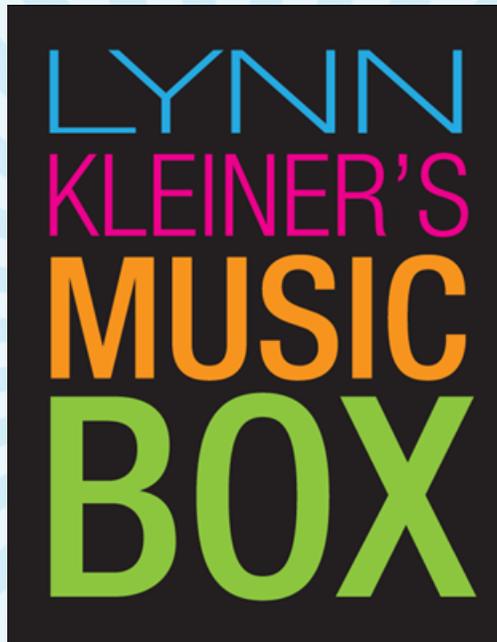


SPECIAL LESSONS

Our Favorite Shenanigans

For Preschool and Elementary



A resource for teachers
who love to teach and live to learn.

SPECIAL LESSONS

Our Favorite Shenanigans

For Preschool and Elementary

For years, Music Rhapsody classes used several different Shenanigans CDs. Parents and teachers were disappointed at having to purchase all of the Shenanigans CDs and requested one compilation CD instead. We asked Gary King if Music Rhapsody could choose the favorites from our classes and put them on one CD. The result is "Our Favorite Shenanigans". The following activities are ideas from our infant, toddler, and young preschool classes. Lynn is very grateful to Gary King for making this CD possible!

Many selections are traditional dances that have been modified for music education settings with children. These lesson ideas are from Gary King and friends, the Orff institute, and Lynn Kleiner. The following activities are for preschool and elementary classes.

1. Highway #1

Gary King

NOTE: We had our version of Highway #1 without movement directions so it could be done in many different types of classes. I have listed a variety of activity choices below.

There are 7 "stops": Sydney, Brisbane, Darwin, Perth, Adelaide, Hobart, Melbourne.

- Move forward right, pretending to use the steering wheel while driving.
- Depending on the age of the children, make up different ways of moving, playing, and rhythm reading for each "stop" on the trip.
- Adjust for the abilities of your group.
- For example, for your youngest, choose one motion such as
Pat, pat, pat your knees
Pat pat, pat your knees
Pat pat, pat your knees
on highway number one.
- Try a different movement for each stop using one motion such as
Tap tap tap your head
Clap clap clap your hands
Stamp stamp stamp your feet (for the youngest students.)
- For a bit more of a challenge, try two motions:
Knees knees tap your nose
Pat pat clap your hands
Stamp stamp click your tongue (or snap your fingers or sway sway turn around.)

Dance Steps

- Use Phyllis Weikart Dance language
- Example: In In Out Out Out, Side Close Side Touch, Side back side cross

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Beginning Rhythm Readers

- Try “driving” with a hand drum and use rhythm flash cards, playing a different 4 beat rhythm for each stop.
- Try having the teacher or student leader play a 4 beat rhythm with the children echoing.

Group Work

- Have the children number off by 7.
- Assign children their “city” and have them create their rhythm/movement upon “arrival”
- Move forward right, using the steering wheel hand drum or Sound Shape while driving and make up different ways of drumming for each city.
 - If doing a free style jam session, the teacher can keep a strong beat on the biggest Sound Shape to keep it stable.

2. Louisiana Saturday Night *American Song with Cajun influence*

Preschool/Kindergarten

- Following the teacher’s motion, practice keeping the beat using 2 hands tapping on knees, shoulders, head, chin, etc.
- Wait until the end of a phrase or section before you change the motion.
- As they are able, use a 2-motion pattern such as knees knees, shoulders shoulders or head head chin chin.
- Change to 4-motion as they are able: head, shoulders, waist, knees.

Older Children at a Higher Level

- Hand clapping with partner is great for timing and coordination. For example, knees, clap, partner, clap.
- More challenging: Knees, clap, right, clap, left, clap, both.
- Try with a slow beat, then with double time.
- Children can also come up with their own hand jive to perform for the other partners or groups.

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Practice Keeping the Beat on the Gathering Drum or Hand Drums

The teacher demonstrates ways to keep the beat and/or copies the children's ways of keeping the beat (to promote creativity and individual participation.) Some different ways to keep the beat are listed:

Some different ways to keep the beat are:

- Open flat hands
- Closed hands, making a fist
- Index fingers
- Scratching motions using fingers
- "Piano fingers"
- Big motion, lifting hands high after playing
- Little movements, keeping hands close to the drum head
- Loud playing
- Soft playing
- "IN" tapping from outer rim while moving closer to the center with each tap, followed by "OUT" tapping from center to the outside rim. (This is exciting when the teacher's hands come 'visit' them, since they cannot reach all the way to the center!)
- Big (slow) beat
- Little (fast) beat
- Swish like windshield wipers
- Dab and poke

Practice dance steps using Phyllis Weikart dance language (Teaching Movement and Dance) such as

- Forward right, Forward left, In, Out, Side Close, Side Touch, Side cross side back, side cross side touch, In 2, 3, Kick, Out 2, 3, Kick, Step Hold Step Hold, Step Hop Step Hop, Grapevine.
- Wait until the end of the phrase or section before you change the movement.

3. Cotton Eyed Joe

American, Possibly Texas

Instruments for Preschool/Kindergarten

- Beat keeping music with drums, Sound Shapes or great free play music for any un-pitched instrument.
- Follow a leader and copy their way to play. Teacher indicates new leader at the end of a phrase or section.

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Instruments for Older Students.

- This piece is used for our passing game.
- Tell the students to sit close in a circle with their legs crossed.
- Your knees close to your neighbor's knees.
- The palm is up, the back of the left hand is "super glued" to the left knee.
- Practice saying, "ME" as you touch your open left palm with the right hand as if picking something up.
- Say, "YOU" when you put your right hand in your neighbor's left hand as you pass the shaker.
- Practice this motion while saying, " ME, YOU".
- Once everyone is keeping their left hand on their left knee at all times and secure in the beat, the teacher introduces an item such as a shaker egg.
- When they touch their own hand, (ME) they pick up the shaker egg and put it into the hand of the person on the right (YOU).
- If the passing is going well, the teacher introduces more shakers until everyone is passing one shaker each time.
- The tempo will increase at the end of the song.
- You can use a slow beat until all are successful, and then try again with a fast beat.

Movement

- Practice going forward right, forward left, in and out or other Phyllis Weikart dance steps and language.
- Keep the beat different ways using body percussion, jumping or stamping in place
- Only change at the end of a phrase or section.
- We enjoy using Cotton Eyed Joe with our Farm theme.

4. Hokey Pokey

International

NOTE: We had our version of Hokey Pokey without movement directions so it could be done in many different types of classes.

- A** Put your right hand in,
Put your right hand out,
Put your right hand in and you shake it all about
You do the hokey pokey and you turn yourself around (*turn in place with hands under chin, wagging head side to side, or have arms up above head with jazz hand motion*)
That's what its all about. (*Clap hands 3 times*)
- B** Ho Hokey Pokey (*Go in the circle raising arms above head*)
Hokey Pokey (*Go out of the circle lowering arms*)
Repeat B – can hold hands for this in and out section

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VERSE:

- Right hand, left hand, right foot, left foot, right side, left side, front side, back side, whole self. Other suggestions for verses might be elbows, thumbs, knees, shoulder, knuckles.
- For younger children or special needs students, right and left may be too difficult.
- You can sing, “Put one arm in, one arm out” “Put the other arm in, the other arm out.”
- There are 8 verses with the 9th verse being “You put your whole self in”.

5. Shoemaker’s Dance

Poland

Movement for young children

- A** – make a workbench for the shoemaker by kneeling on one knee, and put the other knee up to form bench. Pretend to sew.
- B** – pretend to hammer by placing one fist on knee, hit with other fist
- C** – get up and dance any way you like in 6/8
- Repeat

Instruments for young children

Every child has a pair of finger cymbals and a tone block with mallet and a scarf. If there are not enough instruments and scarves for everyone, split into three groups. If there are enough scarves for everyone to have one, split into two groups.

- A** – Finger Cymbals (sewing) (for “Rhythm Readers”, show whole notes”)
- B** – Tone Blocks (“Rhythm Readers” use 4 beat rhythm cards)
- C** – dance with scarves

- For more sewing and hammering fun, see **LITTLE SHOEMAKER**, from *Kids make Music, Babies make Music Too!* page 50, track 45.
- Finger cymbals should be held with “pincher” fingers.
- Hold one still and use the other to make a circle, as if threading a needle, pulling all the way up until the thread is pulled through.

6. Cross Dance

Poland

The traditional formation of this dance is groups of 4 dancers making a cross by extending left hands to the center. Right hands extend upwards and outwards. For young children, make one large circle; no handholding.

- A** - Forward Right 4 slow giant steps to the right,
Forward Left 4 slow giant steps to the left (half notes)

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Face Center

B – 3 jumps in and rest on count 4.
3 jumps out and rest on count 4.
3 jumps in place turning a quarter to the right each jump
and rest on count 4,
3 jumps in place turning a quarter to the left each jump
and rest on count 4,
Repeat all of B getting faster each time

- The B section can also use body percussion. Everyone improvises or a leader gives a 3 beat body percussion pattern, and everyone copies the leader.
- Younger children can jump however they like, as long as they don't bump or touch anything or anyone for the B section, and march slowly in a circle for the A section.

7. Chimes of Dunkirk

Belgium

Younger Children

Formation: Scattered position around the room or in a large circle.

A – Stomp your feet (3x), rest on beat 4.
Clap your hands (3X), rest on beat 4.
Turn around and wave arms above head (7 beats) rest on beat 8.

B – Different movement following the teacher or student leader. Consider movements such as skipping, jumping, tapping or other body percussion, moving like a certain animal by shouting out the name of one, such as kangaroo, snake, cat, fish, gorilla, etc.

Older Children

Formation: Two long lines, facing your partner.

A – Stomp your feet (3x), rest on beat 4.
Clap your hands (3X), rest on beat 4.
Join both hands with partner and turn around once
and come back to place.

B – The top couple can slide, gallop, skip or make up their own movement to go to the end of the line. Everyone moves up one place and the dance repeats with the new head couple.

- Watch out for Gary King's tricky ending!
- The kids love it when you act like you are very surprised that it is not over.

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8. Carnavalito

Bolivia

This is one of the most popular dances of Bolivia. We enjoy a variety of activities with this music.

Parachute Instrument fun for all ages:

- Place parachute on the ground
- Put a large variety of percussion instruments on the edge of it
- Children sit around the parachute in a circle
- If possible, have many more instruments than children so there are several choices.

A – play one of the instruments

- Use the rhythm of the section, long long short short long.
- You can also use rhythm cards for a variety of 4 beat rhythms or have the students make up their own pattern.
- Put the instrument gently back on the parachute just before the B section.

B – skip, walk or dance around the parachute, then pick up a new instrument at the end of this section and repeat while playing the new instrument.

Using Two Percussion Instruments with Preschool/Kindergarten:

- Give each child 2 instruments, play one for the A section, one for the B section.
- All will play the same two instruments so you hear the change in timbre. For example, tone blocks play the rhythm pattern long long short short long for A and free play with shakers for B.

Passing game for Elementary:

Pass shaker eggs during A section, pass double time in the B section. See directions on how to introduce a passing game with Cotton Eyed Joe.

Line Dance for Elementary:

Lines of about 6 dancers with a leader

A – Step right foot forward (bow head), Step left foot forward (straighten up), step quickly forward, right/left right to the rhythm of the music.

Repeat starting left.

Repeat sequence 3 times.

B – Follow the leader, skipping and swinging arms forward and back (begin by swinging forward)

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9. Indo Eu

Portugal

Preschool/Kindergarten

A – Walk in a circle or in random formation but moving forward right for 16 beats.

B “Shimmy” down as the melody descends.

Go on tip toes and raise arms high above as melody answers in high pitch.

Repeat B section.

Do the movement with or without shakers as indicated by the text.

Sing to melody

A – And we walk around and we walk around

And we walk around till its time to STOP

B – Now the music (can be changed to now the shakers go down low and now the shakers go up high) goes down low, now the music is up high

Now the music goes down low, now the music is up high.

Optional Language

A – And we walk around and we walk around

And we walk around till its time to STOP

B – Now the music goes down low, now the music is up high

Now the music goes down low, now the music is up high.

Using a maraca or shaker egg, change the words to the following:

Sing to melody

A – And we walk around and we walk around

And we walk around till its time to STOP

B – Now we shake our shakers low, now we shake our shakers high
(repeat)

10. Lobster Quadrille

Arranged by Gary King

MOVEMENT GAME for Preschool/Kindergarten

- Explain to the children that we will be swimming around an island, using such strokes as: Forward crawl, back stroke, breast stroke, etc.
- You can use a parachute as the island; this will keep the children in a large circle.
- When the tempo changes to double time, yell, “Shark! Swim as fast as you can!”
- When the tempo returns to the original beat, declare that all are safe and can slow down to relaxed swimming.
- Add to the fun by using the mini fish finger puppets for the children
- The teacher comes with the hidden shark puppet (www.musicrhapsody.com) during the fast sections

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DANCE for Elementary

Bell rings, 8 beat introduction.

- Walk 4 steps to partner. Shake right hands 3 times, rest on beat 8.
- Walk 4 steps back to original place. Clap three times, rest on beat 8.
- Repeat above shaking with left hands

- Slap knees 3 times, rest on beat 4. Clap hands 3 times, rest on beat 8.
- Slap knees 3 times, rest on beat 4. Clap hands 3 times, rest on beat 8.
- Walk 4 steps toward partner. Clap both hands with partners hands 3 times, rest on 4.
- Elbow swing with partner for 8 beats.

- With high knee running steps, all run, following as the head couple leads casting off or “peeling the banana”.
- Head couple forms arch at end and all go under until next couple is the head couple.

PASSING GAME for Elementary

For older students, use this piece for a passing game.

- Students sit close in a circle with legs crossed.
- The tempo is slow as students think, “me, you”.
- Students touch their own hand, (ME) pick up the passed item (such as shaker egg, jingle bells, bean bag) and put it into the hand of the person on the right (YOU).
- Tempo will indicate when to pass twice as fast and when to return to the original speed.
- Item is introduced only after all are successfully moving (from ME to YOU) to the beat.
- The teacher sits with a bag of items to be passed in front of him/her.
- Start by passing one item around.
- Once that is successful, add more items.
- To collect items, keep everyone passing until the teacher has put every item back in the original bag in front of him/her, ceasing to pass to the person on his/her right.

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11. Syncopated Cyril

Written by Gary King and Audry Klein
This is an elementary copycat game.

- Cyril is the leader.
- Teach the following lyrics for Cyril.

Syncopated Cyril, walking down the street
Watch his hands now and watch his feet.

- Wanda is the copycat.
- Teach the following lyrics for Wanda.

Here comes once again Wanda, following behind,
Copying Cyril to the end of the line.

- Students stand in two lines, opposite and facing a partner.
- Leader of line 1 improvises a dance to the end of the line as all sing Cyril lyrics.
- Leader of line 2 copies as all sing lyrics for Wanda.
- Next, partners exchange places, and then return to their original lines.
- As the lines trade places, say the chant.

Cross the street cross the street to the other side
Turn around turn around on the other side
Go back go back to your own side
Turn around turn around on your own side

- Repeat with the new leader and new copycat.
- Orff instruments can play along in C pentatonic.
- Unpitched instruments can be used to play the rhythm of the chant.
For example: Claves play “Cross the street, cross the street”.
Drums play “to the other side”

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12. Walking to the left

Arranged Gary King

Preschool/Kindergarten Dance

A – Walking to the left we go, not too fast and not too slow, walking to the left we go now walking to the right.

Walking to the right we go, not too fast and not too slow, walking to the right we go now everyone drop hands.

B – Walking in and clap, walking back and clap

Walking in and clap, all join hands again

Repeat verse but clap twice in the center

Repeat verse but clap three times in the center

Repeat verse but clap twice in the center

Repeat verse but clap once in the center

13. Bahsana Haba'ah

Israel

- Formation is a circle
- No partners
- Older children have hands joined in V position.

A – Four slow steps forward right

Seven quick steps forward right

Repeat forward left

Face Center

B – Beginning with right foot, four steps in.

Four steps out.

Side Touch Side Touch, Turn 2 3 4

(turn in place).

14. Zemir Atik

Israel

Upper Elementary

- Children stand in a circle facing counterclockwise
- L hand palm up on shoulder, R arm out straight, hands joined with hand on shoulder of person in front.
- Younger students do not have to hold hands

A – 4 steps forward right, then step right foot forward and clap over right shoulder, step left foot forward and clap over left shoulder.

Repeat A 3 more times.

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Face Center

B – Right foot in, sway arms over head to right and snap fingers after the step, Left foot steps in, sway arms over head to left and snap fingers. 4 steps out, arms lowered in front of body. Repeat B 3 times.

This activity can be simplified for Kindergarten/Primary Grades by leaving out the hand-holding and using “in and out” for the B section without the snaps.

15. King’s March

Netherlands

A – The King is marching forward with his hundred thousand men,
his hundred thousand men, his hundred thousand men.

The Kind is marching forward with his hundred thousand men,
his hundred thousand men.

B – Oh Rosalina, oh Rosalina, oh Rosalina. With his hundred thousand men.

Simple Dance for Preschool/Kindergarten

One line with a leader holding a “baton” or “scepter.”

(A rainbow mallet also works.)

A – everyone follows the leader

B – everyone stops

leader passes baton to the next child in line

leader goes to end of line, giving everyone a high five on the way

All can bow as the “King” passes.

More Challenging for Elementary

Partners stand side by side in a long double line.

A – Sing and March 32 steps following the lead couple, hold hands (ribbon)

B – All let go of hands and face each other

The lead couple joins hands and gallops 8 steps down between the 2
line, 8 steps back, gallop 16 steps to the end of the line.

Repeat with new head couple.

Variations for B section:

1. All couples form an arch and head couple goes under to the end.
2. The head couple weaves in and out between the dancers in their line to end.
3. Cast off with head couple making an arch at the end for all dancers to come through; second couple becomes new leader.

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16. Little Bird Dance

Switzerland

Preschool, Elementary and staff!

Partners face each other in a single circle or scattered formation.

- A** – With hands at chest height, fingers facing forward, open & close fingers & thumbs x 4
Tuck hands under armpits and “flap” elbows 4 times.
Wiggle hips “tail feathers” side to side 4 times while moving body downwards.
Clap 4 times.
Do all of part A 3 more times.
- B** – Link left elbow with partner and skip around on the spot, repeat in reverse direction.

To simplify, no partners and no elbow swing, free dance.

17. Fjaskern

Scandinavia

Elementary

- Formation: Children stand in a double circle facing partners.
 - Stand in a very noble fashion, very dignified.
 - It becomes more difficult to look stately when the tempo accelerates after each repetition.
- A** – Walk 16 steps forward right, turn around and walk 16 steps forward left.
- B** – Facing partner and with hands on hips, Scissor kick 4 times touching heels to the floor in front of the body.
Four steps changing places with partner passing right shoulder.
Clap with first step.
Repeat B 3 times!

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18. Seven Jumps

Denmark

Preschool and Elementary

A – Skip forward right for 8 beats

B – Stamp your feet (3 beats and rest) Clap your hands (clap 3 beats), repeat B

C – Leader does action for all to copy.

Each time the C comes again, another action is added.

There is one “get ready” note before going back to A.

1. Raise right leg
2. Raise left leg
3. Right knee on floor
4. Left knee on floor
5. Right elbow on floor
6. Left elbow on floor
7. Forehead on floor OR Music Rhapsody’s version: Lie on back with arms and legs shaking in the air (the bug dance).

19. Los Machetes

Mexico

Preschool/ Kindergarten with parachute:

A – walk in a circle

B – up and down

C – shake

Preschool/Kindergarten with Instruments

Every section a different instrument, or one instrument playing different ways for each section for example:

A – tap sticks over head or in front of chest

B – tap sticks on floor

C – roll sticks, one over another

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Elementary Rhythm Sticks/Dance:

- Form two lines across from each other
- Begin with all facing forward.

- A** – 16 steps forward tapping sticks, 16 steps back to original place while tapping sticks.
- B** – Partners face each other tapping their own sticks twice in front of them, then twice with partner's sticks. (Or try: quarter quarter, eighth eighth, quarter, rhythm is done 8 times)
- C** – Continue facing partner, slide to the side 8 steps and back 8 steps with rhythm sticks tucked under arm, still holding stick. Repeat C

Repeat entire sequence

Accelerando signals the end, tap sticks over head 3 times

Los Machetes is not on any other Shenanigans and was recorded especially for Music Rhapsody classes.

20. La Raspa

Italy

Partners face each other, both hands joined.

- A** – Leap, leap, leap, rest, exchanging feet.
Heel touches the floor forward.
On the rest, hold and two claps may be added.
Repeat beats 1-4 with opposite footwork.
Repeat A one more time.
- B** – Elbow swings

21. O'Carolans Draught

Ireland

Turlough O'Carolan contributed hundreds of pieces to the Irish harp repertoire. This beautiful piece is played by Celtic harp, mandolins, and steel string guitar.

Mirroring

The teacher or a student can be the leader who slowly moves as the group follows them, mirroring their movement.

Dancing with Finger Cymbals

Every child holds one finger cymbal with their "pincher" fingers as they dance around the room, carefully and gently tapping each other's cymbal to accompany with a soft ringing sound.

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Our Favorite Shenanigans CDs
are available to teachers, parents and children at www.musicrhapsody.com.

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