

Kindergarten Komposers

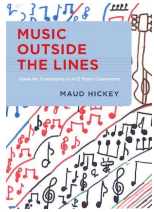
Melinda Metzger and Kendra Skinkle

Saturday, November 4th, 2017 - Session 4

Music-Ed Specialists, Waterloo Region District School Board

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To *compose* is to **CREATE**. Creating often involves experiments! Composing is to imagine sound in many different ways. So be **BRAVE** and be **BOLD**, experiment and improvise with some of our youngest and most imaginative students.



Some inspiration from the book *Music outside the lines: Ideas for composing K-12 Music Classrooms*. By Maud Hickey

When children are young and first learn to speak, we don't teach them grammar rules. So why is it that when we first teach composition, we think we should teach composition and theory rules?

Children often view themselves as writers long before they view themselves as readers. "If we write it we can read it." Why do we think children should be able to read music before they can "write music"?

Things to Consider:

1. The music "rules" we use today are ones based on other composers' compositions.
2. Music notation is not music. Music is sound and notation provides a means for representing that sound.
3. Students should notate their music so that they and others will be able to play it.

Ken Robinson says: "Music and the Arts is something that comes OUT of us, as opposed to something that comes AT us, like reading or television or teachers talking."

We must be mindful to allow our students the opportunity to express themselves musically.

Songs to Sing and Compose With

“Here We Go ‘Round the Mulberry Bush”

Here we go ‘round the Mulberry Bush
The Mulberry Bush
The Mulberry Bush
Here we go ‘round the Mulberry Bush
On a cold and frosty morning!

This is way we brush our teeth,
Brush our teeth,
Brush our teeth,
This is the way we brush our teeth,
On a cold and frosty morning.

Activity:

- Have students create new words to tell about how they get ready for school in the morning.
 - Example: “This is the way we make our lunch”, “This is the way we put on our clothes”, “This is the way we walk to school”, “This is the way we ride the bus”etc.
- At the end of the verse and chorus, have students create new words to tell about the weather and time of day.
 - Example: “On a bright and sunny afternoon”, “On a dark and rainy Friday”,etc.

“If You’re Happy and You Know It”

If you’re happy and you know it clap your hands!
If you’re happy and you know it clap your hands!
If you’re happy and you know it and you really want to show it,
If you’re happy and you know it clap your hands!

Activity:

- Have students come up with an emotion and an action for that depicts that emotion.
 - Example: “If you’re frustrated and you know it, growl out loud!”, “If you’re sleepy and you know it let out a yawn!”,etc.

“Listen to the Water”

Listen to the water, Listen to the water, Rolling down the river!
Listen to the water, Listen to the water, Rolling down the river!

We saw some ducks by the water side. We saw some ducks by the water side. We saw some ducks by the water side. Oo-oh by the water si-i-ide. Oo-oh by the water side.

Youtube Link: <https://www.youtube.com/watch?v=2zwKLjOrs0>

Activity:

- Have students replace underline words with a new thing that is found by the water side.
 - Example: “We saw some.....fish, turtles, seaweed, swans, frogs, bugs, boats, etc.”
- Extensions: Create some sounds with instruments, body percussion, and voice that you would hear by the water side. Create actions for the song. Example: swim around the room like a fish while singing the corresponding verse.

“Hey Dum Diddley Dum” as sung by Sharon, Lois, and Bram

Hey Dum Diddley Dum
 Hey Dum Diddley Dum
Hey Dum Diddley, Hey Dum Diddley, Hey Dum Diddley Dum

Everyone gather round
 Hey Dum Diddley Dum
 Because we found this brand new sound,
 It's Hey Dum Diddley Dum

(Chorus)

Everyone come and sing!
 Hey Dum Diddley Dum
 We're gonna make those rafters ring!
 Hey Dum Diddley Dum

(Chorus)

Come join in the fun!
 Hey Dum Diddley Dum
 We're gonna sing 'till the day is done.
 Hey Dum Diddley Dum

(Chorus)

Activity:

- Have students replace underlined words with sounds, pitch, or nonsense words
- Examples: "zzz", "la", sing it in a really high voice, sing it in an underwater voice, "doh", etc.

"Shake Your Sillies Out" as sung by Raffi

Gotta shake, shake, shake your sillies out
 Shake, shake, shake your sillies out
 Shake, shake, shake your sillies out
 And wiggle your waggles away!

Activity:

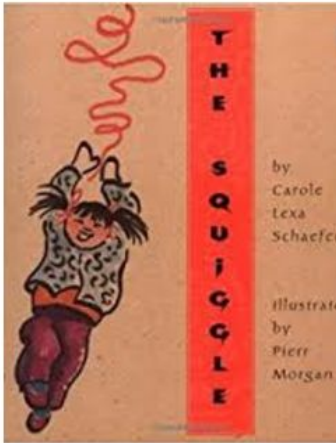
- Have students replace underline words with a new action and feeling.
- Example: "You gotta march, march, march your madness out!",
 "You gotta hug, hug, hug, your kindness out!",
 "You gotta bounce, bounce, bounce your bonkers out!"
 "You gotta wave, wave, wave your wackys out!"

Slide Whistle

Use a slide whistle to have students echo a singing lines. Have them draw the lines in the air with their fingers.

Books

Read Aloud: "The Squiggle" by Carole Lexa Schaefer



Before reading the book say: "Pay attention to all the different things the girls can create with a SQUIGGLE"

Read the story.

After reading the story ask: "What would that picture sound like?" (Use your finger to follow the high and low contour of the squiggle shapes the girl created). First model one squiggle for the class, then together as a class follow the high and low contour of the remaining squiggles.

Then ask: "What else could she make?"

While students are sitting in a circle, have students take turns creating their own squiggles using skipping ropes or yarn, etc. After a student creates their squiggle with rope, have them lead the class singing their creation by tracing the pathway of their squiggle.

Vocal Exploration Cards

Below is a link to a set of free vocal exploration cards from *Theme and Variations*. They make a wonderful next step in creating and composing with our voices. Possible extension is to have students create their own vocal exploration cards. This could be on a paper, ipads or Smartboards, sandbox, paint, etc.

<http://shop.musicplaytext1.ihoststores.com/images/misc/VocalExplorations.pdf>

Vocal Exploration Songs

Have students pick 3 vocalization cards. Have a student place the cards in their chosen order. Sing the cards in order as a class.

Pipe cleaners

Take a pipe cleaner and shape it similar to a vocal exploration card. Show the students how you can trace it and sing it just like your vocal exploration cards.

Hand each student a pipe cleaner.

Have each student shape their pipe cleaner to compose their own vocal exploration.

You can have students share with a partner or to the whole class.

Possible extension: have students perform their pipe cleaners in small groups to create their own pipe cleaner song.

Puppet Compositions

Composing with puppets are a great way to transform vocal exploration into full singing conversations and compositions. (Note: if you don't have a puppet, or the puppet character you want, just print out a picture and put it on a popsicle stick.)

Activity: Hummingbird conversations

This activity works best when the teacher has 2 Hummingbird puppets and models to the class what it sounds like when the Hummingbirds sing. Have a conversation with no words only humming sounds. Students must listen to hear when it is their turn to respond.

This activity helps students find the natural question and answer phrasing in music Hummm-diggity!!!!



Activity: Can you Speak Whale?????

Just like Dory speaks whale so can our students. Show the youtube clip of Dory speaking whale from *Finding Nemo*. Have whale conversations with your class. It's a whale of a good time!

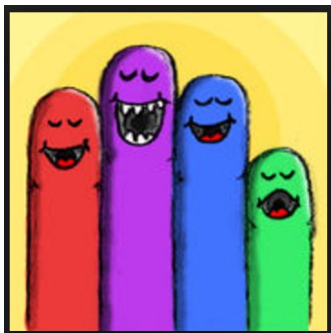
Example: Teacher has a whale puppet. Have the whale ask the class questions. Start by asking questions that the class can respond to as an entire group. (i.e. Then move to having individual students respond, like a solo. You may extend this activity by having the students ask the whale questions.



Activity: Melody the Dragon

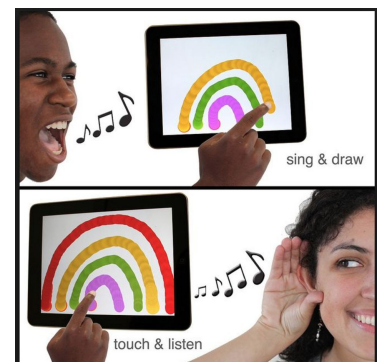
Melody the Dragon is a dragon puppet who lives in arioso land. This is a land where they only speak singing. She will answer all your questions, but you must sing them to her!

Singing Fingers App on the Ipad



Cost: \$1.39

Singing Fingers lets you fingerprint with sound. Just touch the screen while you make a sound, and colorful paint appears. Touch the paint to playback the sound again!



Colour Compositions

-First make a colour composition with your class and model the process.

-Then have students take turns filling out the chart. (I have done this on the smartboard...if you wish to have the notebook file please e-mail Kendra).

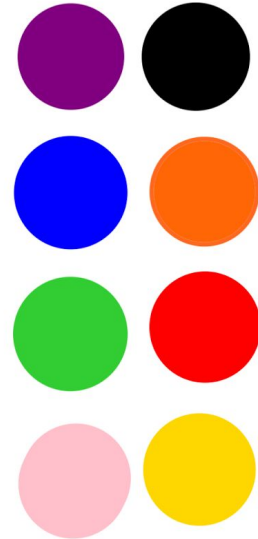
1. Pick 4 colours

2. Pick if they have 1 or 2 sounds.

3. Place a  for 1 sound.

4. Place a  for 2 sounds.





ACTIVITY:

1. In the first row of the chart, pick 4 colours.

2. In the second row of the chart, put a 1 if the colour has one sound, or a 2 if the colour has two sounds under the corresponding colour.

3. In the third row of the chart, place one 1 paint can for one sound, or 2 paint cans for two sounds under the corresponding colour.

4. Play your new colour composition by clapping or with rhythm instruments.

See EXAMPLE below:



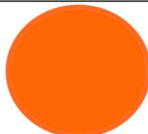


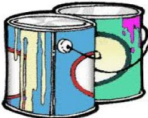
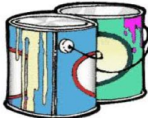

1. Pick 4 colours

2. Pick if they have 1 or 2 sounds.

3. Place a  for 1 sound.

4. Place a  for 2 sounds.



			
1	2	2	1
			

Free! Simple and straightforward: Easy Xylophone lets you play this beautiful instrument on your iPhone and iPad at any time!

Activity:

-Hand out package of the note name colour cards (attached to this handout)....Put 2 of the same cards in each package..make enough packages per iPad.

- In groups of 2 to 3, have students place the cards however they want, then have them take turns playing their song on the xylophone that is on the iPad.

-Extension: "Can you place some of your cards in a pattern?....Now play it!"

Picture Rhythms

Every word has a rhythm. If we can speak, we can create rhythm. Below are many similar activities, to enhance students comprehension about the words in the world around them.

Optional chant with students: *"Beat, Beat, no change. Rhythm is the way the words go".*

Create picture cards of whatever it is the students are learning about or are interested in. Whenever introducing a new picture rhythm activity, model to the class first.

Activity 1:

Together chant the word that the picture represents. While sitting in a circle, hand each student a card. Go around the circle and have the student lead the class with their card. For example, if Jenny has a sheep, she claps and chants, "Sheep" and then the class echos her. Pick 5 students to come perform their picture cards in a row.

Activity 2:

Hand out a set of picture cards to a small group of students. Have the students select and arrange the order the cards they wish to use. After they have rehearsed and are consistent and confident, have the group perform for the teacher or the class (with words and clapping or playing rhythm instruments).

Activity 3:

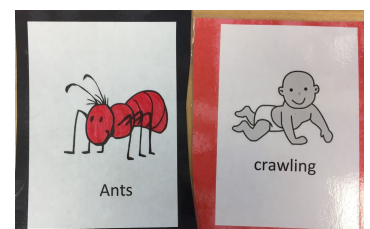
With the cards, see if the students can create certain types of patterns. For example, AB. Then have them perform their pattern by chanting and clapping or playing rhythm instruments. This can be composed as a whole class or small groups.

Ex. Apple, Banana, Apple, Banana

Activity 4:

This activity works best if first done as a whole class activity. Do this activity with things that move and grow (i.e. cars, animals, insects, plants). Make action cards (also pictures) to use with the picture cards (i.e. buzzing, growing, crawling, flying, zooming, creeping).

- 1) Teacher displays a picture of something that moves or grows (i.e. Bird).
- 2) Display ALL the action cards
- 3) Ask "which one of these cards shows how the bird can move?"
- 4) Display these two cards side by side.
- 5) Chant and clap the two cards (i.e. bird flying)
- 6) Invite a student to play it on the instrument.
- 7) Repeat!
- 8) Next class, do the same thing in small groups.
- 9) Have them perform their favourite compositions.



****POSSIBLE EXTENSIONS FOR MOST ACTIVITIES*****

- 1) Adding high and low pitch through singing or instruments (I.e. boomwhackers, handbells, xylophones)
- 2) Adding dynamics examples loud and soft
- 3) Saying/Playing/Singing some picture cards fast (i.e. short) and some picture cards slower (i.e. long). For example, "Buuuuuuuuuuuggssss crawl-ing!"
- 4) Saying/Playing/Singing picture cards with different emphasis i.e. some heavy, some light. For example, **CARS!!!** zooming.
- 5) Beginning, Middle, End - Just like stories have a beginning, middle, and end...so can music. Ask which picture card would make the best beginning? The best middle? The best end? Have students arrange the picture cards and perform.
- 6) Using the same activities from above use different materials to compose with pictures and patterns. Such as: stickers, stamps, loose parts, math manipulatives, cutting and pasting from magazines, etc..
- 7) Theme ideas: bugs, cars, plants, community helpers, food, animals, popular characters (ex. Paw patrol, super heroes), holidays, colours, numbers, classmates names, subjects.....the sky's the limit!

Group Instrument Compositions

Instrument Chart Paper Composition

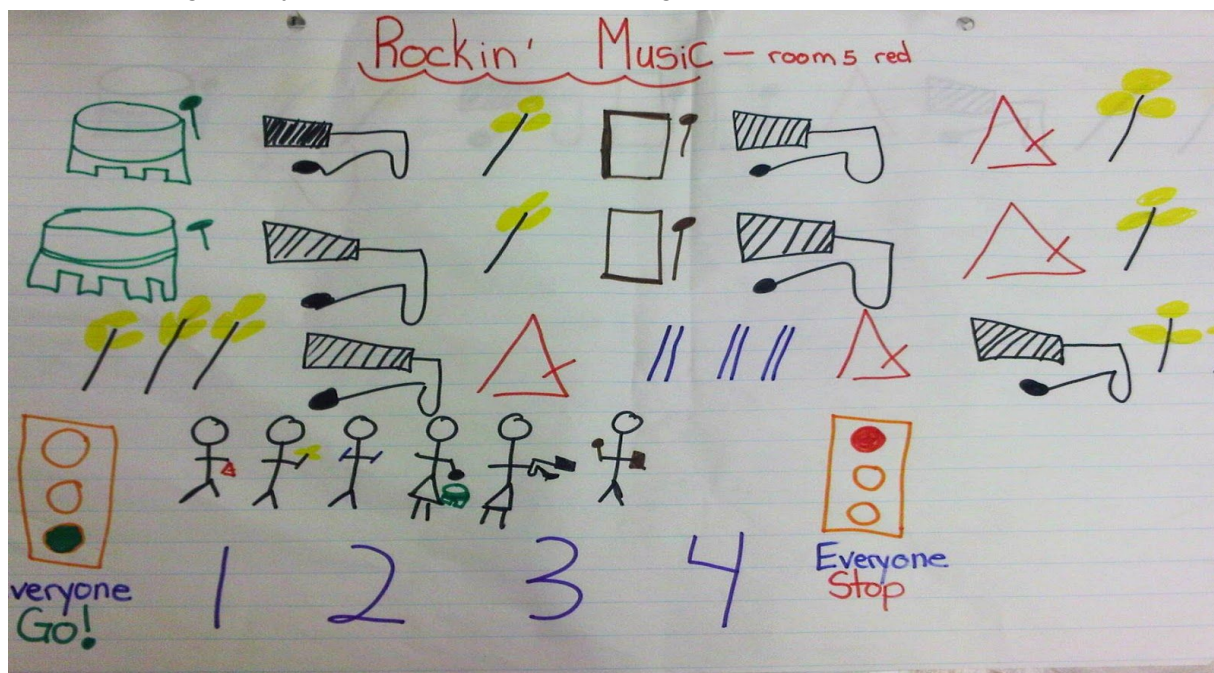
Pick a few instruments (3-6) that you would like your class to use when creating a composition. (Optional) Discuss how music is full of patterns. Ask "Do you know any patterns?" "Can we use patterns in our music?"

Ask students to raise their hand if they would like to choose which instrument comes next.

Ask "How do we know who's turn it is to play?" On chart paper, draw a picture to represent each instrument.

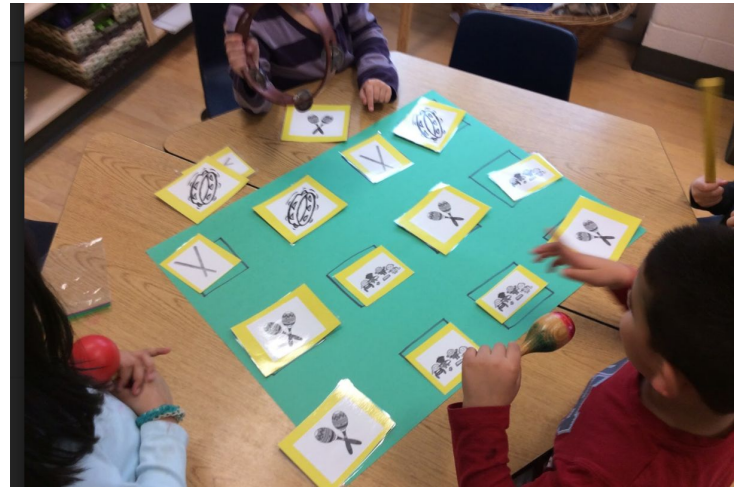
You may want to include a part of the song where everyone will play.

There is no "right" way to notate or compose a song.



Instrument Cards and Placemats

- *Model as a class first. Then break up into small groups to try.*
- On large pieces of bristol board, make “placemats” for instrument cards (See attached file).
- Each member of the group can choose an instrument card and place it on the mat.
- You can talk about patterning and apply that to their composition as music is full of patterns. Ask the students if they can make patterns with their cards. (Ex .Tambourine, Rhythm Sticks, Tambourine, Rhythm Sticks).
- Give each member of the group a different rhythm instrument that matches the cards.
- (ex. One student has the shaker, one has the rhythm sticks, etc.)
- Then have the group play their composition by following the order they placed their cards on the placemats.



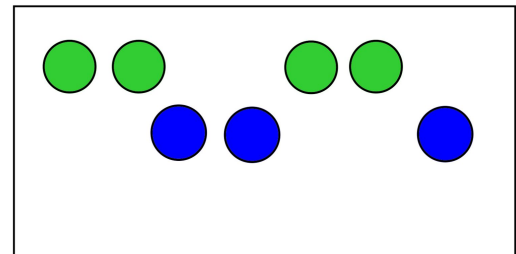
High-Low Compositions

Magnets and Cookie Sheets

Activity: Use circular magnets on a cookie sheet to show the high and lows of the song you created. Use one colour magnet for high sounds and a different colour for low sounds. Possible extension is to add a horizontal center line, above the line is high and below the line is low.

Example: High, High, Low, Low, High, High, Low.

Students can sing their songs or play them on pitched instruments (i.e. give them 2 boomwhackers - one higher note(so) and one lower note (mi), put out a xylophone with only 2 bars - one high and one low on it).



Boomwhacker Compositions

Activity: Divide the class into groups of two. Give each pair 2 Boomwhackers, one that is high and one that is low. Allow students time to try playing their Boomwhackers, and decide an order and how many times they play their notes. After they have had sufficient time to practice, they can notate their ideas on the attached sheet by colouring in the circles to match their boomwhacker colours. Give them time to practice playing them and decide which one they like best. You can extend this activity by asking students to identify the high and low notes in their music by writing ‘H’ under the high notes and ‘L’ under low notes. Don’t forget to perform your songs for the class! (Attached are practice and ‘good copy’ pages)

iPad Apps

Other apps not mentioned above that can be used for composing.

LoopsequeKids



Free! LoopsequeKids is created by Casual Underground lab, with love to all young musicians. This is the first step into magical world of music and adventures.

The student gradually learns the basics of the rhythm, and can appreciate the true value and beauty of the symmetry of music patterns on both audio-visual and tactile levels. LoopsequeKids is

a musical constructor for the smallest composers. Any kid may realize his first musical ideas in a kind world, full of the magic sounds - alone or with other kids.



MadPad HD - Remix Your Life



Cost: \$3.99.

Turn everyday sights and sounds like your car, an empty soda can, or your friends into the ultimate percussive instrument. Who would have thought everyday life could be so musical?

See it to believe it – watch a 1991 Honda transform into a mad beat boxing soundboard: <https://www.youtube.com/watch?v=LADgRaq3g8I>

You can create music from pre-made MadPads or you can create your own. It's easy to create music from anything!

Free Animal Flash Cards

<https://singaporebaby.com/?s=flash+cards>

<http://www.sparklebox.co.uk/topic/living/wildlife-animal-flash-cards.html#.WeZ7VxNSwcj>

Report Card Comments

(Student name) uses problem-solving skills and their imagination to create music.

-He/She experimented with different body percussion and rhythm instruments to create a rhythm pattern to accompany different words that they compiled together with our bug unit.

- He/She contributed to making a variation on a familiar song, "Hey Dum Diddley Dum", with other members of his/her class.

-He/She explores rhythms and keeps a beat by playing rhythm sticks at different speeds (fast and slow). (Student name) participated in creating a class composition by using pictures to represent instruments.

- He/She can name emotions and use them to create phrases in familiar songs such as "If you're happy and you know it".

(Student name) communicates their ideas about something (e.g., a book, an experience, a painting) through sounds, rhythms, and music (e.g., create a song or a chant, create sound effects, use rhythms to enhance a song or poem)

-He/She added sounds with their (insert whatever one applies: voice, instruments, iPad, body) to create (insert whatever one applies: a song, vocal exploration, soundscape, word/rhythm chants, etc.) to enhance/with feeling.

-He/She creates and performs 'singing lines' with his/her finger in the air. (Student name) is able to identify the difference between high sounds and low sounds.

-He/She will often sing alone in order to fill in small bits of a familiar songs.