play (MAP) curriculum is the early childhood music curriculum of the Indianapolis Children's Choir (ICC). It is not a series of lessons that should be strictly followed, and it is not a collection of songs and activities that should be repeated. The Music At Play approach very purposefully has no bounds. It is teacher-inspired, then student-led; which then leads to student-inspired, helped by teacher-led. The ICC at every level is a community. And so the Music At Play approach begins that long journey toward building a community that supports each other through the artistic process and all other aspects of life.



to grow into who they have the potential to be. And allow yourself to find new purpose and energy for what you do. This book strives to start you on the journey.

How Does MAP Support Artistry In Your Children?

In our older rehearsal rooms and classrooms, it is sometimes the case that we can successfully create an artistic experience in and of itself, and then use our prowess as teachers to find ways to use it as a vehicle for teaching musical skills and concepts that are “on our list”. That is a good frame of reference to use in order to begin expanding your mindset for the good of the young artistic experience. As is so often the case with our younger learners, it is helpful to then turn that concept on its head! In the younger years, we are artistic *because* of those learning experiences and concepts that little minds and bodies are being flooded with on a daily basis. And because of how immersed we are in that learning world. And to add a deeper layer to the equation, the music teacher in the early years can then see musical concepts and content seamlessly spilling over into young students’ daily traditional classroom content to create artistic experiences that then strengthen both the traditional academic standards as well as music standards.





How to Use These Resources

How does the book work? Do you dive into a lesson plan and see if it connects to your students who live in a completely different city, state, or country? You are certainly welcome to start there and try. However, as said at the beginning of this book, it is not a series of lessons that should be strictly followed, and it is not a collection of songs and activities that should be simply repeated. The materials on the following pages are a representation of an entire semester of Music At Play lessons within one particular school community. The lessons were tailored to the students' interests and needs, to their strengths and weaknesses. Simply repeating the activities in this book as listed would most likely not work out as intended. It would certainly be a successful music room experience, but not necessarily an artistic one for a different group of students.

However, these lessons serve as a study guide for those who are interested in discovering their own ways of connecting with student imagination and artistry in the early years. These activities are certainly here for you to use and develop in your own way. And as you glance at the flowcharts and read through the lesson plans, the intention is that your mind will start to wander and create. That you will envision your own students and, being the capable and caring teacher that you are, you will already begin to imagine your own students' responses and envision your own journey that will look much different than this one.

In the future, more Music At Play books will be available to you providing the real-life examples of additional Music At Play journeys. Each book will more deeply explore concepts of artistic teaching in the younger years that we have just barely begun to discuss here in this first edition. We hope to also expand the accompanying technological resources as well.

The layout of the book is as follows: Flowcharts summarizing the path of each thematic lesson, Lesson Plans providing specific details for each lesson, and Links to Digital Resources - both within the individual lesson plans as well as at the end of this book.

Flowcharts

Flowcharts are the key to tracking inspiration. The teacher can see activities that are planted on purpose, how those activities sparked interest in new activities and themes, and how they all flow together. There is typically a natural "Focus Theme" or primary theme that emerges on its own. The beauty of the artistic experience for the teacher is that it is typically not the theme the teacher originally intends! Secondary themes are both emerging and fading away at any given point. And of course, a good teacher always has repeating routines and a few items in their "back pocket" for when a little something extra is needed. The best way to explore the flowcharts section of the book is to follow the arrows and the colors and to let your mind wander - imagine what your students might have said that would lead to the changes in the next lesson.

Lesson Plans

All of the songs used in these lessons are easily searched online and quite common. But the individual lesson plans are the place to look to find out exactly what is done in each activity. Aside from details on actions being taken by teacher and students, the lesson plans also leave space for addressing:

- What type of participation is happening in the classroom
 - Simultaneous: the teacher is moving and singing and the students will naturally participate at their own level of development. It is not direct or highly accurate participation, nor is it expected to be.
 - Invite: the teacher will specifically request a certain level of participation from the group (perhaps an important phrase or a specific movement). It is slightly more accurate participation, because the teacher is very purposeful about how and when to request it.

- Show: the teacher invites an individual student to perform a task on their own. This is usually very accurate according to their individual developmental level, because the teacher would not invite individual turns without properly preparing the students for their turn. **Community means support and a safe space to learn!*
- Discussion: these lessons detail specific points in the lesson where there would be group discussion, in order to help us all remember as teachers how important it is to consider community input.
- Additional materials that would be needed for the activity
- Considerations for differentiation between classrooms or students of varying needs
- References to music standards (Indiana State Music Standards were used for this book as a reference and guide to incorporating your own standards)
- References to early learning standards in order to emphasize the importance of incorporating a child's whole world into your artistic adventure (Indiana Early Learning Foundations were used for this book as a reference and guide to incorporating your own standards)
- Social/Emotional and Leadership concepts being addressed in activities that can lead to more connections in future lessons
- Assessments that could be made either by group or individually

Each lesson begins with an opening "Hello" routine and ends with a closing "Lullaby" routine. They also include either one or both of the following:

- Color Song - In the beauty of stumbling upon the fact that when using a music streaming service on your smartphone during class, the background of the screen turns a certain color based on the album artwork. This color tends to fit the mood of the piece in some way. The students became very invested in finding out which color song would be used next and making some amazing connections. A simple piece of colored construction paper would also do the trick!
- ICC Playlist - As mentioned previously, some songs provide a hyperlink to the ICC YouTube channel. The students enjoy visually seeing the "big kids" as well as

Lesson 1

Hello Everyone

Rainbow Discussion

Colors
Vocal slide

Green Song - Lannigan's Ball

Counting
Duck

Rainbow Connection (ICC)

Paint
Colors

6 Little Ducks That I Once
Knew

Counting
Quack

Rainbow Ball

Colors
Vocal Slide

Look, Look, Look

Upside down
Ducks

Twinkle Twinkle

- = Repeating
- = Focus Theme
- = Secondary Theme
- = Back Pocket

Five Little Ducks (Story
Book Sing-A-Long)



Lesson 2

Hello Everyone

Rainbow Discussion

Colors
Vocal slide

Green Song - Lannigan's Ball

Duck
1,2,3

Rainbow Connection (ICC)

Paint
Colors

6 Little Ducks That I Once
Knew

Quack,
Quack,
Quack

Rainbow Ball

Colors
Vocal Slide

Look, Look, Look

3 Ducks

Twinkle Twinkle

- = Repeating
- = Focus Theme
- = Secondary Theme
- = Back Pocket

Five Little Ducks (Story
Book Sing-A-Long)



Music At Play - A Thematic Approach to Early Childhood Music

Activity	Participation	Additional Materials	Differentiation/ Special Needs	Music Standards (State, Etc.)	Early Learning Foundations (or other standards)	Social/Emotional/ Leadership	Assessment
Hello Everyone (intro) with beat motions <i>clapping, patting, stomping</i>	Simultaneous			LR.6.PK.1 Steady beat	PHG3.1 Motor coordination		Group assessment steady beat
Yellow Song - Virginia Reel or similar - beat motions, assorted, seated or gross motor. Motions related to <i>march, jump, reach up high, reach down low</i> .	Invite	Representation of color Yellow	Start with seated motions before expanding to gross motor. Even "marching" can be done with marching arms only.	Cn.3.PK.1 Respond to music from historical periods and cultures, LR.6.PK.1 Steady beat	PHG3.1 Motor coordination, M4.1 Spatial relationships		Group assessment steady beat, high/ low
Apple - Drop in Pot - Introduce small red apple, real or pretend. Hold high over head, discuss falling off of tree with vocal slide. Drop into lower hand or small metal cooking pot. Discuss other colors of apples as conversation flows.	Discussion	Small red apple (real or toy), small metal cooking pot		LR.6.PK.2 Changes in pitch	M4.1 Spatial relationships, ELA1.3 Engage in conversation, SC1.1 Concepts of weight, motion, and force	Express preferences (color of apple you like)	
Apple Tree - Use apple to sing apple tree to students with apple up high in hands until "knock you out". Then vocal slide down while apple falls into lower hand. Closing question - Who eats the apple when it falls on the ground? (Not people...animals!) Teacher informs class the horse eats the apple off the ground.	Simultaneous	Small red apple (real or toy)	Add small "boom" at bottom of vocal slide/ when apple caught, when there is a problem ending the sound as a class.	P.7.PK.2 Perform short songs, LR.6.PK.2 Changes in Pitch	ELA2.2 Rhyming, M4.1 Spatial relationships, SC1.1 Concepts of weight, motion, and force	Self-control ending slide as a group	Group assessment slide going down rather than up
Chop, Chop, Chippity Chop - Show class a stuffed or toy horse (as realistic as possible). Let him eat the apple. Discuss chopping up the apple for the horse to eat. Use chopping motion on the apple while chanting, then throw in the small pot for the horse. Invite students to chop on own hand. Show students tambourine with red circle on top - "chop the apple" using instrument. Teacher demonstrate, students take a turn with tambourine. *Side of hand chopping motion on tambourine instead of proper playing technique helps ease into instrument use without banging, helps with self-control.*	Invite/Show	Apple, Pot, stuffed or toy horse (as realistic as possible), Tambourine with red circle on drum head (stick on with contact paper to not damage)	*Side of hand chopping motion on tambourine instead of proper playing technique helps ease into instrument use without banging, helps with self-control.*	P.7.PK.2 Perform short songs, P.8.PK.1 Perform steady beat on instrument, LR.6.PK.1 Steady beat	ELA2.2 Rhyming, ELA1.3 Engage in conversation, SE2.1 Self Control, Self Soothing	Self-control on instrument	Group assessment steady beat, Individual assessment steady beat
Western Theme Song (any chosen recording) - Teacher makes horse gallop towards red hoop on ground and jump over circle. Dramatically emphasize <i>over</i> . On repeated tries, teacher uses stop/go signs to indicated when the horse should gallop toward the hoop and when it should stop after jumping. Discussion about stop/go/over. Individual students may be invited to try being the horse and jump over the red circle according to the stop/go signs.	Discussion/ Show	Horse, Red Hoop, Red Stop Sign, Green Go Sign	A teacher hand may be needed for timid jumpers or those who need assistance for the task. Some may attempt a lift of the body onto toes but then walk through circle. Applaud the "jump" anyway!	LR.6.PK.3 Demonstrate music concepts through movement	PHG3.1 Motor coordination, M4.1 Spatial relationships, ELA1.3 Engage in conversation, SC1.1 Concepts of weight, motion, and force, SE2.1 Self Control, Self Soothing	Waiting for turn, self-control with stop/go signs	
6 Little Ducks That I Once Knew - Review song and perform motions while standing to act out story.	Invite		May remain seated while still acting out story	P.7.PK.1 Perform song fragments			Group assessment song fragments
Look, Look, Look - Review song with upside down motion and vocal slide.	Invite		Start with head down seated before expanding to standing	LR.6.PK.2 Changes in pitch, P.7.PK.1 Perform song fragments	ELA2.2 Rhyming		
Twinkle, Twinkle (closing) - Teacher shows/asks students to go to sleep. Teacher sings to students who may or may not sing along. Listening and relaxing is appropriate as well.	Simultaneous			P.7.PK.2 Perform short songs	SE2.1 Self Control, Self Soothing	Comfort and Rest	Student engagement

(LR.4.PK.1 Audiate, speak, sing) (CA1.1 Creative music expression)

Example Standards Used:

Indiana Music Education Standards - <https://www.in.gov/doi/files/2018-indiana-music-education-general-standards-jmw.pdf>

Indiana Early Learning Foundations - <http://www.elacindiana.org/elacindiana/wp-content/uploads/2017/05/foundations-2015-august-12.pdf>

Music At Play - A Thematic Approach to Early Childhood Music

Activity	Participation	Additional Materials	Differentiation/ Special Needs	Music Standards (State, Etc.)	Early Learning Foundations (or other standards)	Social/Emotional/ Leadership	Assessment
Hello Everyone (intro) with beat motions <i>clapping, patting, stomping</i> . Transition to new hello song...	Simultaneous			LR.6.PK.1 Steady beat	PHG3.1 Motor coordination		Group assessment steady beat
Shake Those Simmons - Show students picture of persimmons growing on tree. Discuss differences between apples growing on tree and persimmons. Sing song substituting actions such as wave hello, clap your hands, pat your legs, etc.	Simultaneous /Discussion	Pictures of persimmons growing on tree		P.7.PK.2 Perform short songs, LR.6.PK.1 Steady beat, Cr.10.PK.1 Create movement	PHG3.1 Motor coordination, ELA1.3 Engage in conversation, M4.1 Spatial relationships	Come up with a movement idea!	Group assessment steady beat
Bhombela (ICC Playlist) - Show video of choir performing. Talk about the kids and how they are performing on stage. Draw attention to how they are using their hands and feet. Perform simple patterns such as pat, pat, dap along with the music.	Simultaneous			LR.6.PK.3 Demonstrate music concepts through movement, Cn.3.PK.1 Respond to music from historical periods and cultures, LR.6.PK.1 Steady beat	PHG3.1 Motor coordination	Aspire to perform or imitate older children	Group assessment steady beat
Where is the Pumpkin?/Pumpkin Patch - After reviewing activity with pictures, hide a small pumpkin (real or toy) in the room <i>behind, inside, on top, etc</i> and students identify location verbally.	Discussion/ Invite	Slideshow of farm/pumpkin pictures, Real or toy small pumpkin	Focus on directional word before adding noun (on top...of the tree)	LR.6.PK.1 Steady beat, P.7.PK.1 Perform song fragments	M4.1 Spatial relationships, ELA1.3 Engage in conversation		Group assessment steady beat
Wise Old Owl - Stuffed owl, pretend it is on top of a tree up high. "Hoo" vocal slides both high and low, teacher sings song with hand motions, no echo phrases just sing straight through	Discussion/ Simultaneous	Stuffed owl	Start with first verse only before longer version	P.7.PK.1 Perform song fragments, LR.6.PK.2 Changes in pitch	M4.1 Spatial relationships, ELA1.3 Engage in conversation		Group assessment high/low
Itsy Bitsy Spider - and BIG spider. Use small hand motions and higher voice for Itsy Bitsy Spider version with small spider handpuppet. Use big hand motions and lower voice for Big, Big, Spider version with larger spider puppet. Invite individual students to perform.	Simultaneous /Show	Small spider puppet, large spider		LR.5.PK.1 Music's expressive qualities, LR.6.PK.2 Changes in pitch, P.7.PK.2 Perform short songs, LR.6.PK.3 Demonstrate music concepts through movement	SC1.1 Concepts of weight, motion, and force, M5.2 Measurement comparison, PHG3.1 Motor coordination, SC1.2 Identify observable properties + weight, motion, force	Which spider do you like? Friendly big spider isn't scary just because big voice	Individual student demonstrate Itsy Bitsy, Group assessment big/ small voices & motions
Old Black Cat - no book, transfer to cat/mice actions either standing or sitting, fast/slow, loud/soft	Invite		Sitting with motions on lap and floor rather than standing with full range motions	LR.5.PK.1 Music's expressive qualities	SC1.1 Concepts of weight, motion, and force, ELA2.4 Demonstrate comprehension	Cause/Effect	Group assessment fast/slow, loud/soft
Blue Song - In Caelum Fero (ICC Playlist) - search for pumpkin, owl, spider in forest by <i>marching and sneaking tip toes side to side</i> using directional words <i>under, on top, next to, beside, in</i> , finish with celebratory dance party (all imagination)	Simultaneous	Representation of color Blue		Cn.3.PK.1 Respond to music from historical periods and cultures, LR.6.PK.1 Steady beat, Cr.10.PK.1 Create movement	APL 4.1 Imaginative play, PHG3.1 Motor coordination, M4.1 Spatial relationships	Searching, Finding, and Celebration	Group assessment steady beat
Cows Are Gone - Review song using very fast and very slow for the awake/asleep sections. Show emotions like happy, excited and awake as compared to tired. Students will naturally join in on motions and their favorite key words.	Simultaneous			P.7.PK.2 Perform short songs, LR.6.PK.3 Demonstrate music concepts through movement, LR.6.PK.1 Steady beat, LR.5.PK.1 Music's expressive qualities	SE1.2 Expression of emotions, ELA2.4 Demonstrate comprehension, SC1.1 Concepts of weight, motion, and force	Express emotions	Group assessment fast/slow
Twinkle, Twinkle (closing) - Teacher shows/asks students to go to sleep. Teacher sings to students who may or may not sing along. Listening and relaxing is appropriate as well.	Simultaneous			P.7.PK.2 Perform short songs	SE2.1 Self Control, Self Soothing	Comfort and Rest	Student engagement

(LR.4.PK.1 Audiate, speak, sing) (CA1.1 Creative music expression)

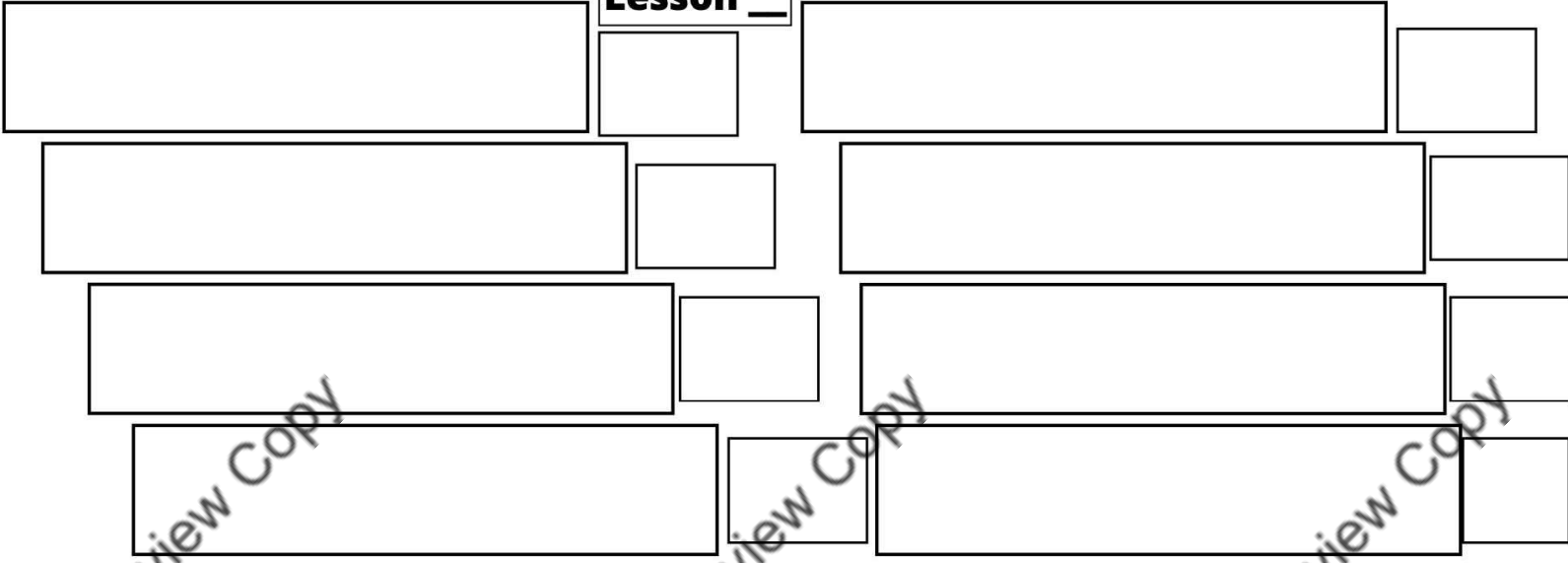
Example Standards Used:

Indiana Music Education Standards - <https://www.in.gov/doi/files/2018-indiana-music-education-general-standards-jmw.pdf>

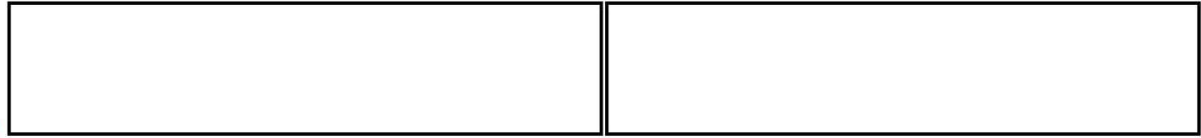
Indiana Early Learning Foundations - <http://www.elacindiana.org/elacindiana/wp-content/uploads/2017/05/foundations-2015-august-12.pdf>

Reproducible Flowchart Template

Lesson _



- = Repeating
- = Focus Theme
- = Secondary Theme
- = Back Pocket



Downloadable version at <https://drive.google.com/file/d/1fnTkrzj8w-TzmZtLjLb-0kr32IISgWZ6/view?usp=sharing>

Reproducible Lesson Plan Template



Lesson ____

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